



Reading Policy

1 Vision

At Westroyd we strongly believe in developing children's love of reading. We want to enable children to be confident readers but also to understand how reading is a part of everyday life. We believe that competence in reading is the key to independent learning and therefore the teaching of reading should be given a high priority by all staff. 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.

2 Aims of the Policy

- To provide a clear document which is to be used by all stakeholders to gain an understanding of reading at Westroyd.
- To ensure continuity, progression and accountability in the teaching and learning of reading across the school.
- Raise the standards of reading across School and Nursery.

The school aims to develop literate pupils who:

- Read for pleasure
- Read to acquire knowledge
- Read a wide range of quality texts
- Make close links between reading and writing
- Read fluently with confidence
- Read to develop vocabulary
- Select own choice of texts
- Read in all subjects

3 Teaching and Learning

To develop children as readers we;

- Build on the children's knowledge and experience of print that they bring to school and involve parents from the beginning.
- Provide a stimulating environment, where books and other reading materials are presented in an attractive and inviting way, so that children can see we value books and reading, and will enjoy reading for pleasure and information, and develop an awareness of the importance of reading in their everyday life.
- Ensure that the children are given extensive experience and access to a quality selection of a range of genre, and plan for them to have time to browse and read for pleasure as well as using books as a tool for learning.
- Provide opportunities for children to read aloud, on their own, with their peers and with their teachers and also regular opportunities to enjoy stories being read aloud to the class.
- Give opportunities to respond by talking appreciatively and critically about what they have read, discussing authors, themes, characters, settings, plots and key reading strategies.
- Encourage children to write their own stories or poems, making books or contributing to class books so they have opportunities to become an author.

Early reading

Children in early years and key stage one take part in Read Write Ink (RWI) phonics to reach the expected standard of the phonics screening check, develop reading fluency and read with comprehension, develop co-operative behaviour and articulate their ideas and understanding, spell and write with confidence. Children are regularly assessed and regrouped to ensure rapid progress. When children are assessed as being 'comp', children then move onto whole class reading lessons.

In nursery, children access group/focus time throughout the year and focus on listening and tuning into sounds. During Summer two, nursery two children begin Read, Write, Inc lessons.

Daily Read, Write, Inc lessons take place in reception, year one and year two. In reception, the first seven weeks of the year will be speed sound sessions. The sessions will be approximately 10 minutes following 'Making a strong start in Reception' document. The sessions then move onto speed sounds and story book sessions. Over time these sessions build to 45 minutes. Resources used to plan and support the lesson are from Oxford Owl and the school lesson packs. Children are assessed and regrouped every half term. In year one, the lessons and grouping begin based on the end of reception assessments. The sessions start with speed sounds and story book sessions. These sessions start at 45 minutes and build to one hour. Resources used to plan and support the lesson are from Oxford Owl and the school lesson packs. Children are assessed and regrouped every half term. In year two, the lessons and groupings begin based on the end of year one assessments. The sessions start with speed sounds and story book sessions. These sessions start at 45 minutes and build to one hour. Resources used to plan and support the lesson are from Oxford Owl and the school lesson packs. Children are assessed and regrouped every half term. Children complete Read, Write, Inc once they are assessed as 'comp'.

Whole Class Reading Lessons

Children continue to build reading fluency and further develop their understanding through a range of reading strategies. Lessons are taught using a read aloud, think aloud approach focusing on key reading strategies:

- Predict and Ask Questions (PAQ)
- Background Knowledge (BKG)
- Visualizing (V)
- VIP words (VIP)
- Inference (Inf)
- Meaning Breakdown (FIX)
- Summarising (S)

Whole class reading lessons take place four times a week in year two, from Spring and in year three and above from the start of the year. They are planned using the Westroyd Reading structure. See reading lesson overview. Books are mapped out across year groups to ensure progression and the building on vocabulary and knowledge. Additionally, children access a daily one minute read to practise their decoding, fluency and prosody.

Reading Books

In Nursery, children take home one book from the early years lending library a week. Parents choose from 'Westroyd's little lending library' – Some change every day! From Summer term, more able readers are assigned an Ebook on the Oxford Owl portal. In reception, every child gets a physical book bag book from the school lesson pack that is linked to current learning. This is sent once a week. Additionally, every child gets an Elibrary book that is the book that they have read in their RWI lesson. This is assigned on the Oxford Owl portal. This is every three days. Additionally, every child takes home one book from the early years lending library a week. In year one, every child gets a physical book bag book from the school lesson pack that is linked to current learning. This is sent once a week. Then every child gets an Elibrary book that is the book that they have read in their RWI lesson. This is assigned on the Oxford Owl portal. This is every three days/five days depending on their group timetable. In year two, every child gets a physical book bag book from lesson pack that is linked to current learning. This is sent once a week. Every child gets an Elibrary book that is the book that they have read in their RWI lesson. This is assigned on the Oxford Owl portal. This is every three days/five days depending on group timetable. Children will move off of the RWI books when they are marked as 'comp' during their assessment. Then children will receive two book banded books a week. As well as one library free choice book to support a love of reading. In key stage two, every child will receive two banded books and a library free choice book to support a love of reading.

Love of reading

Our English curriculum is planned around quality texts to immerse and enthuse children. In every year group children have a daily story time. This is an opportunity to get lost into a different world and share a book together. This is timetabled into the day. Children also get opportunities to read and share different books to support a love of reading and a breadth of genres and authors. Our reading areas in class offer a breadth of texts and authors. They are set out so books are the main focus. We aim to ensure books are forward facing and key books are displayed with recommendations to support book choice.

Amount of reading in school and at home expectations

Children accessing RWI lessons will be reading with an adult daily during the sessions. These sessions will not be recorded in reading diaries. Any vulnerable children identified in pupil progress will receive 1:1 phonics intervention. In year two, when children have been marked as 'comp' they will read individually or as part of a group once a week by an adult in school. This will be marked off on a class tick sheet and the adult will stamp and date reading diaries. In key stage two, any vulnerable children identified in pupil progress meetings will receive 1:1 phonics intervention and/or an additional read with an adult in school three times a week.

At home, we expect children to read at least three times a week and mark this off in their reading diaries. To support this, we have a whole school incentive to check the amount of times children are reading and class winners are announced in whole school assemblies.

Planning & Progression

The school uses curriculum guidance from the Early Years Foundation Stage Profile and the 2014 National Curriculum. These provide guidance for teachers in understanding how to teach reading and how their children will progress through their years at the three stages of the primary curriculum (EYFS, KS1, KS2) Teachers assess pupils against these frameworks to determine starting points for each ability group in their class. Teachers and pupils regularly assess progress against early learning goals and nationally set age related expectations.

Teachers plan using a range of texts for whole class teaching from the 2014 National Curriculum. Objectives are taken from 2014 National Curriculum and identified as assessment opportunities as success criteria. Planning identifies links with other curriculum areas, computing opportunities and opportunities to teach spelling, punctuation and grammar within the unit.

4 Inclusion and Equal Opportunities

At Westroyd we have the highest expectations for all children and aim to meet the needs of all, regardless of gender, race or ability. Pupil provision is related to attainment, not age. We recognise that children extend and realise their potential when they participate in a curriculum that offers challenge, learning experiences and support matched to individual needs. It is our aim to maximise each child's potential by providing appropriate resources, including the use of I.C.T and a variety of teaching approaches, thereby personalising learning. Children will work in different groupings depending on the nature of the activity.

Interventions

Where there are gaps in children's knowledge and understanding we understand the importance of closing them. We aim to do this by providing Individual Education Plans and running additional interventions.

For children who are not making the expected progress, a range of intervention programmes are used to ensure pupil 'catch-up' to their peers.

- Daily Readers
- 1:1 RWI phonics interventions in EYS, KS1 and LSK2
- RWI 'Fresh Start' catch up programme in KS2
- Individual Educational Plans

5 Monitoring and Assessment

Assessment

Foundation stage

- Ongoing assessments of reading behaviours during the session or day
- Ongoing assessments using early learning goals
- Half termly RWI phonic assessments
- End of foundation stage profile assessment

Key Stage One and Two

- Ongoing assessments during group, individual and whole class reads.
- Half termly RWI phonics assessments
- Teacher assessment using evidence in reading books
- Termly Testbase assessments in KS2
- Half termly Year One Phonic Screening Test in KS1

- End of Key Stage tests

Monitoring and Evaluating

- Subject Leader and Head Teacher analyse end of key stage assessments: Foundation profile, KS1 tests and KS2 tests.
- Planning for reading is amended according to identified areas of development.
- Progress in intervention programmes are monitored every half term.
- Targeted support provided to specific groups linked to analysis of performance data.
- Subject Leader monitors planning, quality of teaching and learning and assessments.
- Class teachers monitor pupil's reading records.
- Standards team meet every term to analyse data and next steps
- Reading Lesson observations by subject leader.

6 Home and School Links

We value the role parents play in supporting their child with reading and it is highly important that children are able to share books at home. When children start Reception in the Autumn term an information session is held to inform parent on reading and phonics. We encourage adults to read at home and when they do they are shown how to record this in their reading diary. We also hold other events throughout the year for parents and carers to attend such as curriculum evenings and open sessions.

Reading is reported to parents throughout the year during parent evening and attainment and targets are shared and discussed. At the end of the year all children receive a written report that will include information about children's attainment, progress and targets.

We also value links within the community to support reading. We have strong links with the local library and Truman's book shop where children have the opportunity to learn more and take out books regularly.

7 Policy Review

Reviewed by: S.Maybank

With who / Ratified with: G. Hollingshead

Reviewed: 20.09.24

Next Review date: