



Reading Policy

Mordiford C of E Primary School understands the importance of reading in the process of developing pupils into independent learners. Reading is central to our ability to understand, interpret and communicate with one another: pupils who read on a regular basis, in school and at home, have a higher chance of fulfilling their potential.

Our priority is both the teaching of reading skills and developing the enjoyment of literature, enabling children to become lifelong, confident readers. We believe that high-quality literature is the key to motivating children to read and instilling a love of literature.

Our Intent:

- To provide a language rich environment that promotes a culture of reading;
- To develop in pupils a love of books and high-quality literature that will not only support their learning across the curriculum, but also extend beyond the classroom environment and enrich their lives;
- To explicitly teach reading skills throughout the school that continually develop children's understanding and enjoyment of texts.

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as having extreme importance in the curriculum and is split into two main dimensions:

- Word reading
- Comprehension (both listening and reading)

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education. The aims of this policy are:

- To instil a passion for reading in pupils, which they will carry on into subsequent education and their later life.
- To set out the school's intentions and approach to reading, in order to enrich and support the curriculum.

Implementation – How Word Reading is taught at Mordiford Primary School

Phonics

At Mordiford C of E Primary School we want all children to become confident, accurate readers. We foster a love of reading from an early age and the way we teach phonics is a key part of this. We ensure all children have the best start in their reading journey by

exposing them to a variety of high-quality texts and reading resources. Alongside this we follow a rigorous phonics program that ensures all children make good progress. For those children finding phonics tricky, we ensure they keep up with the phonics program by giving targeted daily nurture group interventions, and one-to-one support where needed. We encourage parents to be as involved as possible in their child's phonics journey. We ensure all parents are equipped with phonics knowledge so that they can support their child's reading at the early stages, and encourage the use of home learning platforms to support them.

Phonics in the Early Years Foundation Stage and KS1

Children learn phonics from the start of their time in the EYFS. Planning and assessments are based on the formats found in the Bug Club phonics scheme.

How Phonics is taught

- All children in Reception and KS1 receive a daily 30-minute phonics lesson.
- During their phonics session children will learn sounds, blend and segment words, read a variety of texts and learn to spell words.
- Lessons will follow the structure of revisit/ review/ teach/ practice/ apply.
- Children will have access to appropriate texts online which allows them to practise the sounds they are learning, alongside language and sounds game to apply their knowledge.
- Alongside Bug Club phonics, the children read a variety of appropriate texts which allow them to gain skills in comprehension, and recognition of common exception and tricky words.

By the end of the EYFS it is the expectation that all children will:

- Have completed Phases- 1-4 of Bug Club phonics.
- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read aloud simple sentences and books which are consistent with their phonic knowledge.
- Read words consistent with their phonic knowledge by sound-blending
- Read some common exception words.

Reading provision in EYFS

- Children encounter shared books in classrooms. Teacher leads reading activities.
- Children share books with older children.
- Constant availability of a range of texts.
- Children are taught phonics using Bug Club scheme (see phonics progression document).
- Books related to the sound they are learning are available online for children to access at home.
- Reading books are provided and sent home with children.
- Children who require additional support are identified and receive appropriate interventions.

Year 1

All children in Year 1 take the national phonics screening assessment to establish if they have developed the expected blending and segmenting skills for children of this age. Children who do not reach the expected level are supported appropriately before being reassessed the following year. By the end of Year 1 it is the expectation that all children will have completed Phase 5 of Bug Club phonics.

Provision

- Children share books with teachers. Class reading books.
- Children have access to reading corner and allocated time in the school library.
- Older children (librarians) available to read with the children.
- Children have reading books from the reading scheme. Changed by teachers.
- Children taught phonics daily. Preparation for Phonics Check.
- Books related to the sound they are learning are available online for children to access at home.
- Children who require additional support are identified and receive appropriate interventions.

Year 2

During Year 2 children consolidate their phonic knowledge but a greater emphasis is placed on reading with fluency as the ability to read fluently is required if reading comprehension is to develop. By the end of Year 2 it is the expectation that all children will have completed Phase 6 of Bug Club phonics.

The school's frequent and detailed assessment identifies any pupils falling behind the planned programme. Targeted support is given with a sense of urgency to ensure pupils keep up with their peers.

By the end of Key Stage 1 pupils will:

- Be able to sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt
- Reread books to build up their fluency and confidence in word reading
- Read common exception words

Provision

- Children have shared class reading book.

- Children read books from the reading scheme. Books are chosen by children within a 'band'.
- Children are taught phonics daily.
- Books related to the sound they are learning are available online for children to access at home.
- Children who did not achieve the Phonics Check in Year 1 are identified and receive targeted support.
- Children receive experience of KS1 SATs based questions.
- Children who require additional support are identified and receive appropriate interventions.

Note: See Phonics Progression Document for detail of Phonics Progression in KS1.

Phonics and progression in Key Stage Two

Children continue to read books from the school reading scheme, progressing as appropriate for their level of need and reading ability. The books introduce new challenges both in comprehension and the ability to decode using phonic knowledge.

Children who need extra phonics practice will receive targeted support in the form of daily phonics sessions.

All children are listened to read regularly, and this ongoing assessment is used to ensure children progress accordingly. At the end of the reading scheme children become 'Free Readers' and are able to select their own book. This is monitored by staff to ensure the children continue to read books that they find stimulating and are well matched to their ability level.

Throughout KS2 developing fluency, reading for enjoyment and accurate comprehension are the key objectives.

Implementation – How Comprehension is taught at Mordiford Primary School

Delivery

Cracking Comprehension

All children from Y2 to Year 6 take part in a weekly Cracking Comprehension session during the Autumn Term. These sessions break down and teach the key skills of comprehension using a range of texts and strategies.

Whole Class Reading

In the Spring and Summer Term, children will take part in daily Whole Class Reading sessions. Mondays and Fridays will entail questioning and discussion of the whole class

novel. Tuesdays, Wednesdays and Thursdays will involve a variety of shorter texts including fiction, non-fiction and poetry. Children will read aloud either individually, one to one with an adult, or in a group.

Class novel and Book Talk

Children are read to on a daily basis from a chosen class novel. This gives them the opportunity to enjoy a book with an element of challenge and have opportunities to discuss the story. This is a pens-free session in order to promote verbal, in-depth discussions of the text. This is also an opportunity for the class to discuss the books that they are reading currently and make any recommendations to other children based on what they have read recently. Class novels are chosen for interest and should ideally challenge all members of the class.

Reading for Pleasure

Children at Mordiford C of E Primary School deserve a rich curriculum that encourages a love of literature. All classes enjoy reading class novels and children are given access to a wide range of texts throughout the curriculum. We believe that active encouragement of reading for pleasure is a core part of every child's educational entitlement, whatever their background or attainment, because we know that extensive reading and exposure to a wide range of texts make a huge contribution to students' educational achievement.

Throughout the year, Mordiford C of E Primary School encourages reading for pleasure through a wide variety of methods.

- Whole class novel – at least 10 minutes a day is set aside to enjoy a whole-class novel.
- Quiet reading in class, where children and adults can immerse themselves in a book of their choice.
- Children in KS2 have reading journals: they are encouraged to make notes or drawings in their journals to record their thoughts, ideas and opinions about what they are reading.
- KS1 children have reading diaries to record what they have read.
- Reading Ambassadors – Our Reading Ambassadors play a big part in the running of our school library. These are children who have applied for the position because they are passionate about reading. Every month they meet with the Reading Lead and plan out the month ahead. Their photographs are on display in the library and they have badges to wear so that other children within the school know who they are and know they can go to them for advice when they are looking for book recommendations. They also share stories with younger children and are fully involved with promoting a love of reading across the school.
- Literacy calendar – Throughout the year, significant reading events are celebrated in school. These include World Book Day, National Poetry Week and Roald Dahl Day, amongst others.

- Recommended Reads – the recommended reads for each year group are displayed and children are encouraged to explore a range of challenging texts.
- Reading Assemblies – Reading assemblies take place regularly which focus on encouraging reading for pleasure and developing a love of books.

Reading Environment

The school library is designed as an inviting and engaging space for children to read and engage with a range of books. The Reading Ambassadors play an active role in changing reading displays and use the library for story sessions with younger children. The school library is a place where books can be shared and used as a resource for learning as well as to encourage reading for pleasure. Displays around the school will support reading across the curriculum.

In classrooms, teachers develop a love of reading by ensuring reading areas are engaging and inviting with a range of texts on offer for the children to select.

Assessment

The children are assessed for their reading by a range of means, including the standardised Hodder and NGRT reading test at the start and end of each year, ongoing phonics assessments, and against end of year expectations. Year 1 children also take the Phonics Check, Year 2 and Year 6 undertake national Key Stage assessments.

Children take an online test using the Accelerated Reader programme, at the beginning of the year, which assesses their reading age and places them on a banded book level. When children have completed a book, they take a quiz to see what they have remembered about the story, for which they earn points. Half termly tests measure progress and children will be assigned a banded level, from which they select books.

Informal assessment is on-going and forms part of every lesson, feeding into teacher's planning. Pupils are involved in self and peer assessment (see Assessment Policy). Teachers provide feedback to pupils either in written (through the reading record) or verbal form.

Tracking and analysis of progress against the Key Performance Indicators allow staff to track pupil progress in reading throughout their time at Mordiford and attainment is recorded in terms of emerging, developing, expected and mastery of the years objectives. This is used to inform annual reporting to parents and to ensure continuity and progression across classes.

Teachers meet with members of the Senior Management Team termly to discuss the progress of children within their class. At the Pupil Progress Meetings areas of need are identified and next steps are agreed.

Children who are below age-related expectations

Mordiford C of E Primary School is determined that every pupil will learn to read, regardless of their background, needs or abilities. As a result, we recognise the importance of supporting the children who are below age-related expectations.

The lowest 20% of readers are identified and are heard read at least four times each week by an adult in school. This is made a priority by staff and a running-record of these is kept so that they can ensure no child misses out.

The lowest 20% of readers also take part in small group, targeted intervention sessions to ensure that they also become confident, fluent readers. The lowest 20% are reviewed every half-term, and may change, depending on progress.

Where necessary, reading support for the lowest 20% of readers is clearly planned on the child's Individual Education Plan (IEP).

Children who are unable to achieve the phonics expected standard at the end of Year 2 will proceed to reading intervention support in Year 3. Phonics is continued in KS2 for those who need it including application practise with decodable reading books.

Interventions

Intervention sessions enable a greater proportion of pupils to be on track to meet year group expectations or, in the case of those working significantly below expectations, to make better than expected progress.

These intervention sessions are run by Teaching Assistants. Regular support and training is given to TAs to ensure these interventions session are of a good quality and support the children in making rapid progress. These sessions are monitored by the Reading Lead and SENCo.

For children who are not meeting their end of year expectations for reading, interventions, including Toe by Toe, Literacy Toolbox, Rapid Reading and Reading Reflex are used to support progress and to help children catch up with their peers. The interventions are arranged in conjunction with the school SENCo and delivered by the class's teaching assistant. Reviews are arranged at the end of term to discuss progress.

Inclusion

The range of books on offer in the school is designed to support all readers, be they boys or girls, or have a special educational need. The school has Project X books, Badger books among other reading books to specifically encourage young boys to read.

Home/School Partnership

The role of parents & carers is essential to the good development of children's reading. Mordiford C of E Primary School values the engagement of parents in reading and recognises the impact that this has. We promote and encourage a home-school reading partnership.

A list of questions is provided which parents can use when reading with their children. There is also a list of suggested comments which may be useful to inform the teacher about the child's reading at home.

Parents are expected to read regularly with their children and the reading record books (KS1) and reading journals (KS2) are monitored on a regular basis to make sure this is happening. Parents who, for whatever reason, are not supporting their children in this way will be contacted by the school to discuss strategies.

Reading books are changed regularly, and children are encouraged to both read and discuss their book with an adult to support the development of comprehension.

Subject Leadership

The Reading Lead is responsible for

- Ensuring all teachers have familiarised themselves with the Reading Policy.
- Supporting colleagues with any aspect of the Reading Policy.
- When required, assist with the planning and selection of new resources.
- Inform staff of any updates to the Reading Policy.
- Keeping colleagues informed of available resources.
- Liaising with the headteacher, literacy governor.
- Reviewing and scrutinising class and year group assessment data in order to track pupils' progress.
- Monitor reading, observing and offering feedback on the teaching of reading.

Monitoring and Evaluation

All teachers are responsible for monitoring standards in their pupil's work and progress. This is overseen by the English Lead and Head Teacher. Monitoring informs future planning through the School SDP.

In order to monitor reading at Mordiford C of E Primary School, the Reading Lead also conducts learning walks, lesson observations, pupil interviews and book monitoring throughout the year. These inform future areas for improvement and the impact of new initiatives. Staff are keen to act quickly on any feedback given in order to ensure they are providing children at Mordiford C of E Primary School with high-quality teaching.

Continuing Professional Development

CPD is an important part of developing reading at Mordiford C of E Primary School. All new staff receive training on what reading looks like, and how it runs.

Leaders regularly meet and discuss reading. Here, they are able to share and discuss ideas to support reading in school.

Staff meetings on reading take place where staff are able to discuss reading in school and evaluate the impact of reading. This is also an opportunity for leaders to feedback any useful ideas / information they have received through their meetings with other school. Here, staff are also able to feedback on any relevant training they have received.

At Mordiford C of E Primary School, we believe it is important that TAs become experts in teaching and supporting the development of reading too. TAs receive training, where necessary, to ensure that the intervention sessions they provide are impactful and high-quality and that they are competent in delivering a successful Book Talk session and story time session. These sessions are also monitored by the Reading Lead.

Impact – What are the outcomes for pupils?

By the time children leave Mordiford C of E Primary School, they will be competent readers who can understand and engage with a wide range of reading material. They can recommend books to their peers, have a thirst for reading a range of genres and are able to confidently participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader. Children will use be able to use their reading knowledge and skills, in all curriculum areas, to enable them to know more, remember more and understand more.

The percentage of children working at age related expectations will be above national averages. The percentage of children working at greater depth in each year group will be at least in line with national averages. Children are ready for their next steps in education and SEND and disadvantaged pupils achieve well.