



Reading Policy

Policy Details:

Reviewed: June 2022

Next review: June 2024

Policy Reading:

Date	Notes	Subject lead
14.07.22	Policy Written	Thom Vanstone

This policy was reviewed at the Local Advisory Board Meeting in Term 1, 2022 to 2023.



READING POLICY

Our Aim:

At Church Lane, we believe that every child should have the right to a curriculum that champions excellence; supporting pupils in achieving to the very best of their abilities. We teach reading skills by providing a vocabulary rich curriculum, both in explicit reading lessons and through the wider curriculum subjects, that encourages reading for both pleasure and learning. We teach our children to decode and understand written language to become enthusiastic and confident readers and writers. Our children make excellent progress each year through our consistent approach to the teaching of reading throughout the school following on from the foundations set in Early Years and Year 1.

Principles of teaching Reading:

We aim to establish and celebrate a reading culture at Church Lane and we teach the foundational aspects of reading and writing, including phonological awareness (of which phonemic awareness is a component), decoding and word analysis, vocabulary, fluency, and comprehension. Our children are taught to decode and understand words using the DfE validated Rocket Phonics scheme from Reception until the end of Year 2. Children learn the grapheme-phoneme correspondences using story books matched to their current phase of learning. Children progress through the phases based on teacher assessments. Once children have passed their Phonics Screening at the end of Year 1, the majority of children will begin whole-class reading lessons with greater emphasis on expanding vocabulary and comprehension of texts building on their strong phonics foundations to become successful and independent learners. In KS2, this will be through lessons using our Pathways to Read scheme in which children are given access to a wide range of high quality texts from a wide range of authors and a variety of genres.

Throughout their time at WCLA children will:

- Gain phonological awareness through targeted, phased phonics lessons from the start of Reception
- Develop fluency and comprehension through age and ability appropriate, decodable books
- Build a broad vocabulary through our Rocket Phonics and Pathways to Read schemes
- Practise their skills and understanding across all curriculum subjects
- Read a mixture of modern and classic fiction and non-fiction texts
- Develop a love of reading through shared experiences and discussions around authors and themes
- Receive rewards for their reading successes

Teaching Sequence:

- Reception and Year 1 Rocket Phonics – min. 5x20 minutes each week in phase groups
- Year 2 Rocket Phonics – min. 5x30 minutes each week whole class teaching*
- Years 3-6 Pathways to Read – min. 3x30 minutes per week
- Reception-Year 6 shared reading min. once per week
- Independent reading opportunities min. twice per week

*further reading opportunities are given across other subjects e.g. Pathways to Write



Reading in Early Years:

Children in Reception are taught the relevant phonics skills for their phase daily. This is supplemented by fully decodable books that children are able to take home twice a week. Children are also able to take home a further reading book of their choice from the Education Library Service once a week. Children are taught all the required objectives for the phase they are on. When the teacher is satisfied that a child has met the objectives for that phase, the child will progress onto the next phase. The order of phases is as follows:

Pink A

Pink B

Red A

Red B

Yellow

Blue

Green

Orange

Star Reader

To assist with teacher assessments, children complete Star Reader assessments in school four times per year. Star Reader is a computer-adaptive reading test that assesses pupils' vocabulary knowledge and comprehension skills. The difficulty of each question increases or decreases depending on the success of the previous question to give an accurate overall assessment of the pupil's reading ability. The results of the test are placed into a report showing the pupil's reading age, their position based on the national average and their Zone of Proximal Development (ZPD). This ZPD range is an estimate of the reading level that will best suit the child's individual development and allows children to make informed choices of books that fall within their range. Children are given their ZPD range to allow them to choose books from our library that fall within their ZPD (as shown on the back of the majority of library books). The results of these tests are also used to inform the teacher's professional judgements as to each child's reading ability against the curriculum standards for their year group.

Accelerated Reader

Upon finishing reading their book, children are able to search for the title of the book on Accelerated Reader to complete a short quiz of comprehension questions to earn personal points, add to their overall word-count and work towards personal targets set for each pupil by the class teacher. The majority of books in our library are organised into ZPD ranges. Books with ZPD ranges on can be found on the system and have quizzes available. Books from home or the Education Library Service may also be on the system and children are able to search by author or title to see if there is an available quiz. Competitions are held each half-term to encourage children to complete quizzes after finishing their books with certificates, house points and a trophy available as prizes. These are handed out in celebration assemblies.



Reading for all:

To make Reading lessons inclusive, we aim to enable **all** children to achieve to their full potential. This includes children of all abilities, social and cultural backgrounds, those with disabilities, EAL speakers and SEN statement and non-statemented. We place particular emphasis on the flexibility technology brings to allowing pupils to access learning opportunities, particularly pupils with SEN and disabilities. With this in mind, we will ensure additional access to technology is provided throughout the school day and in some cases beyond the school day.

If a child requires additional help with their reading to achieve phase/year group objectives, additional support is given by the teacher. This may come in the form of pre/post teaching, 1-1 or small group interventions, additional time for tasks, logins for online reading programs such as Nessy and Reading Eggs, or any other suitable support the teacher deems necessary to support the child. Every effort is made to ensure each child at Church Lane has the opportunity to make good progress or better with their reading.