

Wootton Wawen C of E Primary School Reading and Phonics Policy



This policy was approved by the Full Governing Body and supersedes any previous Reading Policy. The policy has been developed by the Staff, using the work of Shirley Clarke, Jane Considine and the National Curriculum to lead discussions, and in consultation with Governors (including Parent Governors). It will be reviewed every 3 years, or earlier if needed. Any amendments will require the approval of Full Governing Body.

APPROVAL BODY	Full Governing Body
APPROVAL DATE	December 2021
REVIEW DATE	December 2023
Head of School	
CHAIR OF GOVERNORS	

READING POLICY

“To learn to read is to light a fire; every syllable that is spelled out is a spark.”

Victor Hugo

“Children who read for pleasure are likely to do significantly better at school than their peers, according to new research from the Institute of Education (IOE).”

“Young people who enjoy reading very much are nearly five times as likely to read above the expected level for their age. “

“Reading for pleasure puts children ahead in the classroom.”

'It is essential that, by the end of their primary education, all pupils are able to read fluently and with confidence, in any subject in their forthcoming secondary education.'

Background

The Education Endowment Trust indicates that

- *Children benefit from a balanced approach to reading and literacy that includes a range of learning experiences. The emphasis of the different approaches will shift as children progress; effective diagnosis can help to identify priorities*
- *All pupils benefit from oral language interventions, and some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress)*

Pupils are encouraged to read widely across both fiction and non-fiction to develop knowledge of themselves and the world in which they live; to establish an appreciation and love of reading; to gain knowledge across the curriculum; and develop their comprehension skills. We are committed to providing vocabulary rich reading material and the best quality texts.

As reading is at the core of accessing all areas of the curriculum, it is essential that at Wootton Wawen C E Primary School, there is focused and dedicated time given to the teaching of the mechanics of reading; there will be opportunities to teach reading every day.

Aims for Reading Policy

We aim to be a school that confidently meets the *Every Child a Reader* standard year on year. This aspiration for each of our children is based upon the need for them to enter the world of work as articulate and literate individuals with a strong love of reading. We recognise the responsibility to send children to secondary school having mastered at least the basic elements in reading.

We aim to ensure that all children have the chance to follow an enriching curriculum.

- By getting them reading early
- Recognising competence in reading is the key to independent learning and has a direct effect in all other areas of the curriculum

We want our children to be readers, not just children who can read. Readers are made when they discover the activity is worth it.

Teaching and Learning

Core Teaching Methods

The school teaches reading through a combination of approaches:

- Read Write Inc
- Whole class shared reading
- Modelling reading
- Guided reading
- Paired reading
- Reading VIPERS focused on reading domains (Vocabulary, inference, prediction, explanation, retrieval and summary)
- Performance reading
- Accelerated Reader
- Independent reading at school and at home
- Introducing writers as role models
- Reading comprehension with modelled answers.

Medium Term Planning

Teachers plan, using a range of named texts from the school curriculum chosen to drive whole class teaching. Objectives (taken from 2014 National Curriculum) are set half-termly and identified as assessment opportunities.

Planning identifies links with other curriculum areas, computing opportunities and opportunities to teach spelling, punctuation and grammar within the unit.

Differentiation is planned by:

- Guided reading ability groups
- Organisation of pupils e.g. for paired reading
- Selection of texts
- Enlarged texts
- Use of additional adults
- Planning for differentiated outcomes
- Questioning
- Time allowed for tasks

Teaching Reading in The Foundation Stage

In EYFS, children are introduced to phonics using RWI (Read Write Inc Program). The teaching of this is multisensory and active using the wider school environment such as the playground and the outside learning area to ensure learning is retained and fun. Words are Green (those that follow patterns) and Red (Challenge words that need to be learned separately). Children are assessed at the end of each half term. Children are assessed using RWI record sheets 1, 2 and 3 which are found in the handbook. Reading books sent home are phonologically matched to sounds learned in class.

Teaching Reading KS1/2

Children continue to follow the Read Write Inc programme throughout Y1. Y1 focus on Phase 5 phonics, moving onto Phase 6 in Y2. Continual formative assessment will help target gaps in

phonic knowledge; these are addressed in class through intervention programmes and supported individual work.

Shared Reading

Shared reading is a whole class activity using a common text identified in the school scheme of work, teachers will focus on comprehension of the text, the layout, purpose, structure and organisation of the text.

Guided Reading

Pupils are grouped according to their ability and texts are chosen to match ability levels;

Pre-read a short, planned task which aims to raise the reader's knowledge of what they are about to read (schematic knowledge) to help understand the text.

1. Introduction - respond to pre-reading task
2. Strategy check
3. Key vocabulary
4. Independent reading
5. Returning to the text/Responding to the text key questions/partner talk etc.
6. Follow up Post read activity with a short consolidation planned task which continues to develop the same learning objective.

NB: Teachers will record the guided reading session with the date in children's reading diaries and any relevant comments to the assessment focus/learning objective taught.

Paired Reading

Children work in pairs; they may be of the same age or from different year groups. The emphasis during these sessions is on reading for enjoyment and the development of the ability to respond appropriately to a text.

Performance Reading

This will come from reading a performance poem, a play script or text, which provides a stimulus for drama activities e.g. reading a performance poem and acting it out.

Drama and Reading

Drama techniques are used to enhance the teaching of reading. These will include role-play, hot seating, improvisation and group performance to:

- Explore familiar themes and characters
- Consider character, motive and story development
- Respond to issues and dilemmas
- Consider alternative courses of action
- Empathise with characters and situations
- Analyse, discuss and review a variety of texts

Independent Reading at Home/School and Links with Parents

Children are encouraged to choose an independent reading text and choices are monitored. At Wootton Wawen C E Primary School, we encourage a reading partnership and links with

parents. Teachers welcome parental views and will discuss them with parents and pupils. Parents are encouraged to attend reading workshops; a home reading policy is given to all parents. Parents have an induction meeting when children start in Reception to outline approaches to teaching reading and have the home reading policy explained to them. These include:

- Annual letters to parents on guidance for reading at home.
- Reading record books for parents to note down reading at home and for teachers to write in when guided reading/individual reading has taken place and next steps in reading development.
- Reading cafes are set up half-termly for parents and pupils to share books for pleasure
- Parent helpers support the school in providing additional reading opportunities for children.

Comments in the children's reading record need to be informative, positive and identify next steps.

Individual Reading

All children need to be heard to read individually. If their reading age is more than one year behind their chronological age or if the class teacher knows they receive no reading support from home, this needs to be done weekly.

The school develops the role of pupil reading ambassadors: competent readers are trained to support and encourage other pupils in school.

Volunteer Helpers

The school has a group of parents and other adults from the community who are trained by the Subject Leader as 'Volunteer Helpers' for Wootton Wawen C E Primary School. Often pupils will be asked to read with a volunteer helper, individually or occasionally in a small group as the class teacher judges necessary. Volunteer helpers are guided by the class teacher who plans the work for the pupils. Often helpers work outside the classroom under close supervision of the teacher but in a quiet atmosphere for reading.

Helpers are DBS checked and trained by the subject leader. They are given a guide to support reading.

Assessment

Foundation Stage

- Ongoing assessments of reading behaviours during the session or day
- Ongoing assessments using early learning goals, NC objectives
- Half termly RWI phonic assessments
- End of foundation stage profile assessment

Key Stage One

- Ongoing assessments during guided reading sessions using group reading records linked to domains
- RWI phonic assessment
- Termly assessments of high frequency words and phonic checks
- Accelerated Reader star test from Y2 (half-termly)
- Year One Phonic Screening Test (to include alien words)
- Reading Conversations

- End of KS1 tests

Key Stage Two

- Ongoing assessments during guided reading sessions using group reading records linked to age -related reading domains.
- Accelerated Reader star tests (half-termly)
- Where needed half- termly assessments of common words and phonic checks
- End of KS2 Tests

All teachers plan and assess reading intervention programmes. Targeted support is provided to specific groups linked to performance data e.g. gender groups. Children’s reading records track independent reading and reflections.

Progression

The school uses curriculum guidance from the Early Years Foundation Stage Profile and the National Curriculum 2014. These provide guidance for teachers in understanding how to teach reading and how their children will progress through their years at the three stages of the primary curriculum (EYFS, KS1, KS2)

- Teachers regularly assess pupils against these frameworks to determine starting points for each ability group in their class
- Teachers regularly assess pupil progress and attainment: early learning goals are recorded at the end of the reception year; phonics is assessed at the end of Y1; national tests are undertaken in Y2 and Y6.
- Teachers use Accelerated Reader diagnostic and instructional targets.

Intervention Programmes

For children who are not making the expected progress, a range of intervention programmes are used to ensure pupil 'catch-up ' to their peers.

- Group for phonics (KS1 and KS2)
- Toe by Toe (KS2)
- Fresh Start Phonics (Y3+)
- Lifeboat (KS2)
- Booster (KS2)
- Additional 1:1 reading (All)
- Fit to read

SEND Children may have targets on their SEND support plan, reflecting their need for improving their reading skills. These children will be heard to read individually by the class teacher/key worker to achieve their reading target.

Leadership and Monitoring

Monitoring of the teaching and learning of reading takes place through various means:

- Observation of reading and phonics teaching.
- Monitoring of Accelerated Reader, moderation, planning and record keeping
- Pupils’ voice
- Staff and parent questionnaires
- One to one reading where the Literacy Leader listens to a child read to assess the suitability of the reading material.

- Reading Dives
- Learning walks- to establish whether reading has been given a high profile within each classroom. Staff and parent questionnaires

Evidence gathered is used to form an action plan for reading, including training requirements, support needs and resourcing.

The subject leader and SLT monitor the performance of specific groups. They will monitor to see if whole class planning addresses specific needs e.g.

- Choice of texts to motivate boys/groups
- Use of questioning to improve reluctant girls/groups
- Quality spoken language model discussion for book talk
- Differentiated questioning to challenge gifted and talented
- Opportunities to use first language
- Draws upon diversity. different cultural and child's own experiences

Impact

The Reading curriculum is evaluated through

- Analysis of Phonics and AR assessment information
- Analysis of phonics assessments

The Subject Leader produces an impact report at the end of each academic year to share with the Governors.

Equal Opportunities

In line with the school's Equality and Diversity Statement, all children have equal access to the curriculum regardless of their race, gender, disability or ability.