

Reading Policy

Subject Leaders: Kaj Hall and Jason Drew

The importance of Reading

The ability to read is fundamental to many aspects of life and is central to general progress and developing understanding in a wide range of areas of the curriculum. Success in reading is also crucial in developing children's self-confidence and motivation for learning. Our reading curriculum instils a deep and long-lasting love of reading in our children. The teaching of reading is given a high priority by all staff; we place the highest emphasis on books and reading from the very beginning of our children's experience at school. From their first day, children are placed into a class named after an author or book which stimulates an excitement and love of books. At Walkley Primary School, we understand that reading is an essential life skill and we are committed to enabling our children to become lifelong readers.

Intent: What is our curriculum aspiring to achieve?

Our intent at Walkley Primary School is to ensure that all pupils are fluent and effective readers who have a rich vocabulary, secure comprehension and enjoy reading for pleasure. At the heart of our strategy is our drive to foster a love of reading, enriching children's learning through carefully chosen texts and teaching sequences which are delivered via high-quality teaching. These texts include diverse themes and are written by diverse authors, both from the present day and the past, and include a broad range of female authors or lead characters. Additionally, children have the opportunity to explore a broad range of texts such as: modern and classical fiction; modern and classical poetry; high-quality picture books; news articles on current affairs; speeches; information texts and lyrics. These texts have been chosen to become progressively more challenging as children move through school and offer a broad, rich and engaging curriculum.

Implementation: What do we do to deliver our intent?

Class Names

Classes names are generated from quality children's authors and stories that are age appropriate and fundamental to the delivery of the English curriculum. The stories and their authors celebrate the diversity of Walkley Primary School and are representative of our pupils and families; our values and culture.

EYFS: Vibrant Picture Books

Celebrated Author in Reception – Eric Carle

- Elmers - Elmer the Patchwork Elephant by David McKee
- Chameleons – The Mixed-up Chameleon by Eric Carle
- Hungry Caterpillars – The Hungry Caterpillar by Eric Carle

Key Stage 1: Story Books

Traditional stories

- Jolly Posties – The Jolly Postman or Other People's Letters by Janet and Allan Ahlberg
- Anansi - Anansi The Spider by Gerald McDermott

Early reader chapter books

- Hodgehegs – The Hodgeheg by Dick King-Smith
- Seawigs – Oliver and the Seawigs by Phillip Reeve and Sarah McIntyre

Lower Key Stage 2:

Classic Children's Novels of the 20th Century

- Borrowers – The Borrowers by Mary Norton
- Aslans – The Lion, The Witch and The Wardrobe by C.S. Lewis

Short chapter books

- Charlies – Charlie and the Chocolate Factory by Roald Dahl
- Chayas – The Girl who stole an Elephant by Nizrana Farook

Upper Key Stage 2: Adventure Stories

Modern classic children's adventure stories

- Hiccups – How to Train Your Dragon by Cressida Cowell
- Sun Kings – Secrets of a Sun King by Emma Carroll
- Kensukes – Kensuke's Kingdom by Michael Morpurgo
- Skelligs – Skellig by David Almond

Teaching and Learning

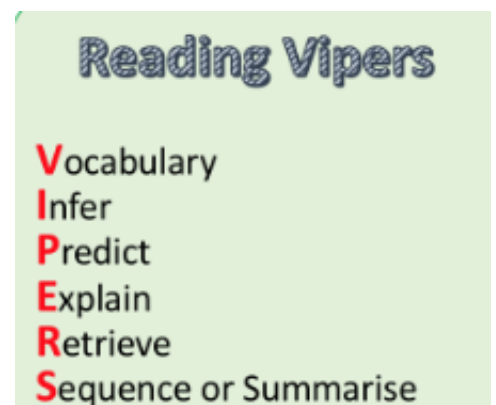
A very high emphasis is placed on children learning to decode with increasing accuracy and speed using our Read Write Inc programme. Further information about RWI is detailed in the Phonics RWI Policy. Once children have had ample opportunities to apply and secure their knowledge of structured synthetic phonics to decode unfamiliar words, focus then turns to developing children's confidence, fluency and understanding of texts. Teachers help children read with fluency, accuracy, automaticity and prosody to read both aloud and to themselves, with different texts and for different purposes. Our subscription to the Sheffield Schools' Library Service means that we have access to an extremely broad range of up-to-date texts to support the curriculum and reading for pleasure. Vocabulary acquisition and understanding is woven through the whole of our reading curriculum.

In the Foundation Stage, children are given opportunities to become immersed in an environment rich in print and possibilities for communication. They use communication, language and literacy in every part of the curriculum and they are given opportunities to speak and listen and represent ideas in their activities. Reading stories from big books enables the children to see how books and stories work. Children also take part in 'Drawing Club' which exposes them to a wealth of books and tales and enriches their language skills.

During the beginning of KS1 children are taught during whole-class sessions which allows teachers to model and support children's fluency whilst at the same time, introducing them to key reading comprehension skills. Those who still need help to decode are given additional phonics practise. A range of fluency strategies (e.g. guided oral instruction, echo reading, repeated reading, paired reading) are incorporated within high-quality daily lessons so that pupils become fluent readers who can both read to learn and read for enjoyment.

As children become fluent and confident readers, reading is delivered in small groups with opportunities to have vocabulary pre-taught, a teacher-led session and 3 activities to deepen children's understanding of the text and vocabulary. Pre-teaching, vocabulary acquisition and scaffolding are integral to the pedagogy of teaching and learning in reading lessons. Lessons follow a structured 5-day approach from the agreed outlined curriculum map. Teacher sessions are interactive and include time for a review of previously taught learning, speaking and listening opportunities, fluency practice and comprehension development. Children who need more practise in order to become fluent are quickly identified and receive additional support to help them independently and accurately read a greater range of texts.

Teachers make use of the VIPERS reading skills (Vocabulary, Infer, Predict, Explain, Retrieve and Sequence/Summarise) in their teacher sessions and reading activities. These are linked to the National Curriculum and allow for a progressively deeper understanding and analysis of the text. Vocabulary acquisition is a central part of our reading sessions. Teachers carefully select appropriate vocabulary which is explicitly taught to the children. These words are re-enforced by



interesting, challenging and playful activities which help children embed them into their long-term memory.

Walkley Primary School Reading Book Provision

Opportunities for feedback and engagement with parents is captured through Home School Reading Records. Completed in school and at home, pupils, parents and staff can share in the feedback on the development of each child. At Walkley, we have developed our own records which incorporate the approaches in school including Read, Write, Inc home learning packs, levelled and banded books, guided reading texts and quality storybooks.

Read, Write Inc Phonics books

Children in EYFS, KS1 and lower KS2 are grouped, in terms of their phonic decoding ability. This ensures that within the programme they are reading texts at their own level, every day. More information on home lending books for RWI can be read in the RWI policy.

Levelled Books

Our levelled reading books include a range of commercially produced schemes which are supplemented with a range of hard back & paperback book banded, levelled books. The levelled books give individual or groups of children the opportunity to practise their developing reading skills with texts which have appropriate vocabulary and sentence structure related to assessment focuses. The texts are a mix of first stories, phonics driven texts, non-fiction books and early reader short stories.



Discovery Zone



From the moment children step foot into school, they are immersed in a text-rich environment, with well-stocked and accessible book areas in every classroom and throughout shared spaces in school. Our 'Discovery Zone' is home to the reference library of non-fiction texts. These books have been categorized and ordered with differentiated support for children to access the texts independently. Organised by colour and number using the Dewey Decimal System, pupils of all ages can navigate the library to aid discovery.

Also within the Discovery Zone is the Walkley Book Club Library, designed to feel like a book shop, this is an inviting place for pupils to stay and read or visit and choose their next story from. The books are categorized into: Picture Books; Emerging Reads; Shorter Reads and Longer Reads to aid independent browsing of appropriate texts for all age groups.



Classroom Libraries and Reading areas

Within each classroom, children have access to age appropriate texts including those identified on the Recommended Reading Lists. The spaces are identifiable in the classroom as Reading corners or Reading areas.



Promoting a love of reading

Walkley Primary School also take part in a variety of book-themed events throughout the school year such as: World Book Day whole-school text study, the Sheffield Children's Book Awards, Book Fairs, Peer Reading and library visits. These, combined with every adult sharing a love of reading, encourage a positive culture of reading for pleasure throughout school.

Reading Interventions

To aid language acquisition, decoding and/or fluency and accuracy in reading, Walkley Primary uses the following interventions:

- **LEAP (Language Enrichment Activity Programme) F1 to Y1, VIP (Vocabulary Intervention Programme) F1 to Y4 and NIP (Narrative Intervention Programme) Y2 to Y6:**

These interventions are structured 12 session programmes, which aim to develop children's oral vocabulary learning. Appropriate for children in Primary education from F1 – Y6 who may have limited vocabulary skills for a range of reasons. This could include children new to English (NTE) with English as an additional language (EAL), children with poor speaking and listening skills, or children who have had limited opportunities to develop their oral language. VIP aims to teach children vocabulary learning strategies to support storage and retrieval of vocabulary as well as new word learning. NIP creates a language environment where children are motivated to talk, providing opportunities for teaching staff to scaffold language and enable children to develop their speaking and listening skills.

- **Fischer Family Trust Reading Recovery:** Designed for TAs working one-to-one with a pupil. FFT targets children who do not have the skills to access group programmes. It is completed daily with 15-20 minutes sessions for 10-20 weeks. It comprises a 2-day rolling programme (reading one day, writing the next) and is delivered by an experienced Teaching Assistant who has attended the 3-day training.

- **New to English (NTE) Early Language Acquisition (ELA) Programme:** (see Early Stage Bilingual Learners targets and strategies Booklet).

- o New starters complete ten, 30 minute sessions as part of induction process.

- o Objectives include:

- To confidently be able to use key greeting vocabulary and phrases.
 - To listen for specific words and phrases
 - To ask and answer questions about school.
 - To listen to and understand instructions, everyday classroom language and phrases.

- o Assessment is incorporated into the sessions, including RWI phonics and English Language STEPs assessments for listening, speaking, reading and writing (see Early Stage Bilingual Learners – targets and strategies).

- o STEPs targets developed to accelerate progress through the STEPs levels

Impact: How do we ensure that children are learning?

Each child will be assessed as to whether they have met the learning objective for the session at the planned national curriculum level. Evidence collected in reading sessions and independent tasks will be used to update the PiTA grids along with any other reading evidence (for example, reading assessments, individual reading records and responses given in shared reading). The updated assessments form a point in time assessment that is discussed at Pupil Improvement meetings and in cohort moderation meetings. If a pupil is identified as not on track, they have the need for different approaches or interventions are discussed.

Reading is monitored through termly subject-leader reviews which consists of learning walks; gathering the pupils voice; scrutiny of planning and assessment sheets as well as pupils' independent reading activity books. Additionally, quality assurance happens regularly across the school which gives senior leaders the chance to see and share best practice with reading as well as support staff and offer further training, if needed.

Responsibilities

- Teaching staff have a responsibility to ensure English sessions are planned, delivered and assessed as outlined in the policy.

- Teaching assistants have a responsibility to deliver planned sessions and provide feedback to teachers regarding the progress, engagement, misconceptions and achievements of the children.
- Supply teachers have a responsibility to ensure English lessons are delivered and assessed as instructed by teachers in line with the Writing policy.
- Subject leaders and SLT have a responsibility to monitor whole school implementation of the policy and ensure observed practice is effective. They will also deliver CPD when required.

Review and Monitoring

This policy and it's associated policies for Read, Write Inc Policy are reviewed annually by the Language Team in School.

Policy to be reviewed September 2023