



A Family, Uniquely made and loved by God.

All Saints Laxfield Primary School

Reading Policy Document

	Date	Signed
Agreed by Governors	January 2023	Chair of Governors
Lead	Katharine Minns	
Review Date	January 2025	

VISION AND AIMS:

At All Saints Primary school we place a high importance on children developing a life-long love of reading and strive to provide a rich and inspiring English curriculum for this to be achieved. We believe it is vital that our children develop the skills and knowledge not only to be 'secondary school ready' but to go on to become confident and effective communicators in the outside world.

Our aims for the teaching and learning of English are that all children should:

Be able to read a range of materials fluently, with understanding and to read for enjoyment and information.

Be able to communicate effectively and with confidence using Standard English.

Be able to listen to others' attentively, with understanding, pleasure and empathy.

STATUTORY REQUIREMENTS:

The statutory requirements for the teaching and learning of English are set out in the National Curriculum in England: English Programmes of Study – Key Stages 1 and 2 (2013) and in the Communication and Language and Literacy sections of the Early Years Foundation Profile (2021).

TEACHING AND LEARNING

At All Saints, we aim to inspire our children to have a love of reading. We plan our lessons so that they capture the children's interest and inspire by using a wide range of teaching strategies as detailed in our 'Key Teaching Strategies for Reading (see Appendix 1). Each class has a dedicated English session every day which may take on a focus of reading, writing or spelling, grammar and punctuation (SPaG). Lessons are adapted to ensure all children can access the curriculum and to provide all children the opportunity to be challenged. Children in each class are also supported by a teaching assistant or by a Higher-Level Teaching Assistant. The English skills which children are taught are reinforced and applied in all other areas of the curriculum

APPROACHES USED TO TEACH READING:

EYFS and Year 1:

Daily phonics sessions are primarily used to support the acquisition of early reading skills.

Children in Reception begin our structured reading scheme which consists of a range of fiction and non-fiction books. Teachers select the children's reading book according to the phonic level.

Children read 1:1 with a teacher or TA and are supported to apply their phonic skills to read simple sentences and through discussion, develop their understanding of what they have read.

Tricky words are taught in phonic sessions and reinforced in continuous provision, guided reading and when hearing individuals read.

A language rich environment provides the children with a range of opportunities to read. Reading corners and designated spaces, allow children to read and share books together. Often adults sit in the reading areas to model and share their love of reading with the children too.

Daily whole class sessions where an adult shares a book with all the children. The aim of these sessions is to expose children to a wide range of children's literature, to promote their enjoyment of reading and to develop their comprehension skills.

Children begin to take part in guided reading sessions to share books together and practice skills such as decoding or comprehension.

Year 2 – Year 6

Children continue to follow our structured reading scheme and have a reading book which they read in school to a teacher or TA and take home to read to parents/family.

Children in older year groups, who can read completely independently, move onto 'Free Readers' and choose their own reading book from the classroom or library where there is large selection of fiction, non-fiction, poetry and picture books. These books are updated regularly and are often bought as a result of requests from the children. Teachers or TA's will occasionally hear these children read but they are expected to continue to read regularly at home.

Weekly guided reading sessions take place to develop children's reading & comprehension skills. These sessions are organised as 'whole class reading' where the class will share, discuss and answer questions about the same text. Questions aim to develop a range of comprehension skills and include: retrieval, inference, prediction, summarising/sequencing and authors intent. Please see Appendix 1 for our 'Key Teaching Strategies for Guided Reading'. These sessions vary in length and frequency depending upon the text, age and classroom set up. For instance, a class may have several shorter sessions or one or two longer sessions.

We believe that children must be exposed to a range of high order vocabulary and therefore reviewing and learning new vocabulary is a key part of each guided reading session.

Children are immersed in a language rich classroom environment with designated areas for books and reading information.

During the year we also aim to provide the children with enriching experiences and opportunities to inspire them to develop a love of reading. These experiences include time exploring the library, celebrating World Book Day, books shared in Collective Worship and used regularly in foundation subjects.

APPROACHES USED TO TEACH AND SUPPORT SPOKEN LANGUAGE

We recognise the importance of spoken language in pupils' development, especially as it underpins the development of reading. We offer all pupils a language rich environment where their ideas are sought and valued. Children are encouraged to develop their communication skills throughout the school in a variety of contexts.

In EYFS and Year 1 examples of these include:

- Role Play
- Small World play
- 'Show and Tell' sessions
- Story time
- Listening to instructions on sound buttons
- Rhymes and songs
- Circle time discussions for example in PSHE and RE
- Learning partners to discuss answers with before sharing with the class.
- Nativity and class assemblies
- School Council

From Year 2 – Year 6 examples of these include:

- Learning partners
- Role play / drama activities
- Debates / discussions during English and other curriculum areas.
- Performance
- School Council
- Discussions, for example in PSHE and RE

ASSESSMENT OF READING:

EYFS:

On entry baseline assessment of Communication and Language and Literacy.

Observations throughout the year recorded on Tapestry.

Half termly assessment against area of the Early Learning Goals and recorded termly on school tracking document. Half termly phonics assessments and phonic bug assessments.

Termly assessment against areas of the Early Learning Goals are recorded and tracked.

End of year assessment to assess if children have met the Early Learning Goals set out in the Early Years Profile.

Peer and self-assessments.

Verbal feedback is a core tool in assessing children's progress.

Assessment for learning takes place throughout phonics sessions

Key Stage 1 and Key Stage 2: Formative Assessment:

Teachers use 'assessment for learning' to ensure that planning and activities for children to complete build upon children's existing knowledge. It is used to assess how children are progressing in every session so that support and challenge can be given immediately to ensure all pupils make progress. Teachers will use a variety of formative assessment strategies during lessons which include:

Providing a clear learning objective at the start of each session.

Giving verbal feedback to individuals during the lesson.

Marking children's books

Peer and self-assessments.

Summative Assessment: -

Summative assessment is the 'assessment of the learning' that has taken place and usually consists of an independent assessment or test.

Year 1 will have a Phonics Screening Check at the end of the year. Year 1 are primarily assessed through teacher assessments. NFER termly reading tests begin at the end of the Spring term.

Year 2 SATS in Reading, Maths, SPaG take place in May/ June. The results of these are used to help inform the teacher's assessments.

Year 3,4 and 5 use NFER termly Reading tests.

Year 6 SATS in Reading, Maths and SPaG take place in May

Please note that assessments are made under the conditions which children would normally work under. Therefore if children require extra time to complete assessments; need materials adapted or work need in a quiet space, these adjustments are made.

SUPPORTING CHILDREN WITH A SPECIAL EDUCATIONAL NEED OR DISABILITY (SEND)

All children receive 'Quality First Teaching'. Reading lessons are planned and adapted effectively so that all the children are not only supported in their learning but are also given the appropriate challenge to enable them to make progress. Appropriate and reasonable adjustments are made to how the curriculum is delivered and the resources provided so that children who have a special educational need or disability can continue to access the curriculum. Children with SEND will have a 'Pupil Passport' which details the interventions and additional support the child is receiving for English, if required for this curriculum area.

INTERVENTIONS:

When a child is identified as needing extra support in Reading, we have the following intervention programmes and resources to use to support the child in their learning. These include: Early Literacy Support (ELS), Language Link, Toe by Toe, Beat Dyslexia and Rapid Readers. These are planned to specifically meet the needs of the individual child or group.

PARENT INVOLVEMENT

We encourage parents to be actively involved in their child's learning journey. We encourage parents to add their own observations of their Reception child's learning on tapestry. We invite parents into school for 'Café's' where they, or other family members, can come and join in with their child's learning. We also invite parents into school to hear children read, hold parent information evenings and include information about what their child will learning on the school website. We also ask parents to support their child at home by hearing them read. The children's home school diaries are frequently used as communication regarding reading too. Teachers formally report to parents about their child's reading and writing attainment and progress three times a year in the form of parents' evenings and reports.

STAFF DEVELOPMENT (CPD)

Staff are supported by the subject leader in developing their practice and subject knowledge. A variety of courses are provided for staff to attend through a range of training providers, internally within school and within our Trust.

MONITORING AND EVALUATION / ROLE OF THE SUBJECT LEADER

Reading is monitored by the English subject leader, governors and by the Head teacher. At the beginning of the year key priorities for English are identified using the School Development Plan and an action plan is formulated to address them. Throughout the year the subject leader, along with governors use this action plan to form any monitoring activities which include; planning and book analysis, learning walks and pupil perceptions. Throughout the year the impact of any actions taken place is evaluated and at the end of the year a subject health check is performed to identify areas of development and success.

The English subject leader is also responsible for:

- Providing leadership and vision
- Monitoring the delivery of the curriculum, including the use of the 'Key Strategies for Teaching Reading and Writing'
- Supporting staff in their planning and implementation of the National Curriculum and in assessing the progress of their children.
- Purchasing and maintaining resources
- Reviewing the English policies
- Keeping up to date with any developments in the English curriculum and assessment of English
- Supporting staff in the teaching and learning of English.
- Maintaining a file of evidence, recording a range of English activities throughout the school.
- Organising key events

Appendix 1: Key Teaching Strategies for Reading

These are our strategies which must be taken into consideration / used when teaching reading from Y1 –Y6:

Use high quality texts, from a range of sources (See Reading Core Texts)
The majority of the lesson will involve children and staff reading and talking about reading either individually, in pairs or as a group.

High expectations of both verbal responses and written work

Range of writing; poetry, non-fiction, narrative

Introducing and recapping vocabulary

Verbal and written questions will include retrieval, inference, prediction, author's choice (vocabulary and layout) and summarise / sequence.

Displays will include a vocabulary wall and a range of poetry, fiction and non-fiction books for children to choose from. Children will be involved in choosing these books from the library on a regular basis

