

# LEYLAND ST. JAMES' CE (AIDED) PRIMARY SCHOOL

## Reading Policy



*A Christian family where all are valued, children achieve, and the future begins*

**Our mission is to serve the community through serving our children. Every child is welcomed regardless of need for ‘who so ever welcomes one such child in my name welcomes me’ (Matthew 18.5). Everyone is valued; everyone has worth. We ensure that every child develops within God’s love.**

## **VISION STATEMENT**

Leyland-St-James CE Primary School has a clear, consistent, whole school approach to reading throughout the children's learning. Competence in reading is the key to independent learning and is given the highest priority, enabling the children to become enthusiastic, independent and reflective readers. Success in reading has a direct effect upon progress in all other areas of the curriculum and is crucial in developing children's self-confidence and motivation. Teachers will endeavour to develop pupils' reading in all subjects to support their acquisition of knowledge. Pupils will be taught to read fluently, understand extended prose and be encouraged to read for pleasure (through their own choosing). As a school, we will do what we can to promote wider reading, including providing a well-stocked library and, as a staff, set ambitious expectations for reading at home. Pupils will be encouraged to build up the stamina to read at length.

## **INTENT**

At Leyland St James' CE Primary School, we will learn to read fluently and demonstrate a good understanding and comprehension. Throughout each school year, children engage with a range of genres, developing an understanding of fiction, non-fiction and poetry. Reading programmes at Leyland St James' are developed to ensure children have opportunities to develop a love of reading. Our curriculum has also been designed to ensure that our children not only read for pleasure, having had access to a wide range of text types, genres and authors, but to use books to research and gather new knowledge to extend their understanding and vocabulary.

Please see our Progression of Skills Document in order to see the expectations by the end of each term and year group.

## **IMPLEMENTATION**

We aim to provide high levels of motivation and active participation for our children at all ages. From the very start of Reception, the children are taught phonics using the systematic synthetic scheme of Little Wandle Letters and Sounds which allows the children to make rapid progress in their ability to decode words and practice their skills with fully decodable reading books (Harper Collins).

Once the children are confident with their phonics, they can then read their books at home. Fluency is a focus throughout the school but especially in Y2. Here teachers use a combination of modelling, echo reading and paired reading to teach fluency.

Fluency is a regular focus as texts get harder in KS2. Teachers still use the above strategies and techniques such as echo reading and re-reading are the main strategies used to practise fluency. Throughout KS1/KS2, we teach top the reading content domains. We present these skills under the acronym VIPERS (Vocabulary, Infer, Predict, Explain, Retrieve, Sequence, Summarise). These skills are taught explicitly and teachers share with the pupils which skill they are developing.

We have a progressive guided reading scheme into KS2, which enables all children to develop their abilities, as well as challenges them to understand and use new vocabulary. These materials provide a consolidation and progression of skills, as well as access to a wide variety of texts, which will spark their imagination and curiosity. Teachers also compliment this scheme with extracts from key texts when teaching reading.

## RESOURCES

In Reception and Key Stage 1, we have a fully decodable reading scheme by Harper Collins which helps staff to deliver the synthetic phonics programme. We also have a large number of books including Collins Big Cat, Oxford Reading Tree which can be accessed once the children are secure at Phase 5.

In Key Stage 2, we have sets of fully decodable books by Harper Collins, which have appropriate content for children at 7 years plus who still need further support with their phonic skills.

The library is resourced with books including a range of fiction, non-fiction, plays and poetry. This is regularly audited and we add to book resources with library loans as well as books from the book fairs. The library bus visits once a year to supplement the library with current, exciting titles. We also have a lot of books donated to the school library from parents, carers and community members. We use a guided reading scheme from Pearson which provides continuity in our reading skills throughout the school. We have also purchased sets of class novels from Y2 up to Y6 which are used to read as a whole class together.

## BRILLIANT BOOKS

- Each year group has a 'Box of Brilliant Books'. They are designed to form a core selection of essential reads for each year group to be read aloud to the children.
- Current books reflecting cultural diversity have been purchased across the school and will be kept in the box within class reading areas.
- The books are not for the children to take home or to read on their own. Instead, they should be seen as extra special books to the ones that they read independently. They are special because they are to be shared with the whole class, so that everyone can enjoy and become immersed in these amazing texts.
- The aim is for the children to encounter as many of these essential texts as they can throughout the course of the year to help bring reading to life, and to encourage enthusiasm and engagement with classic texts.
- All class teachers to choose one of the texts from the box to have as their class reader. Teachers to record the books that they have read with their class over the course of the year onto the shared document for their year group.
- All teachers to make time at the end of each day to read their chosen text with their class. This regular time to read to the class is extremely valuable for demonstrating good reading techniques, as well as creating a strong reading culture in the classroom and promoting a love of reading and developing vocabulary.
- These texts could be incorporated into other areas of the curriculum, where appropriate links could be made. For example, elements of the book could be used to support skills being taught in PSHE lessons.
- Discussions will take place at relevant points in the text to talk about what's just happened, how the children are feeling, any vocabulary that they may not understand or to make predictions about what they think might happen next.

## ENRICHMENT

We want to promote a real passion for Reading across the whole school.

- All teachers have created engaging reading areas in their classrooms. The aim of the class Reading Area is to engage the children's interest in reading and prompt them to explore different types of texts. It should also encourage them to share their thoughts and feelings (good and bad) towards texts, and give them easy, fun and/or quick opportunities to make their own recommendations to the rest of the class. Each Reading Area should give ownership to the children for keeping it updated

with their recommendations and responses to texts. It should also be accessible for ALL children to share their favourite books, especially those who might struggle with writing. The Reading Subject Leader monitors that Reading Areas are being updated regularly and promote a love of reading.

- Each year we hold special World Book Day events and organise regular Book Weeks to celebrate the joy of reading, introduce the children to different texts/authors, as well as giving them greater opportunities to express their reading preferences with others.
- School has become a premium plus member of the School Library service which provides each class with cross-curricula materials each term depending on their topic. Visits from the Library Bus are enjoyed annually to enrich the library resources with new and exciting titles. Workshops from the Library Service are encountered by each year group championing a wide variety of book genres.
- School has forged great links with the local book store which, not only provide quality novels at a discounted price, but provide us with access to literary events like presentations from famous authors.
- Book clubs are also provided as an after school club in both the infants and the juniors to inspire young readers.

## **ACCELERATED READER**

AR is a computer program that will help staff to manage and monitor the children's independent reading. Children choose a book from the library at their ZPD level, which will have been generated after taking an initial Star Assessment, and read it at their own pace. Throughout the week children will be given dedicated 20 minute reading sessions. Children are also encouraged to read further at home. When they have finished their book, they take a short quiz on the computer at school. School also monitor children's understanding of the books read on a regular basis. Summative and formative assessments are carried out, enabling teachers to track each child's progress as well as identify any flatlines or gaps.

Certificates will be given out at Merit Assemblies at the end of each half term to celebrate good effort.

## **THE ROLE OF THE CLASS TEACHER**

- All teaching staff are responsible for developing our whole school approach to reading
- All teaching staff model good reading behaviours and encourage the children to care for the reading matter in our school
- All teaching staff ensure that their classrooms are well stocked with attractive and appropriate books that reflect the topics being taught
- All teaching staff ensure that their classrooms are stocked with the appropriate reading materials for which they have planned
- All teaching staff ensure that their classrooms are print rich and that the books available reflect different cultures, genders and languages both in fiction and non-fiction, ensuring provision is made for those with English as an additional language
- All teaching staff ensure provision of appropriate literature is made for any child with Special Educational Needs
- All teaching staff keep up to date with record keeping and assessment
- All teaching staff model how good reading behaviour looks and sounds
- All teaching staff encourage all children to learn the value of a life-long love of reading

## **INCLUSION**

The school uses a variety of teaching and learning styles in reading lessons. We believe in whole-class, inclusive teaching methods. Where a child has specific learning needs, the teacher will adapt the lesson to ensure they can access the learning through scaffolds or adult support. When a child is not making sufficient progress in Reading, or is working below the expectations for their age/ phase, the teacher will then liaise with the school's SENDco to consider whether any additional resources would support the child in progressing or whether the child may require targeted Reading intervention from one of the programmes available delivered by both teacher and TA:

Keep-up interventions

Words First

IDL

Hornet

Nessie

Rapid Catch-up (Year 2 onwards)

Workshops are added throughout the year to inform parents/carers of strategies being used at school and give them opportunities to support learning at home.

## **DAILY READERS**

- Specific children to be identified who would benefit from additional daily reading time with an adult. Children to be selected based on data and staff's knowledge of whether regular reading is taking place at home.
- All TAs to be allocated Daily Reader children who they listen to read every morning. They can also support and focus these children when taking AR quizzes.
- TAs to update Reading Logs each day and monitor that the children are choosing appropriate texts within their ZPD (Years 2-6), as well as their quiz scores. TAs to provide support if children are scoring less than 80% in their quizzes.
- Make a note of key words that children are struggling to decode. Practise these words each morning, record them in their Reading Logs and indicate when children have become secure with them.
- TAs to also monitor their Daily Reader's progress in Star Reading tests. Do they need adult support to focus when taking these tests? If they have regressed, what additional support do they need?
- Reading Subject Lead will monitor the progress of all Daily Readers by analysing the results of their STAR Reader Tests each half term in a whole school document. Subject lead to provide training and support to TAs, where needed.

## **WORKING IN PARTNERSHIP WITH PARENTS AND VOLUNTEERS**

The teaching of reading is greatly helped if there is strong communication and support between home and school. Annual reading support information meetings are held for parents at the beginning of each academic year on the reading strategies used within their child's class and how best they may help their children. Advice and support is available during parent conferencing. Bookmarks with suggested questions and prompts are sent home with each child in order to support parents with their home reading and children are encouraged to record their progress in their reading records.

Church parishioners have been encouraged to sign up to come into school to hear readers on a weekly basis. Each class now has one or two adult helpers with whom the children share their books, reading out loud and discussing their content as well as having a general chat. These volunteers, who have given up their time to spend with our school family, are having a positive impact on the children.

## **IMPACT**

### **ASSESSMENT AND RECORDING**

At Leyland St James, assessment is an integral part of the teaching process.

Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Feedback Policy. Children are monitored on a regular basis to check progress.

Children are assessed in week 6 of every half term, using the Little Wandle assessment sheets which then generates heat maps for KS1. Y1 children take the statutory Phonic Screening Test to assess their phonic knowledge. This takes place in school during the month of June. Children who do not achieve the required standard, will be reassessed during Y2.

From Y2-Y6, results of children's Accelerated Reader quizzes are monitored. Children take STAR Reader tests at regular intervals during the year to determine their reading age. This assessment provides teachers with data to help them identify children who are working at age-related expectations and those who are not, and are therefore in need of reading intervention support.

Little Wandle Letters and Sounds assessments, will also identify the lowest 20% in each class who will be closely monitored.

STA standardised reading assessments are also used, from Year 1-6, to identify strengths and gaps in learning. All of this information is triangulated to formulate a termly teaching assessment, which is reported to parents.

Pupil progress meetings, between each class teacher and members of SLT, take place throughout the year, in which children's progress, achievements and areas for development are identified and interventions put into place to close any gaps.

### **MONITORING**

The subject leader is responsible for reviewing and improving the standards of teaching and learning of reading throughout the school by: analysing data, conducting lesson observations and learning walks, moderating children's work; facilitating pupil interviews; and auditing professional development and resource needs through Bluesky and reported back to governors and staff.

Reading Subject Lead to analyse STAR Reading Growth and Screening Reports each half term to identify any whole school actions or specific areas of need. Work with staff to provide targeted support for those children who require immediate intervention. Whole school document created by Reading Subject Lead to monitor the children's progress in the STAR Reader tests, especially those pupils who have been identified as requiring intervention.

## **SEND**

We expect all our children to access the curriculum and for most children, including SEND children, this will be done through Quality Teaching, including scaffolding up and other non-negotiables that the class teacher agrees on.

Some of our children, however, are on a very personalised curriculum and will have access to the curriculum area through:

Little Wandle keep-up sessions

Little Wandle Rapid Catch-Up sessions

Individual interventions (see interventions section)

Speech and language Therapy

Displayed graphemes and key words

Phoneme mats

Visual timetables

Now and Next boards

In order to support children's access to Reading, we provide ipads and laptops, we act as scribes for the children's thoughts and ideas, we provide coloured overlays as well as stimulation/relaxation breaks throughout the lesson.

Updated January 2023

N Stewart/S Blundell