



'Working and growing together'

ENGLISH READING POLICY		
Date Written:	Review Date:	Subject Leader:
August 2019	August 2020	Paul Quarry

Subject Leader Curriculum Intent, Implementation and Impact Overview			
Intent	Research link	Implementation	Impact
<p>Intention 1: To build an English curriculum which develops learning and results in the acquisition of knowledge and skills so that all pupils know more, remember more and understand more. To design a curriculum with appropriate subject knowledge, skills and understanding in Speech and Language, Reading and Writing as set out in the National Curriculum so that children can know more, remember more and understand more to help them reach and exceed their potential at Fitzwilliam Primary School and beyond.</p>	<p>National Curriculum School adheres to the statutory content of the National Curriculum to ensure all children have access to appropriate age related knowledge and skills</p>	<p>National Curriculum Programmes of Study and Scheme of Work</p> <ul style="list-style-type: none"> • English is planned for, following the EYFS Framework and KS1 and KS2 school curriculum. • English is planned for following the scheme of work (as suggested by Wordsmith but supplemented by high-quality selected texts which also form Units of work). • Whilst the National Curriculum forms the foundation of our curriculum, we make sure that children learn additional skills, knowledge and understanding and enhance our curriculum as and when necessary. 	<p>Children will make at least good progress in Reading, Writing and Speaking and Listening from their last point of statutory assessment of from their starting point in Nursery.</p> <p>Children will use their English knowledge and skills, in all curriculum areas, to enable them to know more, remember more and understand more.</p>

<p>Intention 2: To build a curriculum which develops a love of reading to help pupils know more, remember more and understand more.</p> <p>To design a curriculum which has reading at its core across all curriculum areas. Through choosing quality texts, we intend to develop a love of reading and allow children to recognise the pleasure they can get from their reading, as well as an understanding that reading allows them to discover new knowledge, revisit prior knowledge and understand more about what they learn, fuelling their imagination for ideas to use in their own work.</p>	<p>Education Endowment Fund research indicates that Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.</p> <p>School – phonics outcomes improved significantly when the systematic teaching of whole class teaching of phonics was introduced.</p> <p>Education Endowment Fund research indicates that reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p>	<p>Phonics</p> <ul style="list-style-type: none"> • The systematic teaching of phonics has a high priority throughout Foundation Stage and Key Stage 1. Phonics is taught daily to all children in Foundation Stage, Year 1 and those in Year 2 who have not passed phonics screening in Year 1. • Staff systematically teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them. Phonics is delivered in a whole class format because it enables staff to ensure application across subjects embedding the process in a rich literacy environment for early readers. • Intervention is planned for those children who are working below expected levels. • Jolly Phonics is used as the spine for delivery of the phonics sessions. Jolly phonics is visual, aural and kinaesthetic thus increasing the likelihood of rapid progress. • Pupils will be given Reading books which closely match the phase of phonics that they are currently working within. <p>Reading</p> <ul style="list-style-type: none"> • Reading forms the core of our curriculum. All children read and are read to so that they develop a love of Reading. Books are selected by teachers with the knowledge of how they link to other areas of the curriculum. • Reading Scheme – school uses a variety of different reading schemes to provide a wide variety of appropriate quality texts for children to read covering all genres. The schemes incorporated into our reading provision include: Oxford Reading Tree, Project X, Graphic Novels and some of The Power of Reading recommended texts. All books are Book Banded in order to ensure progression and challenge for all children. • Classic Texts – all children will have classic texts read to them in all year groups. This may include traditional fairy tales / rhymes in FS and KS1 to established classic novels in KS2. • All children from year 1 complete the Salford reading test to ensure they read appropriately challenging books. This is regularly checked termly and Reading books bands are changed accordingly. • Individual Reading – all children in Foundation Stage read individually to a trained adult each weekly. Throughout school a minority of children will read 1 to 1 with an adult as a form of intervention. • Home Reading – all children are expected to read at home and take home 'home' reading books. All children in UFS and Year 1 take home 2 reading books, 	<p>Children will have a love of Reading and make at least good progress in Reading from their last point of statutory assessment of from their starting point in Nursery.</p> <p>Children will use their Reading skills as a key tool in helping them to learn, and as a result, know more, remember more and understand more.</p>
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		<p>a familiar read and a new read both of which are phonetically plausible. Children in Year 2 who did not pass Phonics Screening in Year 1 take home 2 reading books, a familiar read and a new read. Children in KS2 who did not pass Phonics Screening in Year 2 take home 2 reading books, a familiar read and a new read.</p> <ul style="list-style-type: none">• Guided Reading – all children from Upper Foundation Stage take part in Guided Reading. Guided Reading Sessions, which run x3 sessions per week, are planned by all teachers to teach a range of skills and techniques which enable children to comprehend the meaning of what they read and develop their understanding of the vocabulary used by authors.• Reading Areas All classrooms have class reading areas with subject specific books and other age-appropriate reading for pleasure books. All classrooms have access to themed mental well-being books outside the classroom.• Library - All children visit the school library each week and choose a book to read at home for pleasure.• Reading Bugs - All children have access to Reading Bugs which is a web-based ability appropriate reading scheme which they can access at home and school. Links can be made between Reading Bugs and Wordsmith.	
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<p>Intention 3: To provide opportunities across all curricular areas for the development and application of Speaking, Listening and Writing skills to help all pupils know more, remember more and understand more.</p> <p>To design a wider curriculum that provides regular opportunities for pupils to use and apply the writing and spoken language skills they have acquired from the English Curriculum.</p>	<p>Education Endowment Fund research indicates that 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).</p> <p>School baseline upon entry data indicates that a significant number of children enter Lower Foundation Stage with speaking and listening skills that are below chronological expectations.</p> <p>Education Endowment Fund research indicates that children benefit from a balanced approach to literacy that includes a range of approaches. The emphasis of the different approaches will shift as children progress; effective diagnosis can help to identify priorities and focus teaching to ensure that it is efficient.</p>	<p>Language</p> <ul style="list-style-type: none"> • The promotion of a language rich curriculum is essential to the successful acquisition across the curriculum. • The development of speech and language is identified as one of the most important parts of our school's early years curriculum. A Speech and Language Therapist is employed by school to screen and work with all children as they enter Nursery. This enables staff to match oral language activities to learners' current stage of development, so that it extends their learning and connects with the rest of the curriculum. • The promotion and use of an accurate and rich cross-curricular vocabulary throughout school is planned in all subjects. This is evident in all learning areas and is a key part of Knowledge Organisers. • The promotion and implementation of tiered language across the curriculum provides the tools for children to make links across the subjects so that they know more, remember more and understand more. • Pupils are given a wide range of opportunities to use and develop their Speaking and Listening skills to help them with the writing process across all areas of the curriculum. Appropriate Talk for Writing strategies are also used across school, where they will aid and benefit the writing process. <p>Writing</p> <ul style="list-style-type: none"> • All Children write daily. • School plans writing linked to quality reading texts recommended by The Power of Reading and we also use the Wordsmith scheme to ensure the coverage of key objectives in grammar which build competency. Opportunities for children to apply their writing are planned and links to the wider curriculum are made when doing this. Writing is assessed at appropriate times when key skills can be applied in a meaningful way and next steps identified by the teacher and also through self and peer assessment. We assess using Writing assessment grids that we share with the other academies in our Multi Academy Trust. • Each year group has a set of 'Star Skills' to try to apply in all writing in English and across the curriculum. These skills are taken from each year group's Age Related Expectations for writing. • School has a presentation contract that all children and staff adhere to. Good presentation is celebrated. • Pupils from Year 2 upwards are taught weekly Support for Spelling sessions where key spelling rules and patterns are explored and effective strategies for learning, remembering, understanding and applying are taught. 	<p>Children will be able to produce written work in all areas of the curriculum of a similar standard which evidence good progress from their last point of statutory assessment point or their starting point in Nursery</p>
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AIMS

The aims of our Reading Policy are:

- To promote and encourage a lifelong enjoyment and love of reading;
- To equip pupils with the Reading skills that enable them to know more, remember more and understand more with increasing independence;
- To create confident, independent readers;
- To provide the chance for every child to become a reader;
- To prepare pupils for the next stages of their education;
- To provide regular opportunities for pupils to read independently, out loud and to be read to;
- To develop a broad range of reading skills that can be applied to a wide range of reading text types and genres across the whole curriculum;
- To use reading as a 'passport to experiences, places and times' that our pupils may never experience;
- To commit (finance and time) to providing pupils with a range of resources to stimulate their desire to read;

ORGANISATION AND PLANNING OF READING

FOUNDATION STAGE:

It is the aim of the scheme of work that by the end of Foundation Stage children will be able to work at expected levels in both 'Communication and Language' and 'Reading' and secure Phase 3 by the end of UFS.

In Upper Foundation Stage, Literacy will take a more practical approach to improving children's awareness of Literacy. Elements of the Literacy sessions will be evident during planning, teaching and learning such as Shared Reading and Guided Reading. The implementation of the Literacy lessons in Upper Foundation Stage is gradual throughout the year. Children will develop skills and concepts in Literacy through various adult and child initiated activities in the autumn term, moving towards a more formal Literacy session by the end of the year, to ensure the children are ready to access literacy sessions in Year 1.

In Foundation Stage children will only begin to learn to spell the sight words once they have proved to the teacher that they are able to read them.

Learning and Teaching in the Foundation Stage Unit is organised so that part-time children can access elements of UFS Literacy sessions if the teacher judges it appropriate.

Reading in Foundation Stage is organised so that all children take two reading books home when they are ready (one new book and one familiar book) regardless of age and ability. Books given to pupils will closely match the phase of Phonics they currently access. All children within Foundation Stage all read individually once a week. The children will also experience small group/guided reading which is part of the Literacy session/hour.



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Pupils in Foundation Stage will partake in whole class Phonics sessions every morning in mixed ability groups.

KEY STAGE ONE / TWO:

Pupils in Year One will partake in whole class Phonics sessions every morning. In Year Two, most pupils will be expected to have completed the Letters and Sounds programme during the first half of the autumn term and it is expected that the majority of children should be ready to access Support for Spelling in the second half of the autumn term. Pupils who are not ready for this will receive intervention in order to help them reach the expected level. This is something that applies to Key Stage Two pupils also, if they still require Phonics support.

In Key Stage One and Two, pupils will benefit from a daily Literacy lesson. These lessons will be part of Units of work (fiction, non-fiction or poetry). They will cover areas across the English National Curriculum, including reading. Within Non-Fiction Units, the Reading Phase will be at the start of the unit so that pupils can see model texts prior to writing towards the ends of a Unit. Within Fiction Units, reading will play a key part as being the starting point for all subsequent work.

Recommended Teaching Sequence in an English Unit of Work based around a text	Reading a text, appropriate in age and content, checking understanding
	Analysing texts studied in terms of structure and language
	Studying, learning and practising relevant grammatical and vocabulary based skills
	Shorter writing composition opportunities and activities to respond to Reading
	Planning longer pieces of writing
	Creating longer pieces of writing
	Evaluating and self/peer assessing pieces of writing
	Editing and Improving writing (including re-drafting where appropriate)

Also, within Literacy lessons or in timetabled Reading slots, pupils will experience Guided Reading sessions where teachers / teaching assistants will work with smaller groups of pupils to focus on a particular reading skill. These sessions can also be used to address areas of development for smaller groups of pupils rather than the whole class. Again, it is left to the discretion of the teacher to decide the focus for these sessions and which pupils will be grouped but the key skills of retrieval of information and inference will form a key part of any reading session. The pupils should be grouped based on common need, in relation to the focus of a particular session or attainment level. In Key Stage Two, pupils will experience whole-class reading throughout Literacy lessons but teachers may also choose to address class issues through whole-class teaching of Reading rather than Guided Reading in smaller groups during the time-tabled Reading sessions.

In addition to this, pupils will be given opportunities to use and apply their reading skills across all areas of the curriculum in order to enable pupils regular opportunities for this, helping them to know more, remember more and understand more.

In terms of planning, teachers will plan units of work in Literacy to cover one week at a time. When planning Theme work, teachers will ensure that pupils are given the opportunities to apply their reading skills regularly throughout the term.



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All teachers:

- complete a long-term overview to map out Literacy Unit coverage for the year;
- complete a medium-term plan that maps out the sequence of individual lessons;
- complete SMART Board screens to use with the pupils which detail: objectives, success criteria, the questions to be asked, key learning points, task and differentiation.
- create Termly Guided Reading plans for groups of readers working towards ARE and above.
- Guided Reading Screens will show which tasks different groups will be completing.

APPROACHES TO THE TEACHING OF READING:

Within Literacy lessons with a reading focus, pupils will be taught reading skills based on one of the content domains. Work produced, will be recorded in Literacy books or Reading Journals. In English, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more. In English, the following approaches will be used, and be evident in pupils' Literacy Books and Reading Journals, in order to ensure that Reading opportunities are as effective as possible and that pupils progress throughout the year and across year groups during their Reading experiences in school:

Possible pedagogical approaches used in Reading	Behaviourism	Direct teacher instruction; modelling of skills and techniques; demonstration
	Constructivism	Inquiry-based learning; outdoor learning
	Social Constructivism	Teacher modelling; questioning; mix of individual, paired and group instruction
	Liberationism	Pupil-led learning; opportunities to showcase learning
	Learning, working and talking like an author / writer	Being introduced to the key vocabulary that an author / writer would use; defining the key vocabulary that an author / writer would use; high expectations of pupils 'talking' like an author / writer.

In Reading, timetabled reading times, adults will lead one group each whilst other pupils complete reading based activities independently. Work completed in these sessions will be recorded in Reading journals, depending on the age and skills of the pupils. These activities could be:

- Reading for Pleasure;
- Reading Journal task;
- Comprehension;
- Reading ahead to prepare for the next reading session;
- Word games;
- Peer reading
- Other activities from the suggested list of appropriate activities.



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Teachers, in an average week, will ensure that every child reads with an adult at least once a week. This may be on an individual basis or within a group, depending on the level the child is working at, level of support or developmental need of the pupils.

Teachers will also read to pupils every week as part of our aim to create a love of reading. Each class has an active 'Class Reader' which will be read to the class. Where possible, pupils will have access to the text whilst the teacher reads. The 'Class Readers' have been carefully selected using recommended text lists from The Power of Reading and each year group includes at least one 'Classic' text.

Reading Areas are set up in all classrooms and corridors. Pupils have access to Reading Areas / Corners in class at appropriate times and the corridor areas at playtimes and lunchtimes.

LIBRARY AND WIDER READING:

The School Library is accessible for all pupils to borrow books. Pupils have their own library cards and allocated times to access the library. The library is regularly updated with new books to ensure that the choice remains current, relevant and in condition.

All classes also have at least one time a week where they are read to. This varies in length, time and frequency through the week throughout school.

HOMEWORK:

FOUNDATION STAGE:

Nursery

Pupils in Nursery will have the opportunity to take home a library book weekly in order to develop an interest in reading as well as a weekly Literacy homework activity.

Upper Foundation Stage

Pupils will all have two appropriately book banded school reading books, matched to their phonic phase. They will take this home, as well as their Reading Record to record any reading completed at home. It is expected that pupils bring this back at least once a week, preferably more regularly. Teachers will check these Reading Records and comment / question accordingly in order to develop the skills, knowledge and understanding of the pupils. Pupils also now have access to the Reading Bugs online reading resource. If books are read online and questions completed, this also counts towards reading homework.

KEY STAGE ONE / TWO:



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Pupils will all have an appropriately book banded school reading book, suitable to their reading ability. They will take this home, as well as their Reading Record to record any reading completed at home using an activity of their choice – depending on the age (and book band a child is reading) parents may complete the Reading Record for the pupil. It is expected that pupils bring this back at least once a week (twice in KS2), preferably more regularly. Teachers will check these Reading Records and comment / question accordingly in order to develop the skills, knowledge and understanding of the pupils. Pupils also now have access to the Reading Bugs online reading resource. If books are read online and questions completed and recorded in their Reading Records, this also count towards reading homework. If pupils do not complete the required reading at home each week, they will attend a lunchtime Reading session on a Thursday lunchtime.

PARENTAL INVOLVEMENT:

A 'New to Foundation Stage' parents meeting takes place termly with the Foundation Stage Manager and Headteacher. During the meeting the process of early reading is explained to parents. We also hold a Parent EYFSP meeting.

A parents' phonics meeting takes place in Year 1. During this meeting the statutory phonics screening procedures are explained.

Parents' Meetings take place three times a year: two Parents' Evenings (one in Autumn and one in Spring) as well as an open afternoon for parents in the Summer term. Reading attainment, targets and progress will be discussed at these meetings.

We believe that parents can play a key role in helping their children become better reader and would promote actively supporting their children by encouraging them to read their books at home, as well as questioning them about their reading to check their understanding and develop other reading skills. Sheets to support with questioning are available to parents if required and can be obtained by seeing the class teacher.

CROSS-CURRICULAR READING OPPORTUNITIES

Teachers will provide opportunities for pupils to practise and apply their reading skills across the curriculum by creatively making links where there is opportunity. These opportunities are essential for enabling pupils to know more, remember more and understand more with increasing independence.

READING AND COMPUTING

Opportunities to use Computing will be planned for and used to support the teaching and learning of reading if it is appropriate and will enhance the learning. Additionally, school will promote the use of websites such as Bug Club.

ASSESSMENT AND TARGETS:



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Work will be assessed in line with the Assessment Policy. In addition to this:

- Foundation Stage make assessments which are ongoing throughout the year;
- Upper Foundation Stage complete the UFS baseline assessment in September, including reading
- Upper Foundation Stage complete statutory Good Level of Development assessments during Summer 1
- In KS1 and KS2, pupils will complete Reading assessments every half-term. These will inform the next steps of learning and allow Target Tracker to be updated at key points against ARE.
- Year 6 will complete the statutory Reading test in Summer 1, as well as similar assessments throughout the year.
- Teacher assessment of reading is completed using a range of evidence from reading sessions, reading records and reading journals, as well as cross-curricular work and judgements are made and recorded on Target Tracker at key, agreed times.

School conducts whole school moderation of reading throughout the year and attends LA and MAT moderation sessions. School was last moderated in reading by the LA in 2019 in KS1.

INCLUSION:

We aim to provide opportunities for all pupils to reach their potential in reading, no matter what their starting points. Pupils who are underachieving will be identified and strategies put in place in order to help them improve their attainment. Where necessary, teachers will use interventions to help pupils improve their attainment. The most commonly used Reading interventions in school have been Reading Recovery, 1:1 Reading and HFW work.

In addition to this, school is working on agreed procedures for ensuring that Reading for lower attaining pupils is approached in a consistent way throughout school.

REASONABLE ADJUSTMENTS IN READING

As a curriculum leader in Reading, I recognise the importance to ensure that children with identified Special Educational Needs and/or Disabilities have access to an ambitious Reading curriculum. Within the curriculum area of Reading, SEND children will be provided with reasonable adjustments through their tasks and level of challenge provided. Advice can be sought from the school's SENDCO where applicable.

Gifted and Talented pupils will also be identified and opportunities planned for them to be challenged in order for them to reach their true potential.

EQUAL OPPORTUNITIES:

We aim to make reading accessible for all pupils, regardless of gender, ethnicity of home background. Reading follows the school Equality Policy.

SUBJECT LEADER ROLE / MONITORING AND REVIEW:



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The English Subject leader is Paul Quarry.

The English Subject Leader is responsible for raising standards of teaching and learning in Reading. They will analyse data each year to pick out strengths and identify areas for improvement. From this analysis, the Reading and Writing School Development Plans will be born with a key issue to be driven through school. This Key Issue will be implemented, monitored and the impact evaluated at regular points using some of the following monitoring strategies:

- Auditing staff, in order to plan CPD opportunities;
- Scrutinising pupil work;
- Moderating pupil work;
- Monitoring Literacy planning;
- Lesson observations;
- Phonics observations
- Learning Walks;
- Discussion with pupils;
- Listening to pupils read;
- Attending LA and relevant external courses;
- Keeping up to date with important Literacy developments;
- Purchasing new resources;
- Leading staff meetings.

SPIRITUAL, MORAL, SOCIAL, CULTURAL DEVELOPMENT

The English curriculum provides many opportunities for pupils to develop their spiritual, moral, social, cultural understanding as well their understanding of the fundamental British values as stated below.

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England



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- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

DATE OF POLICY:

August 2019

AGREED BY GOVERNORS:

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