



Reading Policy

Staff Responsible:	Mrs Jo Lowes
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Teaching and Learning in Reading

Teaching and Learning Documentation

In order to communicate effectively each of our subject areas, key documentation is established by the Subject Leader and shared with all relevant teaching staff. This documentation includes: -

1. Subject Policy
2. Curriculum Rationale
3. Unit of Study Overview
4. Knowledge and Skills Overview
5. Working Plan

Together, this documentation collates the coverage and implementation of each of the Wider Curriculum Subject Areas.

Subject Leadership Documentation

In addition, Subject Leaders are required to monitor the effectiveness of their subject throughout each academic year. In order to do this with effect, the following documentation is established and updated regularly.

1. **Subject Audit** – An audit of the subject is completed annually RAG rating the effectiveness of the subject, whilst informing key priorities moving forward.
2. **Subject Action Plan** – A three-point action plan is derived from School Development Plan priorities and the subject audit to establish next steps as we continue to strive to improve each subject area.
3. **Learning Enquiry** - As part of our monitoring cycle, our Learning Enquiry approach ensures the monitoring of each subject area through scheduled book looks, learning walks, planning/ resource checks, pupil voice and staff voice. All findings are collated, feedback is shared and next steps are actioned.

Delivery of Reading

The Long-Term Plan (LTP) for each year group clearly maps out the knowledge and skills to be taught across the year. Teaching is planned around a half termly class novel, carefully selected to ensure exposure to quality literature. The text may be linked to the wider curriculum and is read to the children daily by the class teacher. In addition to the main class text, children will have experience of a variety of supplementary texts to complement their learning in the wider curriculum and give them exposure to a wide range of voices and writing styles. They will investigate how language can be used for a variety of different purposes and audiences and be inspired to read independently for purpose and pleasure.

Lesson Content

Early Reading and Phonics in Early Years and Key stage 1

Children share picture books and other texts from the Pie Corbett Reading Spine as well as additional recommended titles. Continuous provision complements the stories with story stones, puppets and other engaging materials. All pupils take part in daily Sounds-Write sessions lasting 20-40 minutes. Children are routinely assessed for their grapheme-phoneme recognition and the skills of blending and segmenting. Phonics groups are organised according to the stage at which the children are working and home-school reading books from phonicbooks.co.uk and SoundsWrite match the spellings and sounds they are learning.

Whole Class Reading in KS1 and KS2

In KS1, whole class reading takes place during the English lesson, and in KS2 there is an additional 30-minute daily reading session. The teacher's role is to make overt what good readers do. During these sessions, children access a text which may be too challenging for them to read independently. Reading skills and strategies are clearly modelled by the teacher, and 'book-talk' will help children to gain a deeper understanding of the text. Where possible, children should read from their own copy of the text. All abilities should be included and challenged through differentiated questioning. The outcome of the lesson will usually be written, preparing children for the expectation of written responses in end of key stage assessments.

VIPERS

Vocabulary

Inference

Prediction

Explanation

Retrieval

Sequence/Summarise

In support of developing comprehension skills, key components of lessons have been established in conjunction with teaching proformas to support class teachers with consistent delivery lesson-by-lesson.

These key components include: -

- **What is statement** – Reading is important because it helps your brain to develop, makes you more empathetic, and enhances your imagination.
- **Reference to focussed skill** – Children are reminded of key skills that are commonly used in this subject area i.e., VIPERS
- **Key vocabulary** – Relevant and focused vocabulary for the lesson is shared, discussed and defined with support of teachers encouraging clear and purposeful discussion throughout.
- **Teaching Toolkit strategies** – Ensuring High Quality Teaching, our teaching toolkit strategies are employed where appropriate encouraging effective modelling, retrieval strategies, motivating teaching, accurate assessment and purposeful reflection from learners.

Performance and Learning Evidence

Evidence collation is key to support the learning process and the monitoring of Teaching and Learning by Subject Leaders and Senior Leaders. In order to evidence Reading effectively, the following strategies have been implemented: -

- Reception – 1:1 reading and small group reading
- Year 1 – Individual English books, 1:1 reading with class teacher and other adults, Earwig, small group and whole class discussion for understanding
- Year 2 > 6 – Individual English and Reading books, 1:1 reading, results from Accelerated Reader (Summer term in Y2), Earwig, small group and whole class reading, Reading Plus (KS2), PiXL termly assessments (KS2).

****Please note: - Earwig is an online storage system used to evidence in class discussions and activities that contribute to the evidence of knowledge and skills of our learners****

Assessment

As per our Marking and Feedback policy, adults are encouraged to formatively assess throughout the entire learning sequence, ensuring proactivity and responsiveness to the needs of all children. This feedback can be verbal or written.

Children 'working significantly below' national curriculum expectations are noted in our Assessment grids, with a brief description of why, to monitor the gaps in skills. Additionally, children who are 'working significantly above' national curriculum aims are noted to highlight real flare between class teachers and subject leaders.