



# **The Federation of Spixworth Schools**

## **Policy for Reading**

Agreed by Governing Body: Spring 2022

To be reviewed: Spring 2025

Group Responsible: SLT

## **Intent**

At The Federation of Spixworth Schools, we believe that reading is a fundamental and essential life skill. Developing from speaking, listening and phonics, the ability to read well opens doors to success in every other subject.

At The Federation of Spixworth Schools we:

- Have a coherently planned and sequenced reading curriculum that is designed and developed from the National Curriculum.
- Provide a rich and stimulating reading environment both within the class and around the whole school.
- Provide inclusivity for all pupils.
- Equip pupils with an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- Enable pupils to read with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- Develop an understanding of what pupils have read.
- Develop higher order reading skills, enabling the use of inference and deduction.
- Develop reading research and study skills and strategies so that the children can find appropriate texts from the library as well as online texts.
- Encourage care and ownership of books.
- Nurture children to develop the intrinsic motivation to want to read for pleasure and to nurture a critical appreciation and preference of different text types, genres, authors, poets and illustrators.
- Allow children to understand, imagine, empathise and respond to the emotions and feelings that words can arouse within us.
- Provide children with suitable technical vocabulary to articulate their responses to text.
- Maintain partnerships with parents as an important part of the Reading Program.

## **Implementation**

### **Entitlement and Curriculum Provision**

In Reception, children follow the EYFS Curriculum and teaching and learning in Reading is planned for in line with the Communication and Language and Literacy areas. This policy should be read in conjunction with the Phonics and Early Reading policy. Once the children have mastered the essentials of Phonics (typically in Year 2), our focus shifts towards reading to learn. In Key Stage One and Key Stage Two children follow the Reading programme of study of the National Curriculum.

### **Progression**

Progression of knowledge and skills in Reading begins from the Early Years Foundation Stage and Year 1 through the Little Wandle Phonics approach. Here children are taught phoneme and grapheme recognition and the ability to blend sounds to form words. They begin to develop basic fluency and comprehension skills through answering questions and discussing texts. As children complete the phonics programme in Year 2, Accelerated Reader and the Hooked on Books approach are used to continue teaching and learning in Reading throughout Key Stage 2. Our curriculum ensures that all children have plenty of opportunities to read for different purposes. We encourage reading through all curriculum areas and use quality reading texts. Children further build on their early skills to become confident and accomplished readers.

### **Reading within Little Wandle**

EYFS and KS1 children (working up to phase 5 phonics) will have a fully decodable reading book with a focus on phonic decoding to build fluency. Please see the Phonics and Early Reading policy.

## **Hooked on Books**

The Hooked on Books approach provides us with a coherent system for teaching the multiple layers of what it means to be an effective reader. Pupil's reading is stretched and shaped through the three zones of reading from The Reading Rainbow.

**The Fantastics** - The ideas/thoughts of reading

**The Stylistics** - The understanding/meaning of reading

**The Analytics** - The competencies/interpretations of reading

Across each week, teachers will follow the typical model of: initiate, model, enable. Demonstration reading takes place daily.

## **Demonstration Reading**

This daily verbal based session is to promote pleasure principle reading by showcasing a range of texts chosen by the teacher to challenge the pupil's thinking at a standard that would usually be just beyond that of the majority of the class at an independent level. The text may or may not be linked to a current class topic of theme. The session embraces the art of modelling the internal articulation of a reader and demonstrates how a reader thinks with the teacher verbalising the author's intentions and thoughts to the children during the process of 'reading for meaning.' The teacher leads a discussion based on a small chunk of the text (often only a single sentence) to unpick the meaning focused on the positive and negative intent.

## **Initiate – Book Talk**

A whole class verbal comprehension focused on common text types. The approach frames formal comprehension answers in 'talk' using an ability linked text and ensures that all pupils are accountable. Questions are planned using a contextual frame and are related to the Reading Rainbow lenses. The initiate session provides an opportunity for a range of approaches to facilitate reading either independently, paired or as a group. Book Talk bonus words are used to illuminate thinking. Pupils are encouraged to give feedback to their peers using Book Talk Feedback.

## **Model- Demonstration Comprehension**

This session is a whole class guided reading practice using the principles of clear, out-loud thinking from the teacher, showcasing 'thesaurus thinking' and high utility, versatile words to ensure the most precise words are used. The teacher models answers to reading comprehension questions using clues and evidence from the text, exploring lines of enquiry like a detective. This session aims to train the children to think deeply about texts and models how to draft analytical write ups. Answers are modelled using lenses from The Reading Rainbow to scaffold thinking.

## **Enable – Independent Written Comprehension**

The children apply what they have learnt in demonstration comprehension to their independent work. They form formal, written, well -structured pieces. The children complete their own independent comprehension answers which show deep reading and assess what they have learnt in the whole class guided practice sessions. There is a focus on three questions with three different reading rainbow lenses.

## **Independent Reading**

### **Reading from YR to phonic completion**

Following the Little Wandle approach, children develop their independence in reading. Phonic lessons are applied across the curriculum. Please see the Phonics and Early Reading policy. Children are encouraged and supported to read widely and for pleasure, alongside their formal phonic reading development.

### **The Accelerated Reader Programme (AR)**

From completion of the phonics programme, the pupils take part in the Accelerated Reader Programme that requires structured independent reading at least twice a week. AR supports individualised reading practice to create strong readers. Based on each pupil's independent reading level, AR helps teachers set personalized goals for each pupil, and guide pupils to books that provide sufficient challenge. AR helps teachers monitor pupils' vocabulary growth, literacy skills development, and other reading skills.

AR supports reading success through:

- Determining reading levels
- Setting practice goals
- Personalising and guiding independent reading practice
- Accessing quizzes and online support
- Receiving instant feedback
- Increasing parental support with web-based, school-to-home communications
- Developing lifelong readers and learners.

### **Reading Reward Systems**

Reward systems are often used to motivate pupils and reward reading progress.

**Reading Challenges** – In EYFS and KS1 a challenge is set each term. Children read three times per week to progress along the challenge. If the target goal is reached, a certificate is presented in assembly.

**100% Quiz Scores** – In KS2, for every AR quiz that the child scores 100%, one sticker is placed on a leaf in the library (at book level 4.5 or above, two stickers are awarded). A bronze certificate is presented in assembly for 10 stickers, a silver certificate for 30 stickers and gold for 60 stickers.

**Millionaire Club** - The Renaissance Place website tracks the individual pupil word count data of all quizzes passed (over 85%). A certificate is awarded for 1 million words read.

### **A Reading Rich Curriculum**

At The Federation of Spixworth Schools, we provide all our pupils with a reading rich curriculum whereby a range of reading opportunities are provided for all pupils. The Federation Reading Spine summarises texts covered in each class or year group. English is cross-curricular in nature. Reading is an integral part of all other areas of the curriculum. Specific skills are transferred from English teaching to other areas allowing the children to practise their skills in a variety of contexts. Reading beyond the curriculum is encouraged and supported for example through national events, library challenges and enrichment opportunities.

### **Home/school reading**

All children have a reading book from school to read at home. Up until Phonics Phase 5, these books are fully decodable (as detailed in the Phonics policy). Reading prompts are included in reading record books to help families hear their child read more actively. From the completion of the phonics programme, the books that the children take home are based on their current AR book level. Families are actively encouraged to support reading at home and to record their child's home reading in a reading record book.

### **The Reading Environment**

We value reading for pleasure highly and continually develop our *Reading for Pleasure* pedagogy.

- We read to children every day. We choose these books carefully to allow children to experience a wide range of books, including books that reflect the children at our schools and our local community as well as books that open windows into other worlds and cultures.

- Every classroom has an inviting book area that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- Books that promote diversity and inclusivity including bilingual, large print and books with content that challenges traditional thinking are available.
- In Reception, children have access to reading materials every day in their free flow time.
- All children have regular access to a school library. Infant children can borrow books above their own reading level to be read to them at home.
- Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops, national events including World Book Day).
- Reading is integrated into all subjects. Teachers use texts explicitly to widen learning. An extensive range of books to enhance learning on specific themes are available.
- Displays in classrooms and public areas promote reading.
- Books are available during informal teaching times e.g. at break times.
- The Norfolk Library Service is widely promoted, particularly through the Summer Reading Challenge, and supported through facilitating regular visits for the community by the library bus.

### **Inclusion and Equality of Opportunity**

We are an inclusive school and adhere to the notion underpinned in the National Curriculum, that ‘pupils...who do not learn to speak, read and write fluently and confidently are effectively disenfranchised’ (p13). We set high expectations for all, regardless of age, race, gender or ability.

Where identified pupils are considered to require targeted support, *in addition to their existing Literacy Provision*, a variety of within school interventions are provided under the guidance of the Special Education Needs Coordinator. Where appropriate, further specialist support is sought. Progress of pupils receiving intervention is reviewed regularly. Pupils identified as more able will access suitably challenging teaching to deepen their skills.

Staff ensure children experience texts from many backgrounds and that reflect cultural diversity. Both boys and girls have access to all texts. Children will not be steered to books of a particular gender bias. On screen texts are accessible to all pupils. Extra support is sought for pupils to whom English is an additional language.

### **Impact**

Assessment of Reading:

Teachers in all year groups use daily formative assessments to ensure their teaching is closely matched to the needs of children in their class.

Individual monitoring and tracking of progress through reading levels (at phonic levels or beyond via AR) ensures children are appropriately challenged to enable rapid progress.

Families are kept informed regarding pupil progress through parent/teacher meetings which take place four times per year. These meetings will focus on the child’s targets for the next 6 -8 weeks. The child, parent and teacher will suggest what is going well and what could be improved. These three improvements will be the basis for the targets set and will be reviewed at the next meeting. These discussions then form part of the annual report of a pupil’s progress which is issued at the end of the academic year.

EYFS: At the end of Reception, children are assessed against the Early Learning Goal for Reading

In Year 1 (and Year 2 where necessary): Children are assessed through the Phonic Screening check (see Phonics policy)

KS1 and 2: Children are assessed against the National Curriculum content reading domains

## **SATs**

SATs (Standard Assessment Tests) measure children's educational achievement in years 2 and 6.

In Year 2 a reading test plus an optional test in English grammar, punctuation and spelling are undertaken. The tests are informal, so untimed and they take place in a normal classroom situation. The outcome of these tests inform the teacher's judgements. From 2023, they will be made non-statutory, so schools will choose whether to administer them or not.

In Year 6 formal tests in grammar, punctuation, spelling and reading are undertaken. Each paper is 45 minutes long.

## **Roles and Responsibilities**

### **Teaching Staff:**

- Are responsible for delivering our whole school approach to reading
- Will model good reading and behaviours and encourage the children to care for the related resources in our school and learn the value of a life-long love of reading
- Will ensure that their classrooms are well stocked with attractive and appropriate books that reflect the themes of current learning
- Will ensure that their classrooms are print rich and that the resources available reflect different cultures, genders and languages both in fiction and non-fiction, ensuring provision is made for those with English as an additional language where appropriate
- Will ensure provision of appropriate materials is made for any child with Special Educational Needs
- Will ensure the children have weekly access to the school library and model how to use it appropriately
- Will set individual targets for each child and keep up to date with record keeping and assessment
- Will ensure the children are reading on the correct level
- Will complete records of reading.
- Will attend relevant training to ensure their subject knowledge is secure and current.

### **Role of Teaching Assistants:**

- Have a working knowledge of individual targets and SEN needs of pupils. Understand the needs of all pupils including those working at greater depth.
- Liaise with class teachers to plan and prepare appropriate activities in Reading.
- Support with reading across the curriculum.
- Provide small group or individual support for reading as required.
- Help with delivering the Phonics SSP.
- Be aware of progression within the Reading Curriculum and their role in supporting the teaching of Reading
- Attend relevant curriculum INSET to improve their subject knowledge in reading.

### **Role of the Subject Leader:**

- Deciding with the SLT the priorities for reading in line with the School Improvement Plan.
- Evaluate the provision for reading in relation to meeting the development needs as specified on the SIDP and seek additional resources as required

- To write and review the school's reading policy
- To demonstrate good practise in teaching reading both within their own and other classes.
- To identify, organise and provide relevant INSET on teaching reading in line with identified priorities on the SIDP.
- Keep up to date with developments in reading at a local and national level.
- Moderate teacher assessment in reading across the school with all staff.
- Manage reading resources across the school (including the library).
- Advise staff on teaching and learning strategies in reading
- Ensure reading records are maintained and used effectively by class teachers and support staff.
- Encourage and facilitate home-school liaison, including parent workshops.
- Promote reading throughout the school through display, competitions and events.
- Provide Induction Programmes for new staff on the teaching and learning of reading.
- Tracking pupil progress in Reading and analysing data of groups, classes or cohorts to inform next steps
- Overseeing the monitoring, evaluating and delivery of the reading curriculum across the school
- Reporting to the Executive Headteacher and Governing Body on the effectiveness of policy and practice in reading.

### **Links to other policies**

This Reading policy needs to be read alongside other school policies, including:

- Spoken Language
- Phonics and Early Reading
- Writing, including handwriting and spelling
- Marking and Feedback

### **Review**

This policy is reviewed every three years by the Subject Leader and SLT.

Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.