



Kirkstall St Stephen's C of E

Reading Policy

September 2022

Kirkstall St Stephen's Primary School

Reading Policy

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KSS School Mission Statement

We are cherished, we are challenged, we are children of God

Our Vision

We are cherished – we aim to create a caring environment where all children and staff feel welcome, valued, supported and respected.

We are challenged- through a stimulating and challenging learning environment, where achievements are recognised but it is also safe to fail, increasing our resilience.

We are children of God – we recognise the value of each and every individual, encouraging everyone’s unique spiritual development and potential.

Rationale/Intent

It is our intent at Kirkstall St Stephen’s C of E to provide pupils with a high-quality education in Reading that will teach pupils to read fluently so that they can communicate their ideas and emotions to others effectively.

With regards to Reading, phonics will be emphasised in the early teaching of reading to beginners when they start school in Reception class. Fluency in reading will be developed once children are secure in their phonics knowledge and high frequency words. All children will be given the opportunity to read with an adult to progress their fluency across all year groups.

We encourage all pupils to read independently and widely across fiction, poetry and non-fiction as well as listening to good quality stories in class story time which develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain a wider range of vocabulary and knowledge across the curriculum and develop their comprehension skills.

Children have daily teaching or provision of reading from Reception to ensure that their fluency, vocabulary and comprehension skills are routinely and consistently enhanced. As children move into year 2 specific reading skills are taught in whole class ‘Love to Read’ lessons once a week and the children begin to identify question types and what makes a ‘good reader’. We strongly believe that every member of staff should be confident in their delivery of reading skills. We support new and experienced staff in becoming reading experts through training, research and regular discussions with our Literacy coordinator and SLT.

It is our intention to ensure 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.

Objectives

Every child will be given the opportunity to reach their full potential. They should:

- Develop lively and enquiring minds.
- Formulate, clarify and communicate confidently in speech.
- Have an interest in words, their meanings and a growing vocabulary.
- Understand the sound and spelling system and use this to read accurately.
- Read with enjoyment, fluency and understanding.
- Read and evaluate a wide variety of texts.
- Listen with sustained concentration and respond understandingly to others.

Staff responsibilities

Role of the Reading coordinator

The English Reading Coordinator is Mrs Coverdale

The subject leader has a responsibility to:

- Have a clear and up to date knowledge of the National Curriculum across the Key Stages.
- Attend training, meetings and courses.
- Provide INSET.
- Support the head and SLT in implementing the curriculum.
- Support colleagues in the implementation of the curriculum.
- Monitor the teaching of Reading within the school including planning, lessons, work sampling and interviews with the children.
- Monitor assessments and support staff in the use of Assessing Pupil Progress materials.
- Audit and purchase resources.
- Analyse school and national data and use this information to identify targets, support children and raise standards.

Equal opportunities

At Kirkstall St Stephen's everybody is treated fairly and equally. All children are given the opportunities to reach their full potential through a varied and differentiated curriculum. A

curriculum that meets not only the needs but the interests of the children is delivered at the level required by each individual. Literature available and used in school reflects a wide range of interests and cultures. Differences are celebrated and encouraged. Bilingual children are identified immediately and given the extra support needed to feel welcomed and included.

Special Educational Needs

Children who need extra support in any area of Reading are quickly identified, and according to their stage on the special needs register, will receive support as outlined in their Individual Educational Plan which is then reviewed on a termly basis. The support available ranges from; Individual and group interventions from teaching assistants for reading, writing, phonics and motor skills work in KS1. These interventions are identified on Edukey and are regularly reviewed and adapted. Children across school also receive speech and language therapy which will be implemented by the teaching assistant and will be tailored to the child's individual needs. The Deputy Head is responsible for pupil premium interventions which include phonics, reading and writing across school. For phonics interventions for those children who are working behind age related expectations we use a scheme called 'Fast Track Phonics' across school where children work on a one-to-one basis with a teacher or teaching assistant a minimum of three times a week to practice graphemes and segmenting and blending words in order to read more fluently and catch up.

More able

Children identified as 'more able' for reading are entered on a whole school register. Where and when appropriate, they receive differentiated work during lessons and extra challenges to stretch them further.

Assessment and reporting

Assessment is viewed as a priority in relation to the children reaching their potential by assessing what they can do and using this to plan for next steps. The assessment that takes place is relevant to each Key Stage.

- The Foundation Stage formally assess in accordance with the Foundation Stage Curriculum.
- Across the school children are assessed in reading with the use of an assessment framework for each year group and teachers use National Curriculum objectives as well as the KSS 10 key skills document for the core subjects in each year group.

- Each child has their own assessment sheet detailing the objectives in Reading which is updated termly when the children are assessed and then inputted on the class tracker which shows attainment and progress.
- Children in Year 1 are assessed using the Phonics Screening check to see whether pupils meet the national requirements. If a child does not meet the required standard they are provided interventions in Year 2 and they re-take the test.
- Year 2 and 6 children are formally assessed in the final term through SATS in Reading.
- Children in years 3, 4 and 5 are also assessed in reading through ongoing teaching and teacher assessment.
- In addition to this, children across school sit the PIRA test 3 times a year to track their progress and allow the teachers to attain a standardized score per child.
- All children are assessed on a daily basis through teacher observation, which is used to inform planning and the children's next steps.
- Phonics is taught daily in Reception and KS1 and children are assessed and tracked to ensure interventions are targeted for any children falling behind.
- Marking in children's Love to Read books is related to the lesson objective and we use pink to highlight the positive things as well as an area for improvement which is often related to the steps for success or success criteria.
- Clear 'ways forward' are given to the children through marking where appropriate or verbal feedback (VF) is given and children are given opportunities to act on feedback.

Homework

Every child receives a reading record and a book which is changed at the teacher's discretion.

In Foundation Stage each child receives a sound book which contains a worksheet related to the new sound they have learnt each week.

Spellings and homework in Key Stage one and two will be administered by the class teachers. For further information, refer to the homework policy.

Provision

All children are given clear learning objectives and success criteria which are based on the children's prior attainment and targets. Through training and guidance we ensure that teaching assistants make a valuable contribution to the learning in order to accelerate the progress of the children. They work with groups and individual children and are able to familiarise themselves with planning before the lesson by being given a copy to the planning and through discussion with the teacher.

Monitoring, evaluation and review

The Reading policy will be reviewed every two years. These are some questions that will be considered. These questions will be considered by looking at the long term, medium and short term plans throughout the school and through pupil interviews.

- Is Reading in the school enjoyable?
- Are teachers and support staff still following every aspect of the policy?
- Are we making the best use of resources?
- Are we seizing opportunities to make cross-curricular links?
- What new equipment and resources do we need?
- Has there been an improvement in standards in the subject?
- How much progress is being made by pupils of all abilities?
- What are the strengths and weaknesses of Reading and Phonics in school at present?
- What are the staff development needs?
- Are we aware of new Government guidance in Reading and how far are we following this?

Reading and Phonics

Rationale

Intent

It is our intent at Kirkstall St Stephen's C of E to provide pupils with a high-quality education in Reading that will challenge pupils to become confident, fluent readers with a passion and excitement for reading. We cherish all our children at Kirkstall St Stephens and aim to instill a love of reading through engaging lessons using high quality texts and stories.

With regards to Reading, phonics will be emphasised in the early teaching of reading to beginners when they start school in Reception class. Fluency in reading will be developed once

children are secure in their phonics knowledge and high frequency words. All children will be given the opportunity to read with an adult to progress their fluency across all year groups.

We encourage all pupils to read independently and widely across fiction, poetry and non-fiction as well as listening to good quality stories in class story time which develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain a wider range of vocabulary and knowledge across the curriculum and develop their comprehension skills.

Children have daily teaching or provision of reading from Reception to ensure that their fluency, vocabulary and comprehension skills are routinely and consistently enhanced. As children move into year 2 specific reading skills are taught in whole class 'Love to Read' lessons once a week and the children begin to identify question types and what makes a 'good reader'. We strongly believe that every member of staff should be confident in their delivery of reading skills. We support new and experienced staff in becoming reading experts through training, research and regular discussions with our Literacy coordinator and SLT.

It is our intention to ensure 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.

Implementation

The systematic teaching of phonics has a high priority throughout Foundation Stage and Key Stage 1; we use a synthetic phonics programme called 'Twinkl'

All children in Foundation Stage, KS1 and, where necessary, KS2 have daily phonics sessions in small ability groups where they participate in speaking, listening, spelling and reading activities that are matched to their current needs. The teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify children who may need additional support. Timely intervention is planned for those children who are working below expected levels as soon as their needs are identified.

We recognise that systematic, high quality phonics teaching is essential, but additional skills and opportunities are needed for children to achieve the goal of being a well-rounded reader. Interventions are in place for children who have not met the standard in phonics screening, teaching the children sight words and high frequency words through our Fast Track Phonics program as well as continuing to teach phonics. When children have completed the 'Twinkl' phonics program, reading is developed during 'Love to Read' lessons, using high quality texts and focused skill teaching. We ensure that a range of text types are covered across each year group and lessons are differentiated to meet the needs of the individual. During these lessons children learn what makes a good reader looking at the 11 reading skills such as inference, question, retrieval, prediction or vocabulary and having a focused learning target per lesson. Children have the opportunity to read independently, read to others and read in front of

the class. Children are not always grouped by ability in these lessons to ensure that the children requiring support are encouraged by the more able and those children can use the skills they have learnt to support others. All children have a reading exercise book in which they complete comprehension challenges as well as work around the key skills.

All children are regularly given the chance to read aloud or independently; if a child is not yet fluent then they will read to an adult on a timetabled basis up to three times a week. Each child has a reading record that stays in school and teachers fill in focusing on fluency and the reading skills. These aid assessments and ensuring children are accessing texts matched to their ability. Every child in school reads to an adult at least once a week but also has the opportunity throughout every day to read for pleasure during times such as register, morning work or if they have completed the assigned tasks and challenges. Each class also has a reward system in place which rewards children for reading at home and these are tailored to the age and interests of each class.

We understand that vocabulary is a key component of the reading curriculum and that every classroom has an ethos that means children feel comfortable asking for words to be clarified. We work closely with our speech and language team to support any child that has a limited vocabulary. The texts we use are chosen carefully to expand the vocabulary of all our children and aim to widen their understanding and experiences. Teacher's also make time for class story time in which children hear texts which contain new words and ideas to broaden children's understanding and language.

Impact

Through the teaching of systematic phonics, and a structured approach to fluency, our aim is for children to become fluent and confident word readers by the end of KS1. We want to instil a love for reading through exciting texts and lessons that engage and encourage independence.

As a Year 6 reader, transitioning into secondary school, we aspire that children are fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning and all areas of the curriculum.

We ensure that every child at Kirkstall St Stephen's is able to discuss the books they love, and have had chance across their school career to experience texts that challenge and surprise them.

We firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments.

Principles for inclusion

In planning and teaching reading, teachers will have due regard for the following principles:

Setting suitable learning challenges

Responding to pupils diverse learning needs

Overcoming potential barriers to learning and assessment for individual and groups of pupils.

Reading is taught by:

- Daily phonics sessions in FS and KS1 using a systematic, Synthetics phonics programme which has been government validated. Twinkl Phonics.
- Love to Read lessons taught weekly from Year 2 to 6.
- Teaching of a whole class text using the 11 reading skills
- Listening to readers on a 1-1 basis daily so that each child has read at least once a week
- Class-based incentives and rewards for each year group to encourage reading at home.
- Children have access to colour coded, leveled reading books which are changed regularly for home.
- A strong and systematic emphasis on the teaching of phonics and other word level skills
- Reading aloud to children and discussing texts
- Teaching children to use a range of strategies to understand the meaning of a text
- Building up a sight vocabulary from reception class onwards using flash cards and games
- Ensuring each class has a range of books available for their topic to encourage children to read independently and engage further with their topic using the SLC (School Library Service)
- Providing daily opportunities for reading (1-1 and reading for pleasure)
- The class teacher modeling the reading process and strategies
- Access to a range of media such as audio books, internet, and relevant ICT software.
- Building upon links between reading and writing
- Reading competitions run by Mrs Coverdale

- Competitions and author visits during World Book Day
- Providing a range of books and encouraging independence
- Dinner time reading buddy schemes (Covid permitting)
- Reading boxes outside at playtimes for each year group.
- Regular assessment which is recorded on each child's assessment sheet and tracker
- The use of practice test style questions and children given chance to sit tests like PIRA to prepare them for SATS.

Role of Governors

Our governors determine, support, monitor and review this policy through:

- Effective allocation of resources
- Ensuring that the school premises support the policy
- Monitoring the effectiveness of teaching and learning in terms of raising pupil attainment
- Ensuring that staff development and performance management promote good quality teaching and learning
- Monitoring the effectiveness of the policy through the school's self-review process
- Meetings with the subject coordinators

