

Sunning Hill Primary School



Reading Policy

Prepared by: Mrs Rawlinson

Reviewed by: Governing Body

Our school values – Building a Bright Future Together

At Sunning Hill Primary, we instil **self-belief** and promote **independence** that allows children to become **aspirational** and committed, **life-long learners**. Our journey together provides our children with opportunities to learn and grow and encourages them to be **curious** about the world. Our children are encouraged to take **responsibility** for themselves, show **resilience** and be **proud** of who they are so they flourish within society. All achievements are celebrated to reward success, inspire ambition and nurture self-esteem.

Our Sunning Hill family work together to ensure our children are **happy, kind, charitable** and **respectful**. All children are given equal opportunities to reach their full potential. We provide a supportive, secure environment where children feel safe to take **risks and learn from their mistakes**.

These foundations provide a strong base for building a bright future together ensuring **equality** for all.

Curriculum Intent for Reading

Sunning Hill Primary School follows the statutory programme of study and attainment targets for English at KS1 & KS2 and the EYFS Framework. We aim to deliver a high-quality English education that will teach pupils to speak and write fluently so that they can communicate their ideas to others. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Our curriculum promotes high standards of language and literacy by developing pupil's command of the spoken and written word, whilst promoting their love of literature through widespread reading for enjoyment. We understand that reading, as with many other skills, develops at different rates for different children. It is therefore important that there is a consistent approach throughout school so that all staff are good teachers of reading, with a clear understanding of the progression of skills, and of how to support progress. Reading needs to be taught and practised with early intervention essential at every stage so that pupils can read with fluency, accuracy and understanding. Our English curriculum is carefully planned to meet the needs of all pupils, including those who are disadvantaged or with SEND needs.

We aim to ensure that all pupils:

- For children to achieve a good understanding of phonics and early reading so that they can move on to become confident independent readers.
- Read easily, fluently and with good understanding.
- Develop their speed and confidence whilst reading.
- Develop the habit of reading widely and often, for both pleasure and information.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Appreciate our rich and varied literary heritage.
- Have a consistent reading approach from all adults when completing 1:1, group or whole class reading sessions to ensure high outcomes.

Curriculum Implementation for Reading

Our English curriculum is implemented through careful planning, teaching, feedback and assessment. At Sunning Hill, we develop pupils' reading in English lessons and throughout the whole curriculum. Pupils are taught to read fluently and understand extended prose (both fiction and non-fiction). Reading for pleasure is promoted throughout school.

We ensure that the curriculum is taught in line with our aims:

- The English curriculum is delivered as a discrete subject and reinforced throughout the curriculum.

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- The statutory programme of study and attainment targets for English at KS1 & KS2 and the EYFS curriculum is followed with a consistent approach being used throughout each key stage.
- Children will be introduced to the earliest stages of reading through a wide range of speaking and listening activities and through an effective programme of phonics throughout EYFS and KS1.
- Reading will be taught in a number of ways including whole class reading lessons, small group guided reading sessions or during one to one reading.
- Age appropriate comprehension questions will be given to develop pupil's understanding of texts, explore the meaning of vocabulary, promote discussions and allow pupils to give a written response to demonstrate their understanding.
- First-hand experiences are included to help children make connections and remember more.
- The English reading curriculum is adapted, through appropriate differentiation to meet the needs of all learners and prepare them for the next stage in their education.
- Vocabulary is selected and taught explicitly using the national curriculum and subject vocabulary linked to texts. This is progressive across year groups and is clearly displayed in classrooms, on working walls, so the children can refer to it to enhance their reading and writing.
- Collaboration is promoted at all levels of school life. In lessons children regularly have the opportunity to work in groups or pairs.
- Regular reading homework promotes independence, choice and wider experiences so that the knowledge and skills acquired in school can be applied to deepen learning.
- Feedback is both written and verbal. The purpose of any feedback given is to move a child forward with their learning. (see Feedback policy)
- Identified pupils will have additional 1:1 reading with an adult to help them keep up with their peers.
- Reading will also be promoted through reading buddies and a reading clubs.
- All classrooms will have a literacy rich environment with an inviting reading and library area with reading materials presented in an attractive and inviting way. There is also a shared library area for children to borrow library books in KS2.
- Children with Special Educational needs, where necessary, will be provided with specialist equipment such as slopped boards, large print or lights to support progress.
- Expert teacher subject knowledge is developed through CPD and coaching. The school follows a carefully planned induction programme to support ECTs and new staff.

Teaching reading: reading practice sessions

Children are taught to read through reading practice sessions three times a week. These are delivered by a fully trained adult to small groups of approximately six children. All books are fully decodable and are matched to the children's secure phonic knowledge using the Little Wandle Letters and Sounds Revised assessments.

Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:

- Decoding: teaching children to apply their GPC knowledge to read words fluently.
 - Prosody: teaching children to read with meaning, stress and expression.
 - Comprehension: teaching children to understand the text by answering questions.
- In Nursery, pupils will have a story of the week that is shared twice over the course of the week and all pupils have a library book each week.

Children within KS1 will be taught to

- Draw on their knowledge of vocabulary to understand texts.

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- Identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.
- Identify and explain the sequence of events in texts.
- Make inferences from the text.
- Predict what might happen on the basis of what has been read so far.

Children within KS2 will be taught to -

- Give/explain the meaning of words in context.
- Retrieve and record information/identify key details from fiction and non-fiction.
- Summarise main ideas from more than one paragraph.
- Make inferences from the text/explain and justify inferences with evidence from the text.
- Predict what might happen from details stated and implied.
- Identify/explain how information/narrative content is related and contributes to meaning as a whole.
- Identify/explain how meaning is enhanced through choice of words and phrases.
- Make comparisons within the text.

Home reading

Pupils take their decodable reading book home every day for additional practise with their family. Children have an age appropriate home reading record to ensure there is good communication between home and school.

Ensuring reading for pleasure

Reading for pleasure and enjoying books is promoted throughout school with books being carefully chosen to engage learners and support wider curriculum learning. We also ensure there is a wide range of books that explore diversity and cultures. Every classroom has an inviting book area that encourages a love for reading. There is also a school library available in the KS2 area for children to use when they want to change their book. Children across the school have regular opportunities to engage with a wide range of reading for pleasure events (book fairs, author visits and workshops and national events).

Curriculum Impact for Reading

Through the clear and aspirational intent, structured and rigorous implementation of the English curriculum, we aim to provide all our children with a broad and balanced depth of knowledge and skills.

The development of reading is closely linked with speaking, listening, and writing. From an early age children will be encouraged to enjoy books and read for pleasure by creating a literacy rich environment in which they initiate and participate in a range of reading activities.

The impact of this is measured in the following ways:

- National end of key stage assessments are used to identify strengths and areas for development.
- Monitoring of the subject through, planning, learning walks, lesson observations, book scrutiny and pupil discussions to measure outcomes in writing in all year groups. Strengths are celebrated and areas for development are acted upon.
- Teacher subject knowledge is reviewed through lesson observations, drop-ins, pupil questionnaires and book monitoring. This information is used to plan staff meetings and external training opportunities.
- Marking and reading assessments are completed by the teacher (verbal as well as written) inform next steps and planning.
- Clear outcomes for individual lessons and sequences of lessons, ensures that children understand what is expected and how to make progress against specific criteria.

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- Termly assessments take place in Reading and Writing to inform next steps that are discussed, where appropriate with children.
- Quality first teaching corrects misconceptions within lessons and children are targeted with additional support to diminish differences.

Our school aims to support all families and the wider community. Any queries or concerns regarding individual policies will be considered on an individual basis.