

Longcot and Fernham Primary School



Reading Policy

2024

School	Longcot and Fernham CE Primary School
Date of policy	September 2024
Member of staff responsible	Mrs Sally Robins
Review date	May 2025

Intent

At Longcot and Fernham CE Primary School, we know that reading is the single most significant indicator of a child's future success across the whole curriculum, and we believe that allowing every child to become a reader is the most important thing we can do for them academically. We also know that reading is good for broader healthy development; in building focus and attention, supporting good mental wellbeing and developing empathetic and socially aware young people. As a result, we commit to leaving nothing to chance with reading; starting strong with rigorous phonics, giving every child support to keep up, prioritising reading every single day, and consistently promoting a culture of reading for pleasure. Our school values of Love, Honesty and Respect are embedded throughout the curriculum and play a significant role within reading lessons.

Implementation

From Nursery onwards, we use Read, Write, Inc. Phonics to give children the best start in learning to decode, using phonic knowledge. This is supported by reading lessons using matched reading books which allow children to experience success by reading words containing the sounds they have learned and offers a daily chance to practice blending and building speedy word recognition. Where children find early reading harder, we support them with additional tutoring and additional exposure to the sounds (via Pinny Time and Speed Minutes).

Alongside phonics and early reading, children in lower school also have a book spine which supports them in developing a love of reading and being read to. This is designed to be diverse and expose children to a range of authors, genres and themes.

In Upper School, reading is taught daily during a dedicated and protected reading lesson where all children, regardless of current attainment, share the same text across a term. We teach using whole texts, rather than extracts for the most part as this allows children to immerse themselves in a text and changes attitudes to reading in a positive way. 80% of these lessons are spent on reading the text as a class, with considerable time spent hearing the teacher read aloud as a consistent model for fluency and prosody. Children also read aloud and rehearse sections of text to build fluency and confidence in reading. During reading time, book talk is used to ensure children develop comprehension and we use some written comprehension activities as the term progresses to ensure children are familiar with how to record their thinking about the text.

Children take books home to read as soon as their Read, Write, Inc. assessments indicate that they are ready to do so and experience some success. Once they have completed Read, Write, Inc. Grey level reading, they transfer to book banded books during year 2 (and further if staff assess that they need their texts to continue to be guided) before making use of our library to explore reading from all text types, genres and themes.

Effective use of educational visits and visitors are planned where possible to enrich and

enhance the pupils' learning experiences within the reading curriculum.

In reading, as across the curriculum, we ensure that children with SEND are assessed frequently so that they can be supported in the most effective ways. In Read, Write, Inc., the progress group model allows teaching to be targeted to close sounds gaps and work directly on the phonic skills which are challenging. Children are scaffolded in their learning to access the same reading for pleasure texts as their peers in story times and whole class reading. This is achieved with additional adaptations as outlined in the child's Pupil Profile/ Support Plan and specific resource, or adult intervention as required.

Impact

Assessment is an integral part of our teaching process and we use it to inform future planning and to facilitate scaffolding. Therefore, assessment is an ongoing process of using formative evaluations within lessons and through marking and feedback where written comprehension tasks are undertaken.

While children are working within Read, Write, Inc. The reading lead will undertake termly assessments to check phonic progress and match the child's progress group and decodable books. We do not undertake any formal comprehension tests until children have reached at least Yellow RWI stage. From this point onwards (later Year 1 or Year 2 usually), we make some use of PIRA Reading tests at the end of each long term to support and moderate teacher assessment judgements. However, the majority of teacher assessment information will come from reading with children and talking to them/ hearing their contributions about texts, in response to carefully planned book talk. Summative assessment is reported annually and feedback shared at parent's evenings throughout the year.

In the Early Years Foundation Stage, assessments are made by tracking progress against the Development Matters criteria, which link to and inform judgements made against the ELG (Early Learning Goals). Assessments come from Read, Write, Inc., observations of children, evidence collected during reading lessons and individual reading times. Assessments are made at the beginning of the year as part of the Baseline assessment and then teacher assessment judgment are made on a termly basis.

Monitoring from Subject Coordinators and SLT takes place regularly to ensure coverage, progression and continuity throughout the school. This is done through sampling children's work, teacher planning and talking to staff and pupils. Lesson observations and learning walks are used to provide support to other members of staff and as part of professional development.