



## Loudwater Combined School

### Reading Policy

**The more that you read,  
the more things you will know.  
The more that you learn,  
the more places you'll go.**  
-- Dr. Seuss

#### Intent

***At Loudwater Combined School, Reading is the beating heart of our curriculum.***

Our intent is:

- To promote and encourage a lifelong love of reading.
- To develop an interest in and a love of books, encouraging children to become attentive listeners and independent and reflective readers.
- To develop reading strategies and key skills: accuracy, fluency, vocabulary, understanding and responding to texts. Using spoken language to articulate thoughts and ideas.
- To enable children to access all areas of the curriculum.
- To enable children to access, understand and begin to manage information.
- To begin to understand the meaning of what is read to them and what they read.
- To begin to understand and respond to the feelings that words can arouse in us like happiness, sadness, anger.
- To walk through doors to the past, to the future and to other worlds both real and imagined.

We believe that everyone has the right to high quality Reading teaching and learning opportunities. It is our aim to nurture and grow our pupils' reading skills enabling them to become fluent, reflective and critical readers who achieve their potential at every phase in life.

Our curriculum provides challenge for all which develops ability, raises aspirations and engenders resilience. To achieve this, pupils must have access to high quality texts and a wide, rich vocabulary.

All pupils have equal opportunity to reach their full potential across the Reading curriculum regardless of their race, gender, cultural background, ability or any physical or sensory disability. Equality of opportunity is essential in Reading as it provides pupils with access to other curriculum areas in the primary years and in the future.

Our curriculum develops over time in response to pupils' needs and interests. For example, when gaps are identified, the curriculum is tailored to quickly fill these gaps, enabling pupils to make progress. (see English Overviews)

At Loudwater, Reading is our priority. We are passionate about developing reading for pleasure in all our pupils. We aim to inspire pupils to read widely and often. As a result, pupils become fluent readers who are able to comprehend a wide range of texts in order to acquire knowledge for personal interest and pleasure.

A vital purpose for prioritising and developing reading skills, is to enable pupils to access texts necessary for high attainment and progress in other curriculum areas e.g. problem solving in Maths, using secondary sources in Science, Geography and History and research across the curriculum.

At every opportunity Reading is linked to other subjects. Medium and Long Planning highlights where these opportunities exist. These links are constantly reviewed and extended where appropriate.

We understand the importance of progression in knowledge and skills and sequence learning to provide pupils the opportunity to learn new skills whilst providing frequent opportunities to embed prior learning, until learning is transferred to a pupil's long-term memory. (see progression maps)

As pupils come to the end of their time at Loudwater Combined School they have the fluency, skills and knowledge needed to continue their Reading journey and realise their potential in life.

## **Implementation**

Being a fluent, independent reader is essential to successful learning and progress within all curriculum subjects. Therefore, reading has many timetabled sessions dedicated to its teaching and learning. Teachers and staff model high quality reading behaviours, understand the vital role reading has on learning in all areas and are experts in the world of children's fiction, enabling them to advise, guide and develop pupils' reading at each stage of their development. We provide an environment drenched in rich texts, including non-fiction, poetry and fiction. As a community of readers, we expect all staff to model and communicate their love of reading to enhance a child's motivation and involvement in reading.

## **Curriculum Planning and Organisation**

### **National Curriculum**

- In Years 1 to 6 the teaching of reading is based on the National Curriculum. Teaching objectives cover two dimensions:
  - Word reading.
  - Comprehension (both listening and reading).

## **Planning**

- Staff will provide planned opportunities across the curriculum for pupils to have access to a range of genres:

### Narrative and poetry

- Stories and poems with familiar settings and those based on imaginary or fantasy worlds.
- Stories, plays and poems by significant children's authors.
- Retellings of traditional folk & fairy stories.
- Stories and poems from a range of cultures.
- Stories, plays and poems with patterned & predictable language.
- Stories and poems which are challenging, in terms of length and vocabulary.
- Texts where the use of language benefits from being read aloud and reread.

### Non-fiction and non-literary texts:

- Explanations, discussion, persuasive, instructional, non-chronological reports, recounts, newspaper reports.
- Print & ICT-based information texts
- Dictionaries, encyclopaedias & other reference materials

## **Computing**

- Teachers will integrate ICT whenever appropriate into all lessons:
  - As a tool to aid the teaching of key skills; engage children, modelling and demonstration and to enhance oracy.
  - Enable children to undertake an ICT based alternative activity, directly consolidating the learning intention for that lesson.
  - To provide an activity which consolidates the lesson's learning intention, whilst at the same time embedding skills linked to ICT.
  - ICT will be used as a vehicle to engender oracy, independent, collaborative and personalised learning linked to reading.

## **Phonics**

Our pupils are taught to decode texts using systematic phonics as the main teaching strategy. This is using Rocket Phonics from FS to Y2. Rising Stars Spelling is the main resource used from Year 3 to Year 6. In Key Stage 2 there is a daily focus on spelling. Children who do not reach the expected level in their phonics development at the end of Year 2 will have an action plan to address this in Year 3.

Oral rehearsal and phoneme-grapheme correspondence is taught daily from the first day of their school life in EYFS. Use of phonics and whole word reading is developed as pupils move through the school years. As readers become more fluent, space is created in their working memory which allows them to attend to word definitions, to read for meaning and

sense and to make links. Through modelled reading and careful scaffolding, pupils will become independent in decoding, comprehending and linking texts, enabling them to read for meaning with a critical mind. These skills can be adopted in all curriculum areas, allowing pupils to access challenging content in all subjects.

### **Guided Reading**

All year groups have a dedicated Guided Reading lesson each day.

Guided Reading is taught as a whole class session. Lessons focus on key reading skills such as: vocabulary, retrieval, inference, sequencing, prediction, comparisons and authorial choice. In addition, they will focus on key reading strategies such as: background knowledge, breakdown and repair strategies, visualising and gist.

A range of high-quality texts, including picture books, chapter books, extracts of text, songs, non-fiction texts and poetry are used to teach the above skills.

Classes use common vocabulary and icons to discuss, represent and learn the key skills and strategies.

### **Shared Reading**

In English, Topic and other lessons, the teacher models the reading process to the whole class as an expert reader, providing a high level of modelling and scaffolding. Reading objectives and key questions are well planned and sessions are characterised by explicit teaching of specific reading skills and strategies, oral response and high levels of collaboration, such as echo reading and choral reading. The teacher's role is that of the expert reader who models how the text is read. The children, the learner readers, join in where appropriate with the reading of the enlarged text. The texts selected are rich and challenging, being beyond the current reading ability of the majority of the class.

### **Paired Reading**

Once each week we have a Paired Reading session. Classes pair up on a rotational basis each week, and pupils read together. Younger pupils are supported by older readers who can model fluency and provide discussion about the book shared. Older pupils develop a better understanding of the reading process and use this when reading at their own level. The Year 6 pupils are Reading Ambassadors. They are paired with the same pupil each week from a younger class. Their role is to listen to the child read, offering support and quality discussion of the book. The children they read with may be vulnerable pupils, lower attainers or pupils whose opportunities to read at home are limited. This provision is one way in which we address social disadvantage by offering pupils the opportunity to read regularly and engage in book talk where they would otherwise lack this experience.

### **Independent reading.**

During independent reading, children take responsibility for selecting and reading a variety of texts including fiction, poetry and non-fiction from class library books, school library books, Flackwell Heath library books, School's Library Service books, talking books, webpages, independent reading books and other print and text around the school. The child should be able to read these texts readily and comprehend them with little or no teacher or adult support. The focus for the reading is to provide practice, increase sustained reading ability and to develop personal response to text. There are daily opportunities for independent reading.

## **Accelerated Reader**

Accelerated Reader, a book and computer-based assessment programme, is used from Y3-Y6. All pupils in these year groups take a computer-based Star Reading test each half term. The test gives them a ZPD (zone of proximal development) range e.g. 2.5-3.5. The pupils select their school reading book from a wide selection of books within their range. After reading, the pupils sit a computer-based reading quiz with questions linked to the text they have just read. The questions assess all content domains from the National Curriculum. Then the pupils choose a new book from within their range. Over time, the test data and quiz data provide teachers and pupils with a wealth of information about the pupil's strengths and areas for development in reading.

In KS1 and FS, Reading Eggs is used to promote wider reading, phonics practise and reading skills at home.

## **Reading with individual children**

This happens at least weekly in key stage 1 and may happen more often depending on the ability of the child or number of volunteers. In key stage 2 reading with individual children takes place when volunteers are available and, always, where this kind of support is needed to support the child to develop as a reader.

## **Reading at home for pleasure**

This is recorded in the children's reading records. These should be completed at least three times a week. Children should take increasing responsibility for completing their reading records as they move through the school.

## **Library**

Once a week, one class visits our local Library in Flackwell Heath. Over the course of a half term, each class visits once. Pupils learn how to use a library, enjoy a wider selection of books than they have access to in school and support a key service in their community. The children bring 30 new books into the classroom to be enjoyed for 3 weeks. In addition, pupils visit the school library once per week to select a book which they want to read for their own pleasure and entertainment. As a result, pupils will develop the skills and knowledge needed to continue their use of libraries as they grow older.

We also make use of the School's Library Service which provides us with a box of books each term to supplement our learning in other curriculum areas. This ensures opportunities to read across the curriculum.

## **Story time**

Every day, each class sets aside dedicated time for the teacher to read aloud to the class from a text chosen for enjoyment. The text might be fiction, poetry or non-fiction. Often these texts will be of a level beyond that which the children can read independently.

## **Extra-curricular opportunities**

As part of our drive to promote reading for pleasure, we ensure celebration of key events including Roald Dahl Day, World Book Day, Children's Book Week, Poetry Day, Shakespeare Week etc. During Friday's Achievement assemblies, each teacher takes a turn to promote a children's book they have enjoyed reading. This book is placed in the school library for borrowing and the review is shared in the weekly newsletter. This encourages pupils and their families to read quality texts more widely and regularly.

## **EYFS**

In our Foundation Stage class, Communication, Language and Literacy is taught every day. Literacy is based on a driver text as it is across the school. The text is selected to fit with the wider topic being studied e.g. Funny Bones is used within the topic of Marvellous Me. The text is explored through whole class teaching and adult-led activities.

Phonics is taught daily for 15-20mins. Rocket Phonics is the scheme that is followed throughout Foundation Stage and into Key Stage 1.

On entry to Foundation Stage pupils are given Sound Books. The sounds are grouped to support the teaching of the Rocket Phonics programme. These books are used at home and in school. Pupils learn to read and write a group of sounds and use these sounds to segment and blend words. This ensures their sight vocabulary for reading and writing is building immediately, enabling pupils to read and write some words independently early in their school life. When the children are ready, Reading is taught through Guided Reading sessions and each group reads once per week with the class teacher. Pupils are provided with home readers and reading diaries. Fiction and non-fiction books are available at all times within the Foundation Stage environment (indoor and outdoor) e.g. books about trucks and diggers may be available next to the sand tray, books about musical instruments may be within the stage area with the instruments etc.

## **Inclusion**

Pupils access learning in different ways; some pupils will need support to make progress and others will need additional challenge. All pupils will be supported in ways that enable them to make further progress. Class teachers will identify these pupils and early interventions will be put in place with the support of the subject leader, SLT and the Special Educational Needs Leader.

In line with the school's policy on Special Educational Needs, the SENDCo, the English Leader and class teacher will be involved in ensuring that pupils identified as having special educational needs will have learning and activities planned accordingly. Pupils with significant literacy weaknesses will have specific literacy targets on their Provision Maps. In some cases, a specialist support teacher or educational psychologist may be involved.

## **Subject leadership**

The English Subject Leader is responsible for the development and monitoring of the English Curriculum to ensure there is a well-designed journey of learning for all pupils. The leader's role is to:

- support teachers with their planning
- be responsible for updating the school's Policy and Scheme of Work and the school's English Action Plan
- assist teachers by leading staff meetings, planning and leading INSET activities, provide consultancy and advice and by supporting teachers in the classroom
- be responsible for implementing changes required by government guidelines and new initiatives and ideas which affect the teaching of English in Loudwater School
- attend training courses in line with changes and developments within the subject and impart that information to colleagues through regular staff meetings and on INSET days
- monitor approaches within this document. This will include lesson observations, work-sampling and plan sampling

## **Resources**

- Interactive white board resources – websites and software.
- Big books.
- Reading books grouped into 'book bands'. Core scheme used is decodable books linked to the Rocket Phonics Scheme.
- Quality novels and texts for guided reading
- Library books organised into fiction and non-fiction.

## **Impact**

The impact of teaching and learning is assessed by class teachers using assessment opportunities which are used to input attainment on Sonar Tracker. The National Curriculum objectives for Reading are highlighted according to attainment so far. Then progress and attainment can be measured. Sonar Tracker is updated in the core subjects on a termly basis.

Assessment opportunities used include formal testing using past SATs papers and PIXL tests for Reading. This happens each term/half term (see assessment timetable). QLA is used to identify gaps in learning which then informs teacher's planning.

Formative assessment is essential when updating Sonar Tracker including Guided Reading notes, including response to key questions linked to content domains, observations, tracking through Book Band levels, Phonics assessment books and Distance Marking Sheet notes from daily lessons. In addition, Accelerated Reader provides data on pupils' reading progress through half termly STAR tests and frequent Book Quizzes. Accelerated Reader is used from Y2-Y6.

Formal end of year assessments for EYFS, end of Key stage 1 and 2, as well as the Phonic Check at the end of Y1 take place in the Summer Term.

Pupil progress meetings ensure the impact of teaching and learning is reviewed half termly and pupil progress is discussed. Where progress is limited, reasons why are discussed, and actions are planned. Early in the Autumn Term, teachers set end of year targets for each pupil and end of year targets are set for year 2 and 6. EYFS targets are set once the teacher has had time to get to know the new intake. Progress towards these targets are discussed at each Pupil Progress Meeting.

Book surveys, learning walks, pupil interviews, weekly drop-ins by the headteacher and planning audits are also carried out regularly to assess the impact of implementation.

Resources are reviewed frequently and their impact on reading progress is considered. Texts which do not have the required impact are replaced.

Summative and formative assessment strategies are used to ensure pupils are always ready for the next stage in their education. Where pupils need support, feedback is given and lessons are adapted to ensure gaps are filled and pupils can make good progress. In some cases, specific interventions may be needed. This is particularly important in reading where pupils may lack fluency and skills, impacting on their ability to access the curriculum.

At the end of EYFS, it is expected that most pupils will achieve the ELGs for reading.

By the end of KS1 most pupils will be working at the expected standard in reading and by the end of KS2 most pupils will be working at the expected standard in reading.

Most pupils will have achieved the Phonic check at the end of Y1. Of those who do not achieve the Phonic check by the end of Y1, most will have achieved this by the end of KS1. We support all pupils to aim high but recognise some may need support to work within the expected standard whilst others will be supported to achieve at greater depth within the expected standard.

Our school plan outlines the steps we will take each academic year to build on attainment and progress at each phase of the pupil's education. (see School Plan)

The impact of our curriculum is that pupils at Loudwater Combined School learn to be fluent, independent and reflective readers.

The curriculum develops pupil's cultural capital by providing them with knowledge, skills and behaviour gained through experiences and opportunities such as: engaging in writing competitions, visits from drama groups, author visits and trips out to museums and galleries. Celebration days/weeks studying authors such as Roald Dahl and William Shakespeare. Annual storytelling weeks, regular visits to the local library and opportunities to belong to our school council. The pupils have access to a rich text environment including classic texts and texts representing a wide range of cultures.

Our pupils leave our school being fluent and reflective readers, effective communicators and critical thinkers who achieve their potential at every phase in life.

April 2024

To be reviewed in line with the governors' policy review schedule.