



Lawn Primary and Nursery School

READING POLICY

Policy Owner

English Subject Leaders

Policy History

<i>September 2014</i>	<i>First created and approved</i>
<i>February 2019</i>	<i>Updated and reviewed</i>
<i>November 2019</i>	<i>Amended</i>
<i>September 2022</i>	<i>Updated and reviewed</i>
Statutory Guidance: National Curriculum September 2014 Early Years Foundation Stage	
Supporting Policies and Guidelines	
Early Years Foundation Stage Policy	SEND
Teaching and Learning Policy	Inclusion
Equality Scheme	Assessment Policy
Marking Policy	Curriculum Policy

Next review due – Sept 2025

Intent: Aims

We are determined that every pupil at Lawn Primary and Nursery School will learn to read, regardless of their background, needs or abilities. We recognise that reading is fundamental to our pupil's future success and is key to learning in all subjects. Therefore we want all of our pupils to develop a love of reading to support their successes and future lives.

As defined by the National Curriculum, English '..... should develop pupils' abilities to communicate effectively in speech and writing and to listen with understanding. It should also enable them to be enthusiastic, responsive and knowledgeable readers.

Implementation

Reading is taught using:

- Read, Write, Inc. phonics and reading lessons in Reception to Year Two (see Read, Write, Inc. Policy)
- Individual reading where children read to an adult
- Whole class reading where the class reads the same text. Comprehension and questioning are differentiated to enable all children to access and show understanding.
- Reading across the curriculum. This involves reading for information in foundation subjects and science.
- Independent reading where children read levelled books matched to their ability.
- Daily story time sessions in all classes

Early reading

Children will be read to frequently and will also have opportunities to access books in the learning environment and through borrowing books to take home from the School Library. They begin to learn that print has meaning. Children in Reception enter the Read, Write, Inc. programme within 2 weeks of entry to the setting. As soon as they have acquired knowledge of the first grapheme-phoneme correspondences, they begin to read words, ditties and then books which are fully decodable, being directly matched with their stage of phonic development.

Key Stage 1

In Key stage 1, children continue to acquire phonic knowledge in their daily Speed Sounds lessons, and they read books from the Read, Write, Inc reading programme both at home and in the reading lesson in school. This ensures that they continue to read books that match their phonic ability. Throughout the Key stage, the development of word-reading is balanced by the development of vocabulary, comprehension and a love of books. A wide range of high-quality books are shared with children daily, accompanied by frequent discussion of books to develop understanding.

When children leave the Read, Write, Inc programme (usually in Year 2), they begin taking part in whole class reading sessions focusing on the following elements: Vocabulary, Inference, Prediction, Explanation, Retrieval and Sequencing (VIPERS).

Key Stage 2

Children continue to take part in whole class reading sessions with carefully chosen, high quality fiction and non-fiction texts. We continue to use reading VIPERS (see above) to build on the skills introduced in Year 2 with Summarise replacing Sequencing. At this stage it becomes vitally important that children use evidence from the text to justify their thoughts, opinions and ideas. Children read a variety of fiction and non-fiction in other lessons for research, including ICT based texts.

Establishing a love of reading

- Story time: In Reception, Year 1 and Year 2, teachers read stories with the children daily. Shared reading forms part of the curriculum across most subject areas and books are used to support this where appropriate. Story time continues to take place regularly throughout KS2. High quality texts are selected by each teacher. These texts are detailed in the reading progression map.
- School library: The school has a library that is regularly accessed by the pupils so they can choose books to take home and share with family members. They are encouraged to read widely across both fiction and non-fiction.
- Reading areas: All classrooms have a reading area which is stocked with a wide variety of texts. These areas are inviting and relaxing places where children are able to enjoy being readers.
- Recognition: Reading is celebrated weekly in celebration assemblies for Reception, KS1 and KS2 with the award of reading certificates following our Century Reading Challenge.

Vocabulary

We believe it is important for children to:

- Have a developed vocabulary beyond that used in every day speech.
- Understand nuances in vocabulary choice.
- Have an age-appropriate academic vocabulary.

SEND and Equal Opportunities

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through the application of scaffolded or personalised tasks where appropriate.

All children, regardless of their race, sex, religion, religious belief or ability will be given equal opportunities to develop their knowledge, skills and understanding of reading. When selecting class texts a range of perspectives and viewpoints are represented, including those of men and women of different racial, national or religious groups.

As part of the Read, Write, Inc programme, we make use of Fresh Start materials for children in Upper Key Stage Two who continue to require support with learning to decode efficiently.

Impact: Assessment

Reading is assessed in the following ways:

1) Statutory Assessment

- Year 1- Children take part in the Phonics Screening check
- Year 2- Children are assessed in Reading as part of the end of Key Stage 1 SATs.
- Year 6 – Children are formally assessed in Reading as part of the end of Key Stage 2 SATs

2) In School Assessments

- From Reception – Year Two, children are assessed each half term (approximately every 6 weeks) using the Read, Write, Inc assessments. They are then grouped accordingly and reading books are matched to their current stage of development.
- From the end of Year 1 – Year 6, children undertake termly assessments using the PIRA readings tests. Progress is measured using standardised scores.

3) Informal Assessments

The teachers continually assess children's attainment and progress during individual and whole class reading sessions.

Pupils in Years 3 to 6 who have finished learning with Read, Write, Inc., will have their reading managed and monitored by the Accelerated Reader software. By taking an initial Star Reader test which assesses reading age and ability, pupils can independently choose a reading book that matches their ability. Progress is monitored by the pupils taking quizzes once they complete a book that checks their understanding of what they have just read. Star Reader tests are taken at least once every half term to allow pupils to continually choose books that match their reading ability.

Pupil voice is constantly monitored to assess attitudes towards reading and learning.

Review

This policy will be reviewed every three years.

