

Policy on Reading

Our Motto: Aim High, Learn Together, Feel Proud!

Our vision for reading

We aim to develop reading at Westbrook to provide our pupils with life skills whilst also promoting reading for pleasure and enjoyment. We strongly believe that reading opens many doors for our children. It helps to improve their language and vocabulary, stimulates their imagination and gives them the opportunity to gain new experiences. Therefore, it is our aim to create confident, independent readers who develop good learning skills and a range of interests. Reading for pleasure contributes to educational success and we focus on equipping our children with the necessary skills, as well as developing a lifelong love of reading.

Westbrook Primary believes that competence in the two areas of reading, decoding and comprehension, is the key to independent learning and therefore is given a high priority by all staff. Success in reading has a direct effect upon progress in most areas of the wider curriculum and is crucial in developing children's self-confidence and motivation. Reading should be a valuable and rewarding aspect of the children's learning and consequently should open the door to a world of knowledge. Westbrook Primary aims to create a stimulating and print rich environment, which is created and maintained to encourage and motivate children's interest in reading.

Aims

- To develop an interest in and a love of books, encouraging children to become attentive listeners and independent and reflective readers.
- To promote and encourage a lifelong love of reading.
- To develop skills in decoding texts, in order to become fluent readers.
- To develop skills in comprehending and understanding texts.
- To read and respond to a wide range of different types of texts, including fiction and non-fiction.
- To support parents and carers in the key role they have in their child's reading journey at school.
- To deliver a structured and progressive whole school approach to the teaching of reading.
- To identify pupils who require additional support and to provide this support at an early stage.
- To provide continuity and progression in the delivery of the teaching of reading throughout the school.

Curriculum and Organisation

English lessons are taught daily and are based around high quality texts that are age appropriate. Children will get the opportunity to read and analyse fiction and non-fiction texts, with an aim to deepen their understanding. Children will be exposed to present-day literature

and older ‘classic’ literature. To ensure continuity and progression; Key Stage 1 and 2 teachers plan with the high quality ‘key text’ as their starting point. Staff ensure that their planning exposes children to all types of genres and themes. The key text is used to give context to their learning. Planning and Learning intentions within it are explicitly linked to the National Curriculum statements

Children follow a banded levelled reading scheme with titles from ‘Project X and Oxford Reading Tree’ as ‘home readers’. These books are taken home and brought back to school daily by children in Year 1 through to Year 6. In Reception, children take home RWInc home readers; a book that directly relates to their Phonic level and ability when learning how to read. Children are also encouraged to take books from the Wonder World library to read and explore at home also. Teachers, Learning Support Assistants and Parent helpers listen to children read, focusing upon key reading skills (including decoding and comprehension), at least once a week. Teachers and Learning Support Assistants record comments from these sessions in the pupil’s reading record which is taken home. Parents and carers are asked to sign and make comments at least weekly after listening to their child read at home. They are recommended to listen to their child read daily. A child’s progression through the ‘home reader’ books is documented in individual files which make up the class reading file. In EYFS through to Year 2 explicit phonic lessons are taught daily using the Read Write Inc Phonics scheme.

In Key Stage 1 Comprehension skills are developed through daily guided reading sessions. Groups of children complete different activities each day: guided reading, responding to their guided reading text, comprehension activities and reading the guided reading text in preparation for guided reading. Guided reading sessions led by the teacher are focused on the reading domains. The sessions are run as discussions with children responding, not only to the questions posed by the teacher, but also the answers from other children. There is a greater emphasis on child talk than teacher talk.

In Key stage 2 children follow the Destination Reader approach. Children have daily reading lessons and focus on a key reading skill each week. This skill is explicitly modelled and scaffolded, by the class teacher, for the children to practice and then apply. Children use a range of forms to record their learning in their reading album. Within the Destination Reader program children are sharing age appropriate text but also have regular opportunity to apply the taught skill when reading books at their individual ability level.

Within the foundation stage there is a great emphasis on exploring and enjoying stories/books. This begins with the adults in the setting finding time every day to share books and stories with the children. Children are exposed to various types of text (fiction and non-fiction) and are guided on how to use/handle them. Particularly in EYFS there is an expectation that, by the end of the year, children will show an understanding of the elements of stories and use appropriate vocabulary such as character and setting. The children are encouraged to explore and experiment with sounds, words and text whilst also retelling familiar stories. The teaching of phonics, in EYFS, gives the children the basic skills needed

to decode text independently. Quality questioning by adults helps children to develop their comprehension skills during whole class sessions as well as small group sessions. These small group sessions prepare children for guided reading groups in Key stage 1.

Home/School Partnership

The outline approaches to teaching reading within the school are shared with parents in all curriculum meetings. Children take home a home reading book daily which they are encouraged to read with their parent or carer. We encourage families to actively listen to the children read in order to support and encourage the children. Along with this, children take home reading records which are then signed by parents and carers who can comment on their child's reading. Parent volunteers support the school in providing additional reading opportunities for children

SEND and Equal Opportunities

We ensure all children have equal access to the curriculum, regardless of gender, race, religion or ability. Children with specific reading, speech and hearing difficulties are identified by the class teacher and Inclusion manager. These children are supported in school and external help is sought when necessary. 'Struggling readers' are a priority and are listened to read daily. The **Home** reading scheme provides books up to level 20 which goes beyond expectation for primary age children. **Additionally a GDS selection of books in line with our home reading scheme are also available for children to read once they have completed the main home reader scheme.** This way we can ensure children are exposed to texts that challenge their decoding and understanding of text.

Assessment, Record Keeping and Reporting

Teachers assess reading termly, indicating where children are in relation to year group expectations. This is documented on Itrack Primary. Teachers assess against termly targets (recorded on the shared drive) and any ongoing assessments, linked to Phonics, Guided Reading/Destination Reader notes/planning as well **as termly ICP reading tests to determine areas of reading strand concern that can be an aid to planning for the following term.** End of year assessments/judgements are included in the yearly school report and are shared with parents in July. Phonics assessments take place half termly in **EYFS** through to **Year 2**, including any child beyond **Year 2** still accessing a phonics based program/intervention group.

Role of the Coordinator

- Management of the policy
- Ensuring the Governing Body, Head teacher and Staff are kept informed of policy and practice across the school
- To support staff and identify INSET needs

- Attend relevant courses and borough INSET
- Organise opportunities to promote reading through organised events such as author visits and book fairs.
- Organise and order Reading resources
- Keep up to date with Government initiatives and disseminate information to staff and Governors
- Monitor planning, assessment, teaching and learning of Reading

Role of the Governors

- To take part in the monitoring and evaluation of reading
- To keep up to date with Government initiatives
- To support the headteacher and subject leader in the role of reading within the curriculum

Monitoring and review

The co-ordination and planning of the English curriculum are the responsibility of the subject leader, who also:

- Supports colleagues in their teaching, by keeping abreast of current developments in English and by providing a strategic lead and direction for this subject;
- Gives the headteacher an annual action plan in which s/he has evaluated the strengths and areas for development in English in the school, and indicates areas for further improvement;
- Uses specially allocated regular management time to review evidence of the children's learning, and to observe and review English lessons across the school.
- A named member of the school's governing body is briefed to oversee the teaching of English. The English governor meets with the subject leader to review progress.
- This policy will be reviewed at least every three years.

Agreed: 7/6/2021

Review: June 2024