



Reading Policy

September 2020

Rationale

At West Thurrock Academy, we believe we have a fundamental responsibility: to teach children to read. Reading is the core of our curriculum. Pupils who can read are overwhelmingly more likely to succeed at school, achieve good qualifications, and subsequently enjoy a fulfilling and rewarding career. In addition to its substantial practical benefits, reading is one of life's profound joys.

Aims

For all pupils to

- ❖ Read fluently and confidently at and beyond age-appropriate expectations.
- ❖ Enjoy reading and develop a love of books
- ❖ Acquire a wide range of vocabulary and develop an interest and love of words.
- ❖ Understand fully what they read
- ❖ Be able to use reading independently across the curriculum
- ❖ Appreciate our rich and varied literary heritage
- ❖ Monitor and self-correct their own reading.
- ❖ Understand how authors craft their writing.
- ❖ Know and understand a range of genres.
- ❖ Use reading in all areas of learning and life.

The importance of reading

Reading is a multi-strategy approach to understanding the written word. It is not simply the decoding of marks on the page but involves the ability to read with understanding a wide range of different texts, including fiction, non-fiction, real world texts such as labels, captions, lists and environmental print. Nothing is more important in education than ensuring that every child can read; those who cannot will find themselves at a constant disadvantage and therefore the teaching of reading across the curriculum is a high priority for all staff.

Reading Curriculum

Success in reading has a direct effect on progress in all areas of the curriculum and is crucial in developing children’s self-esteem, confidence and motivation. Rich reading opportunities are provided throughout the curriculum which inspire and engage children. Key reading skills are embedded through a whole school consistent approach.

- ❖ In EYFS ‘Development Matters’ is the curriculum.
- ❖ In year 1-6, we follow the National Curriculum Framework enhanced by ‘The English Planning Kit’. This sets out the objectives that each year group teaches and shows the progression within and across year groups.
- ❖ The school takes a mastery approach to learning objectives and levels of text. Unless a child has a special need related to reading, they will work on the objectives and age-appropriate texts for their year group. Age-appropriate texts for each year group have been identified.

The teaching of reading

Interactive teaching strategies are used to engage all pupils in order to raise reading standards. Children learn best through collaboration and fun, and these are again some of the main principals of our approach to the teaching of reading. We base our questioning around the CLIMB approach, where teachers link questions in each lesson to **C**omprehend texts, understand and interpret the **L**anguage used, make **I**nferences and discuss **M**eanings within the text whilst considering the text as a whole, the **B**igger picture (CLIMB).

Word Reading

- ❖ ‘Letters and Sounds’ provides the structure and progression for our Phonics programme.
- ❖ Phonics progresses as follows:

Time	Content
Nursery	Phase 1
Rec Autumn 1	Phase 2
Rec Autumn 2	Phase 2/3
Rec Spring 1	Phase 3
Rec Spring 2	Phase 3/4
Rec Summer 1	Phase 4
Rec Summer 2	Revision of phases 2- 4
Y1 Autumn 1	Phase 5
Y1 Autumn 2	Phase 5
Y1 Spring 1	Phase 5
Y1 Spring 2	Phase 5
Y1 Summer 1	Phase 5
Y1 Summer 2	Phase 5

- ❖❖ Each child in EYFS and Y1 receives a daily phonics session of twenty minutes. This follows the structure of revisit, teach, practise, apply. If required, to accelerate pupil progress where necessary, teachers will increase the amount of daily phonics teaching.
- ❖❖ Teachers will informally assess during daily sessions.
- ❖❖ Pupils who are at risk of developing gaps in their phonics are given extra phonics support as soon as possible (ideally on the day it is taught).
- ❖❖ In addition to this, pupils are assessed formally on a half term basis. The reading part of this assessment comprises of three parts – recognising sounds, reading words containing the sounds and reading high frequency words.
- ❖❖ In reception and Yr1, phonically regular reading books are used in school for one-to-one reading in order for pupils to apply their phonics learning.
- ❖❖ Phonics is constantly applied and consolidated in other English lessons, child-led learning and across the curriculum.
- ❖❖ Children who have failed the phonics screen at the end of Y1, undergo a full phonics assessment and attend an intervention group in Yr2 to fill their gaps and build their confidence.
- ❖❖ The application of phonics remains a priority in Y2 and throughout KS2. Teacher continue to support and advise their pupils on this important area. SEND pupils may access phonics interventions into KS2.
- ❖❖ As well as phonics, pupils are also taught back-up strategies to aid decoding such as use of context and grammar, graphical representation and learning high frequency words.
- ❖❖ Use of phonics as well as morphology and etymology continues through KS2 when decoding new words.

Fluency

- ❖❖ Fluency is a focus throughout the whole school but especially in Yr2. Here teachers use a combination of modelling, echo reading, choral reading and paired reading to teach fluency.
- ❖❖ Fluency continues to be a regular focus as texts get harder in KS2.

Comprehension

- ❖❖ The set of reading comprehension skills taught in our school are as follows:
 - Core skills
 - Clarifying (retrieval, vocabulary)
 - Inferring
 - Auxiliary skills
 - Imagining
 - Linking
 - Predicting
 - Summarising
 - Evaluation skills
 - Understanding purpose and viewpoint (Y3 onwards)
 - Understanding text organisation
 - Understanding writer's use of language (Y2 onwards)

Guided Reading

During Guided Reading lessons, children are taught the explicit reading skills needed to become independent, competent readers. Lessons take place 3 – 4 times a week and may contain different text types each day. Teachers work with the whole class and in small groups. Specific reading strategies are taught using the **CLIMB** approach and questions are based on the objectives set out in the curriculum. Children have the opportunity to develop reading strategies through guided or independent work and group or whole class discussions. Written work is kept in the child's Reading folders which also contain assessment sheets.

In the Early Years Foundation Stage, guided reading sessions take place in small groups and are designed to develop reading comprehension skills and provide opportunities for rich discussions to take place to enhance pupils understanding of a text.

Shared Reading

Once a week children in Years 1 - 6 participate in a shared reading lesson where the teacher models the reading process to the whole class as an expert reader, providing a high level of support. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral responses and high level of collaboration. During shared reading the children access a text which may be challenging to them individually. The children join in, where appropriate, with the reading of the text. Reading skills and strategies are clearly modelled, and discussions help the children to deepen their understanding of the text. This lesson is designed to promote enjoyment of reading.

Becoming a reader at school

- ❖❖ Every child has a reading record
- ❖❖ Reading books are banded through the school using the Oxford Reading Tree Scheme
- ❖❖ In Reception and KS1, each child is heard read once a week. If a child isn't being heard at home, they become a 'daily reader' and will be heard by an adult on a daily basis.
- ❖❖ In Reception and Y1 phonically regular reading books are used in school for one-to-one reading.
- ❖❖ In Y3 and Y4, each child is heard read by the teacher at least once a half-term. If a child isn't being heard at home, they become a 'regular reader' and are heard by an adult on a regular basis.
- ❖❖ In Yr5 and 6, each child has a reading conference with a teacher at least once a half-term. If a child isn't being heard at home, they become a 'regular reader' and are heard by an adult on a regular basis.
- ❖❖ Governors are invited in throughout the year to read with pupils.
- ❖❖ Across the school, 'storytime' occurs daily, usually at the end of the day (although timing is flexible). In KS2 an 'aspirational text' is read to the whole class over a half-term or a term.
- ❖❖ Every class had an attractive reading area and a reading chart that records home reading.
- ❖❖ Teachers plan opportunities for reading across the curriculum. These enable pupils to routinely apply the skills they are learning in English.

Cross-curricular and literacy opportunities.

The basic skills taught within Literacy and Guided Reading lessons are referred to and applied cross-curricular in the Foundation subjects. Spelling, Punctuation and Grammar lessons are also used to aid the teaching of specific vocabulary and language. Literacy lessons are used to teach and reinforce the core skills taught in the Reading lessons, in context.

Assessment

Assessment of reading skills is essential and we use rigorous on-going teaching assessments to inform the daily teaching of reading. Pupil attainment is tracked using the Assessment sheets.

Work is assessed in line with the Assessment Policy. The following is also used to assess reading ability:

- ❖❖ Statutory Assessment Tests – Year 2 and 6
- ❖❖ Optional Statutory Assessment Tests - Years 1, 3, 4 and 5
- ❖❖ Hertfordshire Reading Test

Intervention programmes

We provide daily intervention groups, or one to one sessions, for identified pupils. These include

- ❖❖ Wave 3 – Key Stage 1 phonics intervention
- ❖❖ Wave 3 – Reading fluency intervention
- ❖❖ Wave 3 – Lower Key Stage fluency and comprehension intervention
- ❖❖ Wave 3 – Lunchtime reading interventions for Year 6 pupils.

Inclusion

We aim to provide for all children so that they achieve as highly as they can in Reading according to their individual abilities. We identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Higher attaining children are identified and suitable learning challenges provided.

Equal opportunities

All children are provided with equal access to the Reading curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

SMSC

The joy of reading naturally encompasses spiritual, moral, social and cultural development. A good book can trigger a spiritual response, reveal a moral dilemma, debate a social issue and teach us about culture. At West Thurrock Academy we cover a range of spiritual, moral, social and cultural themes through the use of carefully selected books, shared reading lessons and with initiatives to engage parents to share reading experiences with their children as often as possible.

Role of Subject Leader:

The Subject Leader is responsible for improving the standards of teaching and learning in reading through:

- ❖❖ Monitoring and evaluating pupil progress

- ❖❖ Provision of Reading (including planning, marking and Intervention and Support programmes)
- ❖❖ The quality of the learning environment;
- ❖❖ The deployment and provision of support staff
- ❖❖ Taking the lead in policy and curriculum development
- ❖❖ Leading, auditing and supporting colleagues in their Continual Professional Development
- ❖❖ Purchasing and organising resources
- ❖❖ Keeping up to date with recent Reading developments
- ❖❖ Setting high expectations and leading through example
- ❖❖ Using Target Tracker to keep up to date with pupil progress and achievement.

The Governing Body

- ❖❖ Be well informed through the leadership of the Headteacher, Reading Leader and Reading Governor;
- ❖❖ Support the staff in implementing the school's Policy for Reading;
- ❖❖ Monitor and review progress on the Reading Action Plan;

Conclusion

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

- ❖❖ Teaching and Learning Policy
- ❖❖ Assessment and Record Keeping
- ❖❖ Provision Policy
- ❖❖ ICT Policy
- ❖❖ Equal Opportunities Policy
- ❖❖ Health and Safety Policy
- ❖❖ Speaking and Listening Policy
- ❖❖ Writing Policy
- ❖❖ Phonics Policy

This policy will be reviewed every three years or in the light of changes to legal requirements.