

Wrekin View Primary School and Nursery



Reading Policy



Policy Adopted	July 2021
Reviewed	January 2023
Next Review	Summer 2025

At Wrekin View Primary School, we passionately believe in teaching children to independently read and write from an early stage. This underpins our belief that reading is the key that unlocks the whole curriculum. We firmly believe that being able to effectively read and write has a significant impact on a child's self-esteem and future life opportunities.

Intent:

As a school, we aim to:

- Enable our children to read confidently, fluently, accurately and with good understanding regardless of their background, needs or abilities.
- Employ a full range of reading cues; phonic, graphic, syntactic and contextual to enable our children to decode, self-correct and make sense of what they are reading.
- Foster an interest in words and their meanings, and to gain an appreciation of books from a variety of genres.
- Enable our children to read with enjoyment and to evaluate and justify their preferences.
- Develop technical vocabulary through which our children can use to understand and discuss their reading.
- Create reading opportunities across the curriculum so that their reading experiences are meaningful, relevant and cover a range of age-appropriate themes.
- Develop reading skills in tandem with those of writing, so that our children are successfully able to function in society, as literate adults, and readers for life.

Impact of our reading provision:

- The children at Wrekin View have a strong desire to read and are able to do so confidently and competently.
- All children, including the weakest readers, make sufficient progress towards meeting or exceeding age-related expectations
- Children are well-equipped with appropriate reading strategies that they can use to help them read unfamiliar texts.

Our Approach to Reading:

Reading is a multi-strategy approach to understanding the written word. It is not simply the decoding of black marks on the page but involves the ability to read with understanding a wide range of different texts, including fiction, non-fiction, and real-world texts such as labels, captions and lists. Competence in reading is the key to independent learning, and therefore the teaching of reading is given a high priority by all staff in our school.

At Wrekin View, we strive to ensure that both the fiction and non-fiction texts that we read are chosen to develop children's vocabulary, language comprehension and love of reading. We agree with this statement which we believe sums up reading at Wrekin View perfectly, *'Reading widely and often increases pupil's vocabulary because they encounter new words they would rarely hear or use in everyday speech. Reading also feeds children's imagination and opens up a treasure-house of wonder and joy for curious young minds.'* (National Curriculum, 2014:14).

The National Curriculum's (2014) programme of study for reading is split into two sections: word reading and comprehension. At Wrekin View, we strive for our children to be competent and confident in both, therefore we provide our children with opportunities to develop both on a regular basis.

Early reading:

Read, Write, Inc.:

We teach children how to decode using a single systematic synthetic phonics programme called Read Write Inc. Fidelity to one scheme ensures that the teaching of reading in our school is consistent and effective. Early Years, Year 1, and some Year 2 children follow the Read, Write, Inc scheme. Delivered daily, it is our goal to ensure all children have the knowledge and skills to identify sounds, use mnemonics to recall key grapheme representations, decode any word, blend with confidence, and eventually develop automaticity when reading. We recognise the importance of children mastering this early reading stage and we ensure that they are exposed to phonics throughout the school day.

All Early Years, Key Stage 1 and Key Stage 2 staff at our school have been trained to teach Read, Write, Inc. In Early years and Key Stage 1, all teachers and learning support practitioners are experts in the teaching of phonics and receive regular training and development.

In order to further promote a reading culture within our school, high-quality texts are made readily available for our Early Years and Year 1 children to access during child-led learning. This is something that is positively encouraged by all staff.

Helicopter stories:

Children in Reception also participate in a weekly 'Helicopter Stories' session which is predominately used to develop communication skills and promote a love of reading. Helicopter Stories allow our children to take ownership of storytelling time as they dictate their stories which are then written down, exactly as they are told, by an Early Years member of staff. The children then gather around a taped-out stage and the stories are acted out. This child-centred approach creates a culture of curiosity and wonder at the dexterity of children's imaginings during both the telling and acting out of their stories. Each session allows the children to explore early literacy and the power of words as they see their stories come to life and develop their ability to use and adapt language to communicate. Using the 'Helicopter Stories' approach also offers the children a bridge into the world of creative writing as they begin to see the links between the oral stories they compose and the words on a page.

Please see our school's Phonics and Early Reading policy for more information.

Listen Read Respond (LRR):

Listen, Read, Respond sessions happen daily in both Key Stage 1 and Key Stage 2 classes. The books that are used in these sessions are of an extremely high quality and immerse our children in a wealth of vocabulary. Texts used cover a range of genres, and where appropriate are linked to prior learning.

Key Stage 1:

Throughout the sequence of LRR sessions in Key Stage 1, the teacher must:

- Read the text to the class
- Promote a love of reading
- Model how to read fluently; this is something that must be consistently modelled across the whole curriculum by all staff in school.
- Use our 'English Progression' document to ensure key knowledge is taught.
- Discuss the meaning of new vocabulary.
- Support the children to identify key aspects of both fiction and non-fiction texts, including the main events, how characters are feeling and why, the use of headings and sub-headings to structure a non-fiction text, and so on.
- Encourage the children to make predictions and inferences based on what is being said and done.
- Support children to draw ideas and evidence from the illustrations in the text.
- Make links between what has been read and real-life experiences.
- Support children to sequence events in the text.

This opportunity to unpick, and verbally comprehend the text is vital in helping our children to understand what has been read to them. This is a crucial building block in the early stages of developing a child's ability to understand what has been read.

In Key Stage 1, children are also given opportunities to answer questions about the text they are reading in Read, Write, Inc. Each text has questions to talk about which encourage children to use a 'find it', 'prove it' and 'fastest finger' approach to answering questions that develop their ability to understand what is being read whilst quickly scanning for evidence to support their answers.

Key Stage 2:

In Key Stage 2, a high-quality text is chosen every half term, and where appropriate, it is linked to prior learning.

During the reading stage, 'choral', 'echo' and 'jump-in' reading approaches are used to promote fluency and expression, and to strengthen understanding.

As the text is shared, the teacher asks carefully planned questions in order to support the children with reading for meaning as we guide them towards becoming reflective readers.

Throughout the sequence of LRR sessions in Key Stage 2, the teacher must:

- Use our 'English Progression' document to ensure key knowledge and skills are taught.
- Demonstrate a love for reading
- Provide opportunities for children to unpick new language, including by researching the meaning of new words using a dictionary or providing visuals to support the learning of new vocabulary.
- Where appropriate, provide opportunities for thesauruses to be used to research and suggest improved word choices.
- Model how to refer to the text to retrieve and record information needed to answer questions
- Support children to summarise ideas within the text
- Provide opportunities for children to make inferences and draw out evidence to explain and justify opinions and inferences made.
- Give opportunities for children to make predictions based on what is stated and implied.
- Provide opportunities to discuss the layout and unpick the themes within the text.

Time for unpicking the text is built in to all LRR sessions. This is to ensure that teachers have sufficient opportunities to promote book talk through unpicking new language as they progress through the text, keeping dialogue open and allowing children to share their thoughts when discussing their understanding of what has been read.

In order to ensure that we best equip our children to become lifelong readers, staff are expected to make strategies for establishing meaning of unfamiliar words explicit when reading. This will include:

- Encouraging the children to use their phonics knowledge to decode the word
- Chunking the unknown word
- Using the pictures to help the pupil make a good guess
- Skipping over the word, finishing the sentence and then re-reading.

Demonstration Reading:

Demonstration Reading takes place within LRR.

During Demonstration Reading, the teacher models the thoughts of a skilled reader.

The teacher uses a 'think-aloud' approach to model specific reading strategies, and to show how good readers make sense of a text, for example, discussing the author's intent, asking questions as you read, confirming and adjusting predictions in light of new evidence, making links to draw inferences, discussing the author's word choice, linking the meaning of new vocabulary to that already known, and making comparisons within a text.

High-quality story time:

High-quality story time is an integral part of the reading curriculum on offer to our children at Wrekin View.

We believe that giving children the opportunity to hear an adult read to them develops a child's ability to comment on and respond to events and experiences within a text and also, hear what good reading sounds like.

These story time sessions allow the teacher to share high-quality texts with the children. It provides an essential opportunity for children to listen to an adult role model who has developed skills in expression, phrasing, intonation and reading for effect.

1:1 Reading:

Throughout the week, each child is given the opportunity to read alone, with peers and to an adult in school. During the school day, there is planned ERIC (everyone reads in class) time that happens daily. During this time, pupils are able to choose a book of their choice and read for pleasure.

During this time, adults listen to children read so they can get to know each child as a reader, including books they enjoy, their attitude to reading, and areas that may need improvement. Adults are expected to write a comment in each child's reading diary. This comment should be used to support parents/carers with developing their child's reading at home.

Strategies we use to promote reading for pleasure at Wrekin View:

- Children are given the opportunity to read a variety of materials which reflect their particular interests, e.g., magazines, books written by specific authors, listening to audio books, books that reflect personal hobbies, individual genres, etc.
- Adults share their favourite children's books with our children, making recommendations based on children's interests.
- High-quality reading corners
- Reader of the Week celebrated in our celebration assembly on a Friday.
- Access to our local library service: All of our children have their own online log-in details where they can access a wide variety of texts at home.
- Teachers provide parents/ carers with a list of recommended texts based on the child's age, stage, and interests.
- Parent Reading events
- Whole school poetry focus where the children learn a poem, put on costumes and perform their poem for others to watch.
- Children are given the opportunity to mark national reading events including World Book Day where children come dressed up as book characters and teachers plan engaging reading activities for children to participate in.
- Authors are invited into school to share their work and further promote a love of reading.

- Links with the local Secondary schools whereby our children are able to go and watch performances of high-quality texts.

Assessment and intervention:

Assessment:

In addition to hearing all children read on a weekly basis, the children will also be assessed each term in relation to the National Curriculum objectives. Children in Years 1, 3, 4 and 5 complete NFER tests so that we can formally assess our children once a term. Year 2 and Year 6 pupils complete past SATS papers during their assessment weeks. From these tests, analysis grids are completed by the class teachers and the outcomes are used to inform future planning to ensure gaps are closed and progress is made.

Additionally, each term, we will assess the reading fluency of each Key Stage 2 child. All children will be given an age-appropriate text to see how many words they can read in one minute. From this, targeted interventions are planned for by the relevant class teacher.

Interventions:

Individual class teachers will devise intervention programmes based on the needs of individual children. Children may be assigned 1:1 time or work in small groups based on targets or areas to improve as identified in assessments.

Special Educational Needs:

Children with special educational needs are encouraged to take full part in reading sessions. All children with special educational needs will follow the same educational curriculum as their peers, differentiated where necessary to meet their individual needs. Children who need it will receive short interventions as stated in their provision maps, but this will be after discussion with the school's SENCO.

Reading environments in school:

At Wrekin View, we believe that having access to exciting and engaging book areas are of tremendous importance. Selecting their own choice of text is an important part of developing independence. Selecting a text motivates the reader and helps the children discuss their reading preferences. Children need to be given the opportunity and

encouragement to read independently to build confidence, stamina and fluency, as well as develop their experience of a range of books and authors.

Teachers will ensure that they provide an inviting and well-resourced reading area, to promote and create an enthusiasm for reading. This may include a book of the week display or an author display accompanied by a collection of books. Teachers can use the local library service to ensure that they display high quality books for children to have access to during independent reading time.



Reading at Home:

At Wrekin View, we expect every child to read five times a week at home as part of their homework. This should be recorded in their reading diaries which should be brought into school every day. Teachers will keep a record of who is reading at home. Children who read at home will receive Dojos for doing so. Children who do not read at home will do so during the school day as we believe that reading is vital in supporting children to make progress in all areas of the curriculum. If books are not returned, class teachers will discuss this with parents. We recognise the importance of reading and re-reading as an imperative factor to achieving fluency and automaticity in our children as readers. Children will only change their reading book once they can read it fluently and answer questions about what they have read. This is to ensure we develop confident, highly skilled readers.

Each Reception, Year 1, and where appropriate, Year 2 child takes home a RWI 'book bag' book. RWI 'book bag' books are consistent with each child's developing phonic knowledge and are taken home daily. This means that children can practice their reading outside of the school day using a fully decodable text so that they experience success in reading. The children also take home a second reading book of their choice. This might be a picture book, a favourite book or one of particular interest. This is to ensure that we further encourage a love of reading for our children. Children in Year 2 onwards take home a stage appropriate colour banded book until they are ready to become a 'free reader'. Our free reader books are age appropriate, and children are expected to be able to read most words on their own.

Teachers must be aware of the stage that each child is at for the purpose of ensuring they take home an appropriate book.

Parental involvement:

Parents/ Carers are urged to share books with their children and hear their children read at home. Parents/ Carers are encouraged to make a written comment in the school reading diary to show how their child read and understood the book.

Parents/ Carers are welcome to seek advice and support from the class teacher with regards to their child's progress in reading and ways that they can support at home. We hold regular parent workshops where parents/carers can find out more as to how they can further support their children.