



# Reading Policy

## Pioneer Federation

This policy was adopted **November 2022**

This policy is due for review **November 2024**

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## Intent

It is our aim to ensure that each pupil is able to develop as an effective reader by:

- Becoming confident, independent readers who understand that books of all kinds are a source of pleasure, information and new insights.
- Reading and responding to a wide variety of stories, novels, poems, plays, non-fiction and media texts.
- Achieve a reading ability at least comparable with their chronological age.
- Achieving fluency, accuracy and understanding with their reading.
- Enjoy, and have experience of, a wide variety of texts, including those of their own and other cultures.

### By the end of KS2

We aim for all of our pupils to leave as free, confident readers with a love of reading. We want the children to have a secure understanding of the different reading skills and know how to apply the reading strategies confidently.

Children will be using their reading for learning across all subjects as well as for pleasure, and they will be developing their own reading tastes. They will be using accurate grammar and punctuation, as well as adventurous ideas, words, sentences, and paragraphs, to improve their writing as they draw on their wider reading experience. They should also be able to read and spell unfamiliar words using their knowledge of phonics and word structure. They will develop their spoken language through public speaking, performance, and debate.

## Implementation

### Foundation and KS1

In Reception and KS1 pupils learn to read accurately and fluently through daily phonics following the programme, Little Wandle Letters and Sounds Revised. They read regularly to adults through Reading Practice sessions (x 3 weekly with class teacher or teaching assistant) using Big Cats decodable books and continue to develop their confidence in reading through repeated practice of the books at home. These reading sessions are designed to support children develop their fluency, prosody and comprehension. Children are also exposed to daily phonics, story time, focused story time reading sessions and opportunities for additional reading/phonics throughout the school day. Whilst within phonic phases 1-5 children will select books only from that phase as free readers. When a child has successfully completed the Little Wandle Letters and Sounds Revised phases, they will move on to coloured banded books and progress through these from Orange to Ruby and then onto free reading. Children work through the wide variety of books at their own pace, reading the majority of titles in each series (approx 75%). Teachers monitor their progress and determine when best for children to move onto the next series, ensuring that a range of titles have been explored and understood.

### KS2

From Years 3-6, children read as a whole class during English lessons. Reading and writing are both taught using teaching sequences which involve choral reading as well as opportunities for the teacher to read aloud modelling expressive reading and for individual children to read aloud to develop their oracy skills and confidence. Throughout English sessions, pupils have many opportunities to learn and develop their reading skills and these are practiced and apply in other areas of the curriculum too.

### Key Texts in KS1 and KS2

Pupils are encouraged to read widely, through our use of differing class texts, recommended reads, library books, high-quality texts and home reading practice books. Our classrooms and school reflect a literature-rich environment and we ensure reading takes place throughout the curriculum.

High quality texts and passages are selected from our Reading Road Map, which was written in conjunction with the LEA English Consultant, and ensure that children encounter texts that will expose them to complexity and progression. They encompass fiction, non-fiction, poetry and ensure that a range of authors are studied that allow for diversity and representation. These texts are appropriate to the expectations of the year group or ability of children, and teachers use this to model the application of reading skills. Children are taught to relate the text to themselves, previous reading experiences and the world around them.

Children will continue to be at very different stages of attainment in their reading development, especially in the early stages of Key Stage 2. As the children develop as readers, the school will provide time for a range of different reading experiences. These will include:

- Browsing, sharing and talking about books.
- Opportunities for sustained, silent reading and, at times, a range of shared or paired reading experiences.
- Developing skills through group, shared, whole class and guided reading.
- Reading for pleasure and information, and to gain new insights.

### What is regular reading?

In Reception, Year 1 and Year 2 children will an adult at least 3 x per week in line with Little Wandle Letters and Sounds Revised Programme, however reading opportunities are represented in continuous provision daily. In their guided reading sessions, children will practise independent reading with fully decodable books that are matched to their secure phonic knowledge

From Year 3 onwards children will read at least twice with an adult each week. This will be evidenced through guided, group, whole class reading or 1:1 with Teacher, TA or trained volunteer (this could be parents, community members, reading mentors). Fluent free readers must read at least weekly through evidenced 1:1, guided, group or whole class reading sessions.

### Expectations of parents

Parents are expected to listen to their children read at least 3 times per week and discuss the text as homework, making comments in the reading record. Children in Reception and KS1 will take home a book that is fully decodable and aligned with their phonic knowledge. They can also take home a book of their choosing from within the correct phonic phase. KS2 children will select a book within the correct coloured coded band. Whilst it is not expected that parents will hear their child read every day, frequent involvement in the process is still important. Discussions about the books read and understanding of issues covered help to improve reading skills. Parents are encouraged to sign the reading record as frequently as they read.

### Lexia Core 5

To further support children in their reading journey Park Mead and St Marys are trialling (over a period of three years) the use of Lexia Core5 for fifty children per school. This highly personalised and adaptive approach combines effective, teacher-led instruction with interactive online lessons to support the cognitive abilities of a wide variety of students. It allows children to progress at their own pace and covers phonological awareness, phonics, structural analysis, fluency, vocabulary and comprehension. Children's progress is closely monitored and individual lessons delivered as necessary to support learning.

## Impact

Pupils' comprehension skills are formally assessed each term and statutory assessments take place in Reception, Year 2 and Year 6. Any pupil who is not meeting age related expectations is supported through additional sessions, 1:1 reading or phonics, small group reading/phonics and booster classes. These pupils are discussed at termly Pupil Progress meetings so that SLT and SENCO are aware of the plans in place to support their learning. These plans are recorded in the child's APDOR folder. Specific interventions will be put in place to support these. Other intensive programmes may be used if the need arises. Parents will always be informed and involved.

In addition to the above:

- Parents and carers will have a good understanding of how they can support reading at home, and contribute regularly to home-school records. Regular parent workshops support this understanding.
- The % of pupils working at age related expectations and above age related expectations within each year group will be at least in line with national averages and will match the ambitious targets of individual children.
- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged)