



## **Reading Policy**

### **Our Intent**

At Outwood Primary School, we want all children to read for pleasure and for a purpose. We endeavour to ensure all our children are proficient with the following skills:

- Retrieval
- Vocabulary
- Inference
- Prediction
- Summarising
- Clarifying
- Comparison
- Reading for performance

We want every child to have a love of reading across the genres and be a confident and fluent reader.

### **Implementation**

At Outwood, all English lessons are introduced with a book and hook to engage the children with reading. A love of reading is nurtured through high quality texts that are matched to the children's interests. All classes have a book corner and each year group is read a story at the end of the day.

### **How the teaching of reading is approached in EYFS/KS1**

EYFS and KS1 follow the Read, Write Inc scheme. In Read Write Inc. Phonics the children will learn to:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Write confidently, with a strong focus on vocabulary and grammar

- Spell quickly and easily by segmenting the sounds in words
- Acquire good handwriting.

In addition, we teach pupils to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge.

We group pupils homogeneously, according to their progress in reading rather than their writing. This is because it is known that pupils' progress in writing will lag behind progress in reading, especially for those whose motor skills are less well developed.

In FS2 (year R) we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practise in reading high frequency words with irregular spellings – common exception words. We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding.

Alongside this, the teachers read a wide range of stories, poetry and non-fiction to pupils; they are soon able to read these texts for themselves. Embedding the alphabetic code early on means that pupils quickly learn to write simple words and sentences. We encourage them to compose each sentence aloud until they are confident to write independently. We make sure they write every day. Pupils write at the level of their spelling knowledge. The quality of the vocabulary they use in their writing reflects the language they have heard in the books the teacher has read to them; they have also discussed what the words mean. Our aim is for pupils to complete the phonics programme as quickly as possible. The sooner they complete it, the sooner they will be able to choose books to read at their own interest and comprehension level.

## KS2

In KS2, the two main strands of word recognition and language comprehension need to become entwined as pupils learn the different components of reading. We understand that some pupils will need a greater focus on their language capability and reading fluency, but some will still need a focus on more basic skills, such as decoding. Therefore targeted interventions support pupils who are still developing decoding skills.

Children who have not passed phonics screening have targeted intervention e.g BRP is a 10 week intensive one to one programme that provides support for pupils who can read but do so without understanding and enjoyment. The main aim is to develop independent reading, comprehension skills and strategies, enabling pupils to access a wider range of reading material more confidently.

There are a variety of approaches used to engage children in reading:

- Whole class
- Groups
- Pairs
- Individually
- Echo reading
- Drama

Teachers use the reading strategies and model implementation of this in Guided Reading lessons. Teachers follow a teaching sequence that is a collaborative use of the strategies in action. This enables pupils to develop the key skills in order to be able to independently use the strategies. The expectation is that pupils will apply these strategies learned across the curriculum subjects.

## Assessment

At Outwood, we track the children's acquisition of knowledge and skills in reading in a number of ways.

We assess all pupils following Read Write Inc. Phonics using the Entry Assessment. We use this data to assign them to either Read Write Inc. Phonics. This gives us a very good indication of how well they are making progress relative to their starting points. We do this for all pupils, whenever they join us,

so we can track all of them effectively, including those eligible for the pupil premium. For those on the Read Write Inc. Phonics programme, we record their starting date and entry point on the tracker to monitor the rate at which they are making progress. We can also easily identify those who joined the programme later. We aim for all children to be accurate and speedy readers by the time they enter Key Stage 2.

Pupils who are making slower progress usually complete the programme by the end of Year 2. We support pupils who have identified special educational needs for however long it takes until they can read. For example, we identify those who are at risk of falling behind their peers immediately – whatever their age. Highly trained staff tutor them for 15 minutes every day, using the Read Write Inc. One-to-one tutoring programme. If a child arrives in Key Stage 2 reading below their chronological age or with English as an additional language they are taught Read Write Inc. Phonics until they too catch up with their peers. By the end of Key Stage 1, our pupils are able to read aloud age-appropriate texts accurately and with sufficient speed for comprehension. This means that we can focus on developing their comprehension, preparing them well for transition to Key Stage 2. Their good decoding skills mean that they have a sound strategy for decoding unfamiliar words when they come across them at whatever stage or in any subject, even into secondary school.

In addition, we also assess the children in the following ways:

- Formative Assessment – feedback from lessons
- 1:1 readers
- How many words per minute
- Summative Assessment – termly reading papers
- Discussions with children – engagement with learning

### **Impact**

At Outwood we aim for our children to be confident readers who are able to apply the strategies they have been taught to maximise their reading ability. We aim for all children to have a love of reading and reading for purpose and be able to articulate themselves as reading. They will have a secure knowledge of reading and its impact on their learning.

Data is used effectively to ensure gaps are closing between all groups – in particular those eligible for the pupil premium (Read Write Inc. assessment and tracking, standardised reading tests, phonics screening check).

2. We aim that 80-90% of the children will complete Read Write Inc. Phonics by end of Year 2 Term 1.

3. Slower progress pupils and those with specific SEN are taught in small homogeneous teaching groups and receive Read Write Inc. one-to-one tutoring.

4. 90%+ of pupils meet the standard in the phonics screening check in Year 1 and 100% in Year 2.

### **Subject Leader**

The school's appointed subject leader will oversee the continuity of the subject and the progression of teaching and learning within annual and medium term plans. They will monitor the quality of teaching and the standard of work through 'book looks', classroom visits and pupil voice.

CPD is provided where needed

### **Display**

The school promotes the use of working walls and journey walls to show the children learning.

### **Equal opportunities**

Equal opportunities are addressed in the whole school Equality policy and care is taken in reading lessons to ensure all pupils are provided opportunities to experience the range of activities on offer.

### **Cross curricular links**

At Outwood, we make links across subjects wherever possible.