



Redesdale Primary School

English (Reading) Policy

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REDESDALE PRIMARY SCHOOL

English - Reading Policy

CURRICULUM INTENT

Introduction

At Redesdale Primary, we whole-heartedly believe that reading is of vital importance to all children. For pupils to succeed in education, reading must be a priority. Pupils' reading ability and subsequent knowledge acquisition are of great importance and the socio-economic impact of poor literacy levels is well-documented – **learning to read transforms lives**. We believe that it is our moral duty to ensure that all the children in our care are taught how to read and how to understand what they have read and link it to their own lives and experiences. Our aim is simple: to equip all our children with the skills needed to become independent, fluent and passionate readers. The teaching of reading at Redesdale embraces all of our wider Curriculum Drivers and we believe that reading can:

- Spark a **love of learning**.
- Enrich learning with **real-life experiences**.
- Develop **life-long communicators**.
- Foster **emotionally intelligent** individuals.

Aims and objectives

By focussing on these identified drivers and placing them at the heart of our curriculum we believe our children will be ready to successfully meet the challenges of the next stage of their education. We strive to enable every child, regardless of their background, needs or abilities, to become a good reader and we aim to provide rich, engaging experiences of reading that inspire all of our children throughout their journey with us to develop a lifelong love of reading. We aim to meet, and where possible exceed, the aims set out in the Early Learning Goals and National Curriculum. Once pupils can decode text effectively, we aim to build word recognition, and develop comprehension skills to produce secure, confident, independent readers who enjoy and understand the benefits of reading.

CURRICULUM IMPLEMENTATION

Teaching and Learning

The direct teaching of reading begins with oracy and phonics. At Redesdale Primary School, we use the Read Write Inc (RWI) phonics programme, with this being complimented by purposeful talk and the use of shared reading experiences that expose pupils to a wider range of vocabulary, syntax, and sentence structure. As part of the Read Write Inc

programme, children have a daily phonics lesson in which they participate in speaking, listening, and spelling activities that are matched to their developmental needs. The teachers use observations to continuously assess and ensure the children are stretched and challenged and to ensure all children make rapid progress. Ongoing assessment also allows staff to identify those children who may need additional support. The school has clear expectations of pupils' phonics progress term-by-term, from Nursery to Year 2, and the school's phonics programme aligns consistently with these expectations. The sequence of reading books that we have are carefully selected to show a cumulative progression in phonics knowledge, and are matched closely to the school's phonics programme. *Please refer to **RPS Read Write Inc Policy** for additional detail.*

Once pupils' decoding skills are secure, they undertake structured comprehension lessons (Whole Class Reading) as well as undertaking comprehension activities within English units. Pupils will continue to access the Read Write Inc programme in Year 3 if their decoding skills are not secure at the end of Key Stage 1.

In Key Stage 2, we expect all children to be ready for our whole class reading sessions which are delivered in a 25-minute block three times a week, outside of the English lesson. These reading sessions centre on vocabulary rich and engaging fiction and non-fiction texts grouped into blocks of three 'themed' sessions. Children engage with texts using a range of 'reading strategies' to gain a true understanding of the author's intent, structure of the text, themes within a text and vocabulary developing contextual knowledge and understanding.

Furthermore, all our Key Stage 1 and Key Stage 2 English units are centred around a range of fiction and non-fiction texts, allowing our pupils to study quality novels, non-fiction books and picture books. These lessons enhance pupils' comprehension of written language and help promote reading for pleasure. All classes in Key Stage 1 and Key Stage 2 have set class novels which are read throughout the week and chosen to provide coverage across the *'.... five types of texts that children should have access to in order to successfully navigate reading with confidence. These are complex beyond a lexical level and demand more from the reader than other types of books. **Doug Lemov – 'Reading Considered'.***

Nursery and Reception children take home a library book every week to promote the love of reading. We encourage our parents and carers to read to their child for pleasure and ensure children have a broad range of different types of texts.

In Reception and Year 1 reading focuses primarily on children's application of their phonics knowledge to build fluency and comprehension of a text. Read Write Inc home-school reading books closely match the stage of phonics that each child is working within. A rigorous assessment of children's phonics is carried out half-termly to ensure that any gaps in phonics knowledge are addressed immediately and tailored, effective intervention is put in place. Reading diaries are used throughout Reception to Y6 to record evidence of home reading, log the books read and completed and to reward children for their reading stamina

Pupils who have completed the school reading scheme choose books initially from a carefully selected, age-appropriate range of fiction and non-fiction texts which are checked regularly for pupil understanding of text, vocabulary, and fluency of decoding words. These books are stored within each phase area and are regularly updated, and collections added to. In Key Stage 2, children select books to read at home from their phases' **'Redesdale Reading Rocks Challenge'** selection. Children use iPads to create book reviews of their

completed books, these are then used within the class and phase to promote books and encourage others to read them.

In Key Stage 2, '**Redesdale Reading Rocks**' certificates are given out in Achievement Assembly when children finish books and achieve certain milestones. Reading Rocks certificates are only used for those children reading from each phases' independent choice books.

At Redesdale Primary School, we strive to encourage a love of reading in all of our learners, regardless of their background. We provide a range of opportunities to nourish and enrich enthusiasm for reading with the aim of all children becoming lifelong, passionate readers. Detailed below are some of the ways in which we aim to embed such passion:

- All classes enjoy listening to their teachers' reading and discussing the class novel. This is fundamental to our whole school approach to reading; the class novel is displayed proudly on each door so visitors can see what is being read. Class novel time is timetabled but may take place at any point during the day.
- **Redesdale Reading Champions** are selected from Year 6 pupils each year, these children support the English Lead in promoting reading across the school and publish a termly Reading Newsletter to inform parents and carers of our reading achievements and to promote reading within the wider community. The Newsletter involves book reviews and recommendations as well as signposting parents to good books and local book events and to encourage regular reading with their children.
- Virtual Author visits are organised regularly, where children are given the opportunity to meet with a range of authors who specialise in current children's literature. Many children take this opportunity to buy the books and have them signed by the author. We believe that such experiences connect learning in the classroom with the wider world and increase and improve pupil's motivation to read and write.

CURRICULUM IMPACT

Assessment

Teaching and support staff use a wide range of formative assessment tools during the lesson to judge the impact that the teaching is having on children's learning. Within Whole Class Reading lessons, this may come from independent questions where children are required to record a written answer, or it may come from oral discussions centred around the class novel or the English unit text. To further measure the impact of reading teaching and learning we also use Rising Star NTS assessments towards the end of each term across Year 1 – Year 6. The results are used to measure how deep the children have embedded the strands of reading when it is assessed out of context and later to the initial teacher input. Question Level Analysis (QLA) is then completed of these tests to measure this impact and help inform planning and intervention for the next term. From this QLA, children are identified and grouped based on the strands of reading that have not yet been fully embedded. This information allows teachers and teaching assistants to plan meaningful interventions to help plug learning gaps.

By measuring the impact of our teaching of reading, our staff can adapt their ongoing planning, and thus individualising our curriculum to meet the needs of all our children.

Monitoring and Evaluation

The English Subject Leader monitors samples of children's work produced in English lessons, Phonics sessions, and Whole Class Reading sessions. Analysis of termly NTS comprehension assessments (Year 1- 6) and planned interventions as well as lesson drop-ins to engage with teachers, pupils and subject content play a huge role in the monitoring process.

It is the responsibility of the Subject Leader to monitor the standards of children's work and the quality of the teaching of Reading. The Subject Leader is also responsible for supporting colleagues in their teaching, for being informed about current developments in the subject, and for providing a strategic lead and direction for English and Reading across school. The Subject Leader is responsible for informing the Headteacher of the strengths and areas for development in the subject and for identifying ways to make further improvement. The Subject Leader has allocated time for monitoring English Reading including reviewing samples of children's work and visiting classes to observe a range of teaching opportunities, in addition to speaking to children about their experience of the subject and their involvement in lessons.

Reviewing the Policy

This policy will be reviewed every three years by the Subject Leader, in conjunction with the Headteacher and Governing Body. Any changes made to this policy will be communicated to all members of staff.