



READING POLICY

Vision:

At Willaston Church of England Primary School, we aim for our children to become confident and independent readers who read widely and often, for both pleasure and information. Reading enables us to gain knowledge of the wider world, and our aim is for all children to leave school as enthusiastic and critical readers. Our children are given opportunities to read stories, poetry and drama, as well as of non-fiction and media texts.

Values

To create and develop learners who demonstrate:

Respect – by listening carefully to the views of others and being open to reading about topics to develop an open mind.

Compassion – through learning about diverse and complex topics and understanding different viewpoints in reading, writing and debate.

Creation – by understanding that we are all unique and that we are able to be creative in our communication and use our knowledge and skills for good.

Perseverance – to reflect on our efforts and not give up even when things seem difficult, so we can improve ourselves and our work.

Service – by thinking about how we can use our knowledge and understanding to help others in our local community and beyond.

Our Aims:

- To inspire children to read widely and often, for both pleasure and information
- To develop enthusiastic and reflective readers and writers.
- To ensure that phonics learning stays in children's long-term memory and enables children to apply their learning to become highly competent readers.
- To identify children at risk of falling behind and provide them with effective keep-up support.
- To ensure that children are reading books matched to their phonic knowledge and reading ability as well as enjoying a range of books for pleasure.

- To use high-quality fiction, non-fiction and poetry texts to teach reading comprehensions skills and strategies.

Our Key Principles

Our phonics curriculum has been developed to ensure the high quality, consistent teaching of phonics and early reading for every child. Using Little Wandle Letters and Sounds Revised, our phonics curriculum is based on the latest research into how children learn best. This ensures that learning stays in children's long-term memory and enables children to apply their learning to become highly competent readers.

Through reading matched decodable books, children are able to practise and apply their phonics. Children at risk of falling behind are identified early and are provided with effective keep-up support.

In addition to this, our shared reading curriculum uses high-quality fiction, non-fiction and poetry texts to teach reading comprehensions skills and strategies.

Each week, children also have the opportunity to take part in a guided reading session with either a teacher or a teaching assistant.

We want learners to think about reading beyond the national examinations, for them to be ready for the next steps in the education and the wider world. Our aim is for children to enjoy reading for pleasure and we promote a love of reading through our learning environment, our reading curriculum and through prioritising reading.

We have high expectations. All children are expected to persevere and succeed from their starting points.

Modelling

Teachers effectively model and teach the skills needed to succeed in reading. They provide great examples of the expected practice and have high expectations of all children. Adults model how to read fluently and with expression within each shared reading sequence. They also model how to answer a range of comprehension questions.

A Vocabulary Rich Environment

Our shared reading programme, Steps to Read, enables a balanced approach, which focusses on both language, comprehension and decoding. It facilitates the teaching of comprehension through quality texts that broaden children's reading experience. These quality texts have been carefully selected to provide rich vocabulary, which connects to curriculum knowledge. Where possible children use a text as a reader to develop reading skills and then again as a geographer, historian or scientist to gain knowledge.

Mindset

A core belief and value we hold, is for our children to enjoy reading and to develop a life-long love of reading. Our learning environments support this development. All children and their families are able to use our Literacy Mill. This is open each day, next to the school gates, and children are able to borrow books to read with a parent or to read independently. Our school library is a comfortable and inspiring area where children can borrow books, read to one of our Reading Rangers. They can also enjoy reading in a cosy area such as our forest school den.

Subject Organisation

Phonics and Early Reading

Early reading begins with phonics. This is taught through daily, 30 minute, phonics sessions using Little Wandle Letters and Sounds Revised in Reception, Year 1 and the first half term of Year 2.

During phonics lessons children have the opportunity to:

- Revisit and review previous phonics learning
- Teach and practise new phonemes and 'tricky' high frequency words
- Practise and apply blending, writing and spelling

All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory. Phonics sessions are engaging and challenging, ensuring that children move through the phases at an appropriate pace.

Click [here](#) for a progression overview for Reception and Year 1.

Pupils Falling Behind Catch Up Quickly

Through ongoing assessment during phonics lessons, pupils who are falling behind are identified quickly. Daily keep-up sessions help to re-inforce the whole class teaching and targeted support is also provided in continuous provision and through TA support during the phonics lessons. Following the 6 weekly assessments, some children also receive support with phonics during rapid catch-up sessions.

Shared Reading

At Willaston CE Primary we follow the Steps to Read, whole class shared reading programme. We selected Steps to Read based on:

- the use of quality and engaging books
- the emphasis on teaching vocabulary
- the connections made with the wider curriculum which deepen children's knowledge and understanding

Steps to Read is sequenced and progressive, covering the statutory requirements for teaching reading.

Our shared reading sequence contains four main parts:



Lessons are personalised to address the individual needs of the current cohort. We work through the sequence in a timeframe that matches the needs of the class – with teachers determining what is best for their children.

Vocabulary

The teaching of vocabulary underpins our shared reading teaching. Key words are taken from our Steps to Read texts and these are taught explicitly in the first part of our shared reading sequence. This provides opportunities to explore and embed a rich range of vocabulary and language structures. We believe that vocabulary knowledge is critical to reading comprehension and it is a vital part of reading. Where possible we make connections to vocabulary from our wider curriculum and subject knowledge grids.

We believe that talk about books helps to develop children's language and vocabulary. It also prepares children to become committed and enthusiastic readers. All classes enjoy listening to stories. Story time helps children to focus and share the enjoyment of a story.

Guided Reading in Reception and Year 1

Our guided reading sessions provide children with regular opportunities to apply the phonics they have learned. They use fully decodable books, which match the progression of Little Wandle Letters and Sounds Revised.

Guided reading practice sessions take place at least three times a week. Each reading practice session has a clear focus on one of the three key reading skills:

- decoding
- prosody – reading with meaning, stress and intonation
- comprehension – understanding the text.

Following the three sessions, the children will take home the same book to read at home.

Guided Reading in Year 2

During Year 2, the children continue to follow the Little Wandle model for Guided Reading. Regular assessments are used to work out the accuracy and rate of a child's reading. As they progress past Phase 5 books, they will move onto the Little Wandle Fluency+ books. With a carefully designed progression and increasing word counts, these books will help Year 2 children to complete the code, extend vocabulary and gain speed and confidence - easing the transition from learning phonics to becoming independent readers.

As children who progress beyond the fluency + books, they will begin to use the materials from Year 2 Steps to Read during their guided reading sessions.

Guided Reading Year 3 - 6

Our guided reading sessions allow children to practise and consolidate effective reading strategies. Each class has weekly, dedicated guided reading time. During this session, the children are grouped by ability and develop their reading skills with either their class teacher or a teaching assistant. The teacher selects the text and questions for each guided reading group by matching it to their ability and learning needs. During the reading stage, the teacher or teaching assistant make notes on what strategies their children are using. Comments are usually linked to the learning focus but can also include an insightful moment or learning gap.

During a guided reading session children are provided with opportunities to:

- discuss new or technical vocabulary
- explore language structures or features of a text
- practise decoding strategies that will be useful when reading
- access different levels of comprehension – literal, inferential, evaluative.

Home Reading and One to One Reading

From their first days in school, children are encouraged to read regularly. All children take home an age appropriate reading book:

- In Reception and Year 1, this is a precisely matched phonetically decodable book
- From Year 2, children who progress past phase 5 will read a fluency+ book matched to the accuracy and rate of their reading
- In Years 3 and 4, most children progress to a book banded, Reading Practice Book. Children who are still receiving additional support for phonics read books that match the Rapid 7+ intervention.
- In Years 5-6, children who are working towards the standard for their age, continue to read a book banded Reading Practice Book. They then have access to a range of reading materials and genres from our

class and school libraries. Adults in school monitor this and support them to make appropriate choices.

Individual reading is recorded in a child's own Reading Record book. Reading Records are checked regularly by either the class teacher or teaching assistant and house points are awarded for reading at home. Each week a Remarkable Reader trophy is presented to a child in each class for their reading achievements. As children progress through the school, they are expected to become more responsible for recording their own reading.

In school, teachers, teaching assistants and our team of Reading Rangers all listen to children read. Targeted children are listened to at least once a week, regular readers, who still need some support, are listened to once a fortnight and confident readers are listened to at least once per half term. This helps us to improve reading fluency and ensure that children are reading a book that provides an appropriate level of challenge.

Wider Reading and Reading for Pleasure

At Willaston Church of England Primary School we promote reading for pleasure. We do this in the following ways:

- Every teacher is an advocate for reading and often recommend their own favourite books to children. We share a list of age appropriate books with parents, which include both fiction and non-fiction texts.
- Reading and books are at the centre of the curriculum. They are at the heart of the curriculum and provide the basis for discussion in our No Outsider lessons and SRE.
- Every half term, each class uses a vehicle text as part of their English Lessons. These are age-appropriate text that are rich in vocabulary and content. They are used to inspire both narrative and non-fiction writing.
- We plan time in for children to read independently, read aloud and to be read to.
- We celebrate World Book Day and promote a love of reading through book fairs and PTA events.
- We promote local library events and reading challenges.
- We pair Y4 and reception children up with 'buddies', which gives them the opportunity to read with other children and share their love of reading.
- We regularly reward children for their reading achievements.

Reading Environment

Our reading environment supports and promotes our love of reading. The school library is an engaging and inspiring place to read books or to take part in small group reading sessions. The library contains a wide range of books including fiction and non-fiction.

In addition to the school library, we have an outside reading space called the Literacy Mill. The Literacy Mill is open during lunch break for the children to sit and read a book. It is also open at the end of the school day and families are

encouraged to visit and borrow books to share at home. This is also available to any pre-school siblings. In Reception and Year 1, the children visit the Literacy Mill each week to borrow a book, which they can share with a grown-up at home.

Each classroom has a reading area. The children are able to sit and enjoy reading and borrow books to read in school. Books on display in the classrooms are themed around current topics; provide wider reading opportunities linked to the books being used in English lessons; or are from our spine of recommended books.

Displays around school celebrate our love of reading. Each year, children across school contribute to a whole school book topic. The artwork and written work produced by each Year Group are displayed in different areas of the school and the parents are invited in to see the work.

Assessment

Through our teaching, questioning and use of guided reading, we continually monitor pupils' progress against expected attainment for their age.

Every 6 weeks, the children in EYFS, Year 1 and Year 2, complete a phonics or fluency assessment from Little Wandle. This helps to inform catch-up sessions and enables the teachers to choose appropriate reading books that match the phonic ability of the children. Children who require additional support are provided with rapid catch-up sessions. These sessions focus on specific phonemes or on skills such as blending.

At the end of Year 1, the children complete the phonics screening check. This ensures that children are making sufficient progress with their phonics skills to read words and that they are on track to become fluent readers, who can enjoy reading for pleasure and for learning. Children who do not meet the requirements of the test are provided with additional support with their phonics.

At the end of each term, NFER assessments or SATS papers are used to assess pupil progress in reading. We also use the Single Sentence Reading Tests to establish children's reading ages and use benchmarking materials to assess accuracy and rate. From these assessments, outcomes are used to inform interventions or additional lessons where there is the need. Assessments give us detailed analysis which helps our tracking of children's progress throughout the year.

All assessment data in Key Stage One and Two form discussions in termly pupil progress meetings and are used to update of tracking documents. The main purpose of our assessment is to always ensure that we are providing excellent provision for all children.

Assessment in EYFS

In Reception, summative assessments take the form of termly 'Checkpoints'. Staff use their knowledge of the children alongside recorded evidence to

make a judgement as to whether they are 'On Track' to reach the Early Learning Goal at the end of their Reception year. These judgements are accompanied by contextual discussions on children's achievements and next steps for learning.

At Willaston Church of England Primary School, we recognise that not all children come to each lesson at the same starting point. Therefore, teachers adapt tasks by increasing/decreasing scaffolding and may put constraints in place to ensure each child is working at the correct level of challenge to maximise their personal potential.

Pupil Voice

Through pupil voice we are able to see the impact that our reading teaching has on our children's attitudes to reading. The children speak positively about reading and enjoy reading for pleasure:

"Reading keeps me company; it is peaceful and relaxing."

The children enjoy learning new vocabulary and see the link between their reading and the wider curriculum. They enjoy reading a range of texts and like reading non-fiction books that are linked to their science, geography or history.

"Reading is interesting and it helps you to learn."

The children speak positively about the range of reading opportunities. They like shared reading because they can all learn from each other and they enjoy guided reading because they like reading in a smaller group.

Approved by Governors December 2023

A handwritten signature in blue ink, consisting of stylized, overlapping loops and lines, positioned diagonally.

Signed Chair of Governors