Reading
Policy 2024

Wardley Primary School

EXPLORE DISCOVER SUCCEED

Reading

Policy Statement 2024

School Vision

Together, we are committed to creating a supportive environment, built on care and respect, in which all pupils are encouraged to believe in themselves and aspire to be the best they can be.

Our Curriculum Drivers

At Wardley Primary School, our curriculum is built around an agreed set of core values which we feel are important for all of our pupils. We aim to promote these values throughout our entire curriculum:

Ambitious - We want our curriculum to inspire pupils to be ambitious so that they develop an understanding of possibilities and opportunities available to them. Experiences within the curriculum are designed to broaden their horizons and build up an understanding of choices available to them in life.
Determined – We want Wardley pupils to be the best they can be. We encourage our pupils to stretch themselves so that they can reach and achieve their goals. They develop perseverance, determination, initiative, independence and problem-solving skills.
Healthy – We want to provide our pupils with the knowledge and understanding that they need to lead active, healthy lifestyles, both physically and emotionally. We hope that our pupil will grow up to lead happy and successful lives and will have the skills to keep themselves and others safe from harm in the real world and online.
Inclusive – We want our pupils to celebrate diversity, value and respect others and strive to support their community. Our curriculum is designed to allow pupils to develop an understanding of the importance of inclusion and what it means to be a positive member of a community.

Policy Aim

Our Reading policy aims to establish an entitlement for all pupils. It states the school's approach to the subject in order to promote understanding of the Reading curriculum on offer at Wardley Primary School for all stakeholders. It makes clear the expectations of teaching the subject for all members of staff. Most importantly, the policy (in addition to any linked policies) promotes continuity and coherence across the school.

Intent

The ability to read is fundamental to pupils' development as independent learners. In order to read across the curriculum with fluency, accuracy, understanding and enjoyment pupils need to orchestrate the range of strategies, depicted in the New National Curriculum (2014), drawing on knowledge of context and grammatical knowledge; applying phonic knowledge and skills; applying graphic knowledge and developing word recognition.

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 and
- 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.

Reading development is closely related to that of writing, for it is by reflecting upon and talking about the texts they encounter, that pupils come to understand how writers write and the special relationship which exists between author and reader. It is through their critical and imaginative engagement with texts that pupils' reading of fiction, poetry and non-fiction texts enables them to make sense of the world and their place in it.

Implementation

Early Years

At the end of the EYFS, the pupils will have experienced shared and independent reading and learned the routines and responsibilities which enable the class to operate efficiently and effectively. Building on what pupils already know about reading and stories, the teacher helps develop early reading behaviours through shared reading, e.g. holding a book the right way up and following the text from left to right, knowing that print carries meaning, identifying the protagonists in a story, recognising signs and symbols in environmental print.

The pupils develop curiosity and enthusiasm about print. They are able to select, read and talk about a range of fiction, poetry and non-fiction. They have many stories told and read to them and they have opportunities to retell narratives themselves.

Key Stage One and Two

At Key Stage 1, the emphasis is on developing pupils' interest and pleasure as they learn to read independently and with confidence. They focus on words and sentences and how they are put together to form texts. They bring meaning to the texts they read and say what they like or dislike about them. A range of appropriate texts; fiction, non-fiction and poetry are used for shared reading at Key Stage One. Teachers model a range of reading strategies, including the identification of sentence structure and the function of punctuation marks, and give pupils opportunities to practise phonic skills and word recognition in context.

At Key Stage Two pupils meet a wider range of texts in fiction, poetry and non-fiction. Teaching focuses on developing pupils' reading skills, e.g. generalising and making inferences by drawing on evidence from the text. There continues to be a high level of interaction between teacher and pupils with teachers inviting pupils' individual responses and interpretations rather than narrowly focused comprehension.

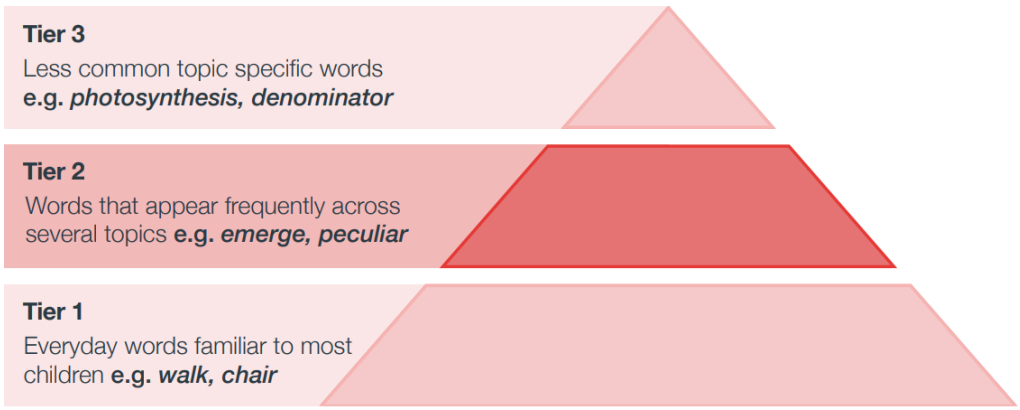
The texts chosen offer challenge to all pupils in the class. The texts chosen are of a high quality and pupil can follow as the text is read to them through having a book individually or with a partner. Throughout the reading part of the literacy journey, the pupil undertakes tasks to deepen their understanding of the text. Sometimes this work best before the reading of the text (e.g. raising prior knowledge, making predictions on the basis of title and illustration, whetting the reader's appetite), sometimes during (e.g. giving advice to a character at a point of crisis or decision, noting personal response in an on-going reading journal), sometimes after (providing opportunities for reflection on the whole text, mapping a character's literal or emotional journey). The intention is to illuminate text and keep the pupils focused on their personal response and critical interpretation

Guided Reading Procedure

Guided reading is taught from Year 2 – 6. The pupils in Year 1 start guided reading after the phonics screening in June. Each term, the pupils will be exposed to a fiction, non-fiction and poetry text which they will study for four weeks and each session will follow the same format:

Session 1

During this first session, the pupils will be introduced to the text they will be learning about over the next three weeks. They will be introduced to new **vocabulary, clarify** the meaning of words and **explore** the text with the teacher. While pupils may have the decoding skills required to say a word out loud, they will only be able to fully understand what it means if it is already in their vocabulary. Pre-teaching vocabulary and discussing their meaning can support reading comprehension. When choosing vocabulary, it is useful to consider Beck and McKeown's tiers of vocabulary.



Explicit teaching may best be focused on Tier 2 words, which can be considered as ambitious, and also those they are likely to come across in a variety of contexts across the curriculum. Pupils will be introduced to the new vocabulary, have the word put in context (either in a sentence or a visual representation) and have the definition explained to them. The definitions should be displayed throughout the lesson for the pupils to refer back to in order to combat cognitive load. Through this pre-teaching of vocabulary, pupils will have a better understanding of the text when it is shared with them. Next, the teacher will read the text to the pupils as an 'expert model' of fluency whilst pupils follow the text with their own copy. This may be repeated multiple times as necessary.

Now, the teacher will explicitly teach the pupils how to answer a particular question type. This may be linked to vocabulary or retrieval. The structure of **'I do, we do, you do'** will be followed here. The text is spilt into three parts. Use part one to model answers for 'I do'. Then use part two of the text to work together to answer questions using 'we do'. Finally, pupil work independently using part three of the text for the 'you do' questions.

Session 2

In this next session, the pupils are already familiar with the text as the teacher has already read it as the 'expert model'. In this session, the focus shifts to the pupils becoming the readers. The teacher can choose from a range of strategies to support this. The session should begin with a recap of the vocabulary taught in the previous session. Next, the text should be read again by the pupils. This could be done in one of several ways:

Reading Strategy	Explanation
Choral reading	This is where the teacher and the pupils read the text together as a group.
Copy reading	The teacher reads a section or the whole text to the group, demonstrating fluent reading. They then discuss their reading and the techniques they used. The pupils then take turns to reread to their partner using the strategies demonstrated by the teacher. Their partner judges how well they read it and if there were any issues, helps them out with reading.
Echo reading	The teacher reads a sentence of a text or poem and asks the class to read it back in exactly the same way.
High Five!	The teacher reads a passage to the class. Pupils should listen and be the judges, giving marks out of five on their whiteboards. They should provide feedback, commenting on what you did well and how you could improve. Feedback should focus on phrasing, use of punctuation, pace, fluency, intonation and expression. The could be extended to the pupils giving feedback to one another once the strategy is embedded.
Jump in reading	This is a way of choosing readers to read to the whole class. Start reading then says 'x jump in'. The pupil then picks up the reading until you choose the next pupil to jump in. This is a useful strategy for when the pupils have already read the text a few times and are familiar with the text. Knowledge of the pupils is needed to know who would enjoy being chosen and who might not enjoy reading out loud to the rest of the class.
Paired reading	Two pupils read the text together. The pupils could read in unison like choral reading or they could take turns reading a sentence or paragraph each. They should support one another if they become stuck.
Reading recital	After a period of rehearsing their reading, pupils perform in front of the class. The idea is the pupils bring the text to like through their reading.

Now, the teacher will explicitly teach the pupil how to answer inference questions. The structure of **'I do, we do, you do'** should be followed here.

The text is spilt into three parts. Use part one to model answers for 'I do'. Then use part two of the text to work together to answer questions using 'we do'. Finally, pupil work independently using part three of the text for the 'you do' questions.

Session 3

In this session, the pupils are familiar with the text because it has been read to them by the teacher as the 'expert model' and they have had the opportunity to read the text themselves. To begin with, teachers will recap the vocabulary with the pupils (expecting more retrieval from the pupils) before choosing another reading strategy to engage the pupil in the text. Depending on the strategy chosen, the teacher should move around the pupils listening to them read. Fluency can be assessed and areas of weakness identified using 'The Fluency Rubric' from Zutell and Rasinski.

	Expression and volume	Phrasing	Smoothness	Pace
4	Reads with *good expression and enthusiasm throughout the text.* Varies expression and volume to match his or her interpretation of the passage.	Generally reads with *good phrasing*, mostly in clause and sentence units, with adequate attention to expression.	*Generally reads smoothly* with some breaks, but resolves word and structure difficulties quickly, usually through self-correction.	Consistently reads at *conversational pace*; appropriate rate throughout reading.
3	Make text sound like *natural language* throughout the better part of the passage. Occasionally slips into expressionless reading. Voice volume is generally appropriate throughout the text.	Reads with a *mixture of run-ons*, mid sentence pauses for breath, and some choppiness, reasonable stress and intonation.	*Occasionally breaks smooth rhythm* because of difficulties with specific words and/or structures.	Reads with an *uneven mixture of fast and slow pace.*
2	*Begins to use voice to make text sound like natural language* in some areas of the text but not in others. Focus remains largely on pronouncing the word. Still reads in a quiet voice.	Frequently reads in two- and three-word phrases, giving the impression of *choppy reading*; improper stress and intonation fail to mark ends of sentences and clauses.	Experiences *several 'rough spots'* in text where extended pauses or hesitations are more frequent and disruptive.	Reads *moderately slowly.*
1	*Reads words as if simply to get them out.* Little sense of trying to make text sound like natural language.	Reads in a *monotone* with little sense of boundaries; frequently reads *word-by-word.*	Makes frequent *extended pauses, hesitations, false starts, sound outs,* repetitions, and/or multiple attempts.	Reads *slowly and laboriously.*

After reading and now that the pupil have a good understanding of the text, use the 'Big Questions' to explore the text further. Again, modelling how to answer questions before independently answering questions.

Additional Points:

- The first week of each term will start with STAR Reading tests and listening to the pupil read
- Assessment week will be another week out of the half term where guided reading will not take place

Impact

Assessment and Recording

On-going formative assessment will be used by the class teacher and teaching assistants to determine how successful the pupils have been when reading

EYFS and Year 1

1:1 decodable reading book are tracked each half term to determine whether pupils are on track with the Sounds Write phonics scheme. In Year 1 the children complete an 'aural comprehension' test each term and their word reading is assessed via a phonics screening each half term.

Year 2 - 6

Pupils in KS2 complete an accelerated reading STAR Reading test each term and their progress is monitored and tracked by the class teacher. In addition to this the children complete a reading test each term.

Monitoring, Evaluation and Improvement

The monitoring, evaluation and improvement of reading is the responsibility of the subject leader with the support of senior colleagues and the Head Teacher. The subject leader plays a key role in supporting and guiding teachers around the teaching of reading. Subject leaders evaluate the effectiveness of standards in order to inform future priorities for the subject. It is important that a subject leader understands how their subject contributes to school priorities (school improvement plan) and to the overall education and achievement of pupils. The quality of teaching and learning in history is monitored and evaluated by the subject leader, alongside a senior leader, as part of the school's agreed cycle of lesson observations.

Resources

Each class has a range of high-quality texts that are age appropriate and appealing to the pupils. In addition to this, decodable reading books are kept in the KS1 building and there are a range of library books for the EYFS and KS1 children to access and take home each week. Each class in KS2 has access to Accelerated Reading books in their classroom and within a central area of the KS2 building. All staff are aware that they are responsible for ensuring that books in their classrooms and shared areas are in good condition and staff are aware of the procedures for requesting new texts (via a purchase request).

This policy should be read in conjunction with the following:

- Subject Leadership Policy
- Subject policies for each individual subject
- Feedback on Learning Policy
- Curriculum Policy
- SEND policy
- Phonics Policy

Policy Agreed by Governors: May 2024
Policy will be reviewed: May 2027

Signed: _____ (chair of curriculum committee)