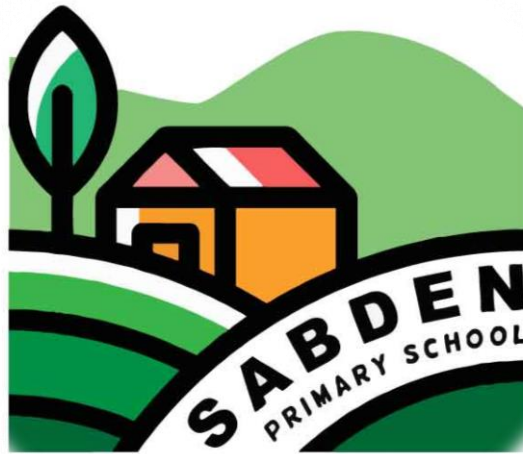


Sabden Primary School



Reading Policy

September 2023

Contents

1. Curriculum statement
2. Teaching and learning
3. Assessment
4. Planning and resources
5. Organisation
6. EYFS
7. KS1 and KS2
8. Equal opportunities
9. Inclusion
10. Role of the subject leader
11. Parents

1. Curriculum statement

Intent

At Sabden Primary School, we believe that all pupils should have the opportunity to be fluent, confident readers who are able to successfully comprehend and understand a wide range of texts. We want pupils to develop a love of reading, a good knowledge of a range of authors, and be able to understand more about the world in which they live through the knowledge they gain from texts. By the end of their time at primary school, all children should be able to read fluently, and with confidence, in any subject in their forthcoming secondary education. We do not put ceilings on what pupils can achieve in reading and we do not hold pre-conceptions about any pupils' ability to make progress. We understand the importance of parents and carers in supporting their children to develop both word reading and comprehension skills, and so we want to encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school through good quality texts.

Implementation

Classroom organisation:

We teach phonics and reading skills as whole class lessons, so that all children have access to the age-related skills and knowledge contained in the National Curriculum. Within lessons, teachers and teaching assistants target support for those children working below age related expectations to enable them to achieve at an age-related level wherever possible. Children working above age related expectations are also given opportunities to demonstrate a greater depth of understanding through extended answers, targeted questioning requiring more reasoned answers and making greater links across and between texts.

Phonics: Early Years and Key Stage 1:

Pupils are taught as a whole year group, focussing on individual sounds, groups of sounds and common exception words within different 'phases'. We have an agreed progression for the teaching of new sounds and use Red Rose Phonics to support this. Children working below age related expectations are given additional support from teachers and teaching assistants, either within the whole class lesson or as part of planned interventions that take place in addition to the lesson. During the Summer Term in Year 1, pupils undertake a Phonics Screening Test which assesses their ability to apply what they have learnt. After this, all children move towards whole class reading lessons that take the same model as Years 2 to 6. Pupils who do not pass their Phonics Screening Test continue to have intervention to support the acquisition of these key skills.

Whole school Reading Scheme

Children following the phonics programme take home phonetically-decodable reading books in line with what they have learnt at school. At the end of the phonics teaching phases, children progress onto book bands from turquoise to black. This ensures progression in both word reading skills and comprehension. Children have access to a wide range of texts and are encouraged to embed their reading skills within each stage.

All pupils have a home-reading record (pupil planner in upper key stage two) which they are encouraged to take home daily. Parents and carers are asked to add comments to the home-reading records to indicate how much pupils have read.

Year 2 – Year 6: Whole Class reading lessons:

See additional sheet titled 'Agreed Reading Lesson Structure'

Feedback:

Feedback should be completed, where possible, within the lesson. All feedback is given in line with our marking and feedback policy.

Summative Assessment

Summative assessments will be recorded each half term and reported termly. Teachers will use their professional judgement to determine whether a child is working within age-related expectations, above or below. They will base their judgements for the most part on the quality of the written outcomes pupils given after structured teaching within the agreed reading skills.

Teachers also complete reading assessments (e.g. past SATS papers, NFR) to provide another piece of evidence to support their assessment judgement. If tests are used, care is taken to ensure that pupils are prepared appropriately for the test, and any barriers to accessing these is removed

INTENDED IMPACT

Pupils will enjoy reading across a range of genres

- Pupils of all abilities will be able to succeed in all reading lessons.
- Pupils will use a range of strategies for decoding words, not solely relying on phonics.
- Pupils will have a good knowledge of a range of authors.
- Pupils will be ready to read in any subject in their forthcoming secondary education.
- Parents and carers will have a good understanding of how they can support reading and home, and contribute regularly to home-school records.
- The % of pupils working at ARE within each year group will be in line or above with national averages.
- The % of pupils working at Greater Depth within each year group will be in line or above with national averages.
- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged).

2) Teaching and learning

Our reading provision follows the 2014 National Curriculum and is taught explicitly daily. Children are also exposed to book-led English sessions daily. Reading sessions run for approximately 30 minutes x 4 days a week to ensure continuity and rigour in teaching and learning of knowledge and skills.

In order for a child to be successful, independent readers, they need to possess a secure knowledge of word reading and comprehension skills.

These are:

- A familiarity with the genre of stories and an ability to make links between stories.

- A good visual memory.
- A good auditory memory.
- A recognition of the letters in the English alphabet.
- A knowledge of the grapho-phonetic construction of words.
- A familiarity with the syntax (sentence structure and grammatical arrangement) of English text.

This knowledge and skills are taught explicitly through our phonics and whole class guided reading approach – and are continually referred to during additional reading opportunities in literacy lessons and wider curriculum subjects.

Displays are used through school to promote a love of reading. Each classroom has a dedicated reading area, which is regularly restocked with books at an appropriate reading level for the year groups as well as books to support the wider curriculum. Time is given weekly to give the children opportunity to 'get lost in a book' with the purpose of giving children time to enjoy a text which interests and inspires them.

3. Assessment

Children are assessed formatively through thorough questioning and marking to ensure that teachers understand where children are currently in their learning and what their next steps need to be. This helps to ensure that maximum progress is made throughout literacy teaching across the school.

In addition to this, regularly timetabled summative assessment opportunities are planned into the academic year to ensure that the progress in knowledge and skills that each child makes is accurately measured. Summative assessment opportunities are used to support teachers in their assessment judgements and should not replace teacher judgement based on experience of the child in everyday lessons.

Reading Assessment

Formative Assessment

Reading responses books are not marked formally, however teachers assess constantly by circulating and reading work over the shoulders of children and giving live feedback, as well as 'show calling' work discussing it with the class. They also do this by collecting answers and discussing reading with the children.

Summative Assessment

In Early Years and KS1 children are assessed termly by the class teacher to establish which sounds they are confident in and which strategies they are able to use to effectively read familiar and unfamiliar words. These include common irregular words and 'alien' nonsense words.

In KS1 and KS2 classes complete a comprehension activity each half term. This should match the instructional reading level of the individual child and so often children in the same class will complete different activities.

Children in KS2 who are still attending additional phonics intervention will be advised on which reading comprehension assessment to complete.

In KS1 these assessments need to be kept in a reading folder until the end of the year, and in KS2 they should be kept in the child's assessment folder. Reading targets are generated from these assessments and then shared effectively with the children. In KS2 they are used by the children to inform their own target setting.

Teachers also mark against Lancashire KLIPS termly when assessing children's reading.

4. Planning and Resources

Whole class guided reading is taught thematically, using the yearly overviews for each class. In lower and upper key stage two, teachers have whole class reading files which contain example texts (fiction, non-fiction and poetry) for a range of different themes. These are regularly enhanced by the class teacher, sometimes drawing upon current events and specific interests. In Key Stage One, a selection of texts are planned by the class teacher at the start of the year to be used in whole class guided reading.

Upper corridor

Multiple copies of books (for small group guided reading interventions) are kept on the shelving on the upper corridor across from the library. The guided reading books are levelled using the book band system. Relevant books are also kept in some classrooms.

Banded books

'Banded books' for home readers are kept in the main corridor and are organised in their book bands.

Phonetically-decodable books

Phonetically-decodable books are kept in their relevant class in clearly labelled baskets and in the lower corridor.

Non-fiction library

The library has a range of non-fiction texts grouped by subject and can be accessed by any class at any point. Children are encouraged to go to the room when conducting research for wider curriculum subjects as well as accessing it to choose their 'library' book.

Fiction Corridor

A range of books for all age groups can be found in the corridor. Larger picture books can be found in the reading area in the middle of the corridor. Longer novels are organised alphabetically by author.

Class reading areas

The books found here support learning for the wider curriculum, books to suit children's particular interests and appropriately levelled books for the age group.

Use of technology

Children access the programmes Read Theory in Upper Key Stage Two and Get Epic in Lower Key Stage Two.

5. Organisation

1:1 reading/Home reading books

Children in EYFS and Key Stage One, and Lower Key Stage Two read to an adult at least once a week. They are assessed regularly by the adults in class and moved on to the next stage when ready or in line with their phonics stage.

Children in Upper Key Stage Two that are working below the expected level are also heard reading twice a week by their class teacher. Children do not have to read 'all of the books in a book band' to be moved on to the next stage, however the adult doing this should ensure the class teacher is informed of the move.

When children reach the final reading band (Black), they will be moved into a 'Literary Explorers' book buddy pair. They are given a selection of resources to encourage discussion, questioning and a love of reading. They will not be heard reading this book however will regularly have the opportunity to read aloud in whole class guided reading sessions and discussions about their book will be a regular, informal occurrence with the class teacher. Children are also encouraged to contribute to the termly book blog.

Reading Scheme at Sabden Primary School

Phonics Phase	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6													
Reading Age	Below 5yrs	Below 5yrs	5yrs	5yrs+	5½ yrs	6yrs	6½ yrs	7yrs	7½ yrs	8yrs	8½ yrs	9 yrs	10yrs +	10-11yrs	11yrs +			
BOOK BAND	Children follow the <u>phonetically-decodable</u> reading books in line with phonics teaching.						Turquoise	Purple	Gold	White	Lime	Brown	Grey	Navy	Burgundy	Black		
Reception	Expected			Exceeding														
Year 1	Emerging		Expected			Exceeding												
Year 2				Emerging		Expected				Exceeding								
Year 3							Emerging		Expected		Exceeding							
Year 4								Emerging		Expected		Exceeding						
Year 5											Emerging		Expected		Exceeding			
Year 6											Emerging		Expected		Exceeding			

Whole Class Guided Reading

Whole class guided reading sessions take place daily. The reading sequence will be as follows:

Monday

This session will look at the class novel with a PSHE style focus question. The class novel will also be read for at least 15 minutes daily.

Tuesday-Thursday

These days will look specifically at the reading skills the children should develop within a range of shorter texts or extracts within a linked theme. These include:

- Vocabulary
- Inference
- Prediction

- Explanation
- Retrieval
- Sequence or Summarise

Friday

This session goes back to the class novel again, however this time focussing on prediction and summary. It gives the children the opportunity to reflect on what has been read throughout the week, as well as scaffolding their thoughts using inference knowledge to predict what may happen next.

6. EYFS

In Nursery and Reception, books have a key focus in the learning environment. Children have access to a range of books in the classroom, and also come down into the main building to access the library and reading corridor.

Children in Reception are heard reading regularly, and progress in correspondence with their phonetical understanding. They take home the following books daily:

Nursery

- One 'Phase 1' Book.

Reception

- One phonetically decodable book at their level.
- One 'read with the family' library book chosen by the child.

Children are encouraged to take home a 'read with the family' book, to encourage a life-long love of reading.

Guided reading

Small guided reading groups take place with children in reception, focussing on their understanding of a text. This is additional to any discussion around a class text.

7. KS1 and KS2

Key Stage One

In Key Stage One, children are heard reading regularly and follow the phonetically decodable book phases. When they have completed Phase 5 Phonics and are secure here, they move onto turquoise on the school book band system. They take home the following books on a weekly basis.

- One phonetically decodable book at their level.
- One chosen library book.

Whole class guided reading

Key Stage One follows the whole class guided reading strategy set out above, to ensure that all children have access to 'age-related expectation' texts and questioning. This may be scaffolded in the session by adult or peer support. In these sessions, it is likely that children working below age related expectations will be supported by an adult during the independent questioning section of the lesson. Any work completed during these sessions is recorded in the children's class reading journal.

Key Stage Two

In Key Stage Two, children continue to follow the reading band scheme. If working below 'Dark Red' they have the opportunity to read with an adult 1:1 at least once a week. All children take home the following books on a weekly basis:

- One phonetically decodable book at their level.
- One chosen library book.

Whole class guided reading

Key Stage Two follows the whole class guided reading strategy set out above, to ensure that all children have access to 'age-related expectation' texts and questioning. This may be scaffolded in the session by adult or peer support. In these sessions, it is likely that children working below age related expectations will be supported by an adult during the independent questioning section of the lesson. Any work completed during these sessions is recorded in the children's class reading journal.

8. Equal Opportunities

All children have equal opportunities to reach their full potential across the English curriculum, regardless of their race, gender, cultural background, and ability, or of any physical or sensory disability.

9. Inclusion

Children with English as an additional language:

It is vital that children who have English as an additional language have English modelled accurately by all staff at school. Collaborative work with peers (where English is their first language) is essential and EAL children should be provided with consistent opportunities for this verbal interaction. Each classroom should have on display key words associated with current topics being studied. All teachers include a range of strategies to support children with EAL which includes: teacher and peer modelling and consistent use of visual support, repetition and recasting of language features, word banks and scaffolded speaking and listening activities.

Teachers work collaboratively to best meet the needs of individuals within their classes. Children who are new to English are assessed and support is put in place by the staff team and head teacher to help them make rapid progress.

In addition, class teachers use support staff to provide targeted support and the use of home language support and peer-buddying is encouraged.

There are many groups and projects which EAL children and their families may be involved with:

- Speech and Language groups
- English as an Additional Language homework club
- Recommended English Language lessons for parents
- Drop-in translation, information and skills sharing sessions for families

Special Educational Needs

Some children experience learning difficulties, which affect their progress in reading. Class teachers inform the SENDCO/head teacher if they are concerned that a child may have underlying learning difficulties. Some children then receive SEN support. This may include:

Volunteer readers

Reading Buddies

Toe by Toe

Word Wasp

Lancashire Reading Partners

Booster classes

Bounce Back Phonics

Gifted and talented

Children who demonstrate a high level of reading comprehension and skill are supported through the development of reading for pleasure and literary explorers. Children are encouraged to develop their passion for reading through exploring a range of texts and taking part in schemes such as Lancashire book awards.

10. Role of the Subject Leader

The role of the subject leader in English is to coordinate the teaching of reading, writing and communication across all phases of the school. This is in order to secure high quality literacy provision for every child, including outstanding English teaching and learning, effective use of resources and the highest standards of achievement for all.

Some key duties that the English subject leader should undertake over the course of the year include:

- Monitoring of writing, reading, handwriting and spelling across classes
- Learning walks and other lesson observations where necessary
- Planning and organising English enrichment opportunities and competitions
- Helping identify and facilitate the professional development needs of staff
- Liaising with SLT to help implement school improvement priorities
- Liaising with the school SENDCO to best support children with English difficulties
- Organising, maintaining and cataloguing resources
- Keeping up to date with new initiatives in English teaching

11. Parents

We recognise how crucial the home/school link is for supporting children to have the highest standards of achievement in English. At the start of each academic the English standards of the year group are explained through the home learning pack, as well as further meetings throughout the year to support parents to understand new initiatives where required.

Homework is also part of the school's successful home/school link. The school expectation for homework is outlined below.

Reception

- Daily reading of 'home reading book'- children to be heard by parents regularly, and comment in their home reading log.
- Practising new sounds-list of words/flashcards sent home.
- HFW spelling lists to be practiced regularly.

KS1

- Daily reading of 'home reading book'- children to be heard by parents regularly, and comment in their home reading log.
- Practicing new sounds-list of words/flashcards sent home.
- HFW spelling lists to be practiced regularly

KS2

- Regular reading of 'home reading book' with comments from parents or child (in UKS2).
- Library book to be read and returned as and when necessary.

Policy written by: Laura Murray

Policy to be reviewed: September 2025