

Willow Tree Primary School

Reading Policy

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Working together for a brighter future

Reading Vision

At Willow Tree, we actively promote a love of reading. Our objective is to ensure that all children are able to read confidently, fluently, accurately and with understanding. All children will develop an interest in words and their meanings and to gain an appreciation of books from a variety of genres. Our learning is holistically planned around quality texts. We ensure that all children read and enjoy looking at a variety of fiction, non-fiction and poetry books.

These are taken home to be shared with parents, to support them in their reading progress and maintain a love for reading.

Reading For Pleasure

Throughout the year, events are planned to promote reading for pleasure throughout school. These events include World Book Day, local library visits, author visits and our Summer Reading Challenge. Children are encouraged to bring in their own story or non-fiction text to share with their class. In addition to this, we have a well-resourced library which is accessed by all children several times a week. The books are constantly updated and the children enjoy sharing these at home. Reading for pleasure is at the heart of our curriculum and is promoted throughout all subjects.

Quality Story Time / Wrap Around texts

Quality story time is an integral part of the teaching day and is timetabled across all Key Stages. This is recognised as an important tool to enhance language development and the love of stories. Our wrap around texts have been carefully selected to reflect our diverse rich community and includes authors and stories from different ethnic backgrounds, economic backgrounds, sexualities, disabilities, genders and ages.

Teaching Reading in EYFS and KS1

Our children learn to read effectively and quickly using Read Write Inc, a systematic synthetic phonics-based programme.

During phonics lessons children:

- Decode letter-sound correspondences quickly and effortlessly, using their phonics 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 spelling, letter formation and punctuation
- Spell quickly and easily by segmenting the sounds in words (using Fred Fingers)
- Acquire good handwriting

In addition, we teach pupils to work effectively with a partner to explain and consolidate what they are learning. We group pupils homogeneously, according to their progress in reading.

EYFS and KS1

In Reception and Year 1, children learn:

- Single letter sounds
- Digraphs (special friends)
- Tri-graphs (special friends)
- Simple mnemonics

The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Once they are ready, children will read books that are closely matched to their increasing knowledge of phonics and common exception words.

Year 2

Children in Year 2 continue to progress through the *Read Write Inc.* programme. Children are regularly assessed and grouped into small focus groups for shared reading.

Key Stage 2

Children access our reading scheme at age-related expectations, unless additional intervention is needed. They also have access to our library and class libraries if they are a free reader who no longer needs a structured scheme.

Shared Reading

Once children are confident with recognising, blending and reading Set 1 sounds, they begin shared reading. During shared reading, children will:

- Listen to the teacher model how to read a short chunk of text
- Discuss the meaning
- Work with a partner taking it in turns to read the same chunk of text
- Make basic inferences based on what they have read
- Comprehend what they have read

- Articulate their thoughts and ideas
- Communicate what they know and understand

Reciprocal Reading

During reciprocal reading sessions children will:

- Work in mixed ability groups or classes
- Focus on meaning of the whole text rather than decoding
- Participate in shared reading
- Listening to each other – continuing each other’s points – agree/disagree.
- Pupils are talking to each other – listen and ask key questions when needed and scaffolded by the talk prompts to generate high quality talk
- Exploring their own and other people’s ideas, thinking about concepts and vocabulary in greater depth
- Follow the process of a pre-read, predicting, questioning, clarifying and summarising with the teacher
- Pupils then complete a follow up activity
- Discussion will be child-led from the three planned questions. A ‘looking’ question (retrieval), a ‘clue’ question (clue) and a ‘thinking’ (sharing your thoughts and opinions based on the text and real-life experience) question

Assessment

EYFS and KS1

Children are assessed using the RWI assessment every 6 weeks and re-grouped according to this outcome. Reading groups are fluid to ensure all children are supported and challenged.

Class teachers are responsible for listening to all of their children read to monitor each child’s reading progress.

Children are assessed using the RWI phonics assessment three times a year. We also assess the children using materials from previous Phonics Screening Checks.

Year 2

Children are grouped by ability using the RWI assessment and grouped accordingly. Assessment is ongoing and formative. In addition to this, children complete comprehension activities and reading tests regularly.

KS2

The lowest 20% of children in each year group will be assessed half termly and intervention strategies are put in place accordingly. These include the 'Switch on reading' intervention and looking and thinking.

For children who need further support who are not the lowest 20%, teachers and teaching assistants are trained in Inference Training.

Teachers are responsible for moving children through the banded books and changing their levels when appropriate. Teachers are trained to use the Salford Sentence reading test and PM Benchmark to assess which banding children should be accessing.

Children are assessed three times a year using tests from NFER which closely mirror the national curriculum expectations for each year group. Question analysis can be completed for these to enable teachers to plan future learning for groups of children.

We have also invested in two diagnostic reading interventions. The 'Phonics Assessment Battery' and the York Assessment of Reading Comprehension (YARC). Standardised assessments used to measure reading comprehension. They investigate phonological awareness, oral decoding (reading accuracy), fluency (reading rate) and text comprehension skills (reading comprehension concerning literal and inferential meaning).

1:1 Tuition (RWI)

The lowest 20% of children in EYFS to Year 4, continue to receive daily 1:1 or small group tuition tailored to their individual needs. Children in Year 5 and 6, who require additional reading support will also receive this tuition through 'Fresh Start'.

Reading At Home

Children are required to read from their assigned reading book daily. In the Spring term of the Nursery, children choose a high-quality story book to share at home; this is exchanged every week. This practice continues into the Autumn Term of Reception. In EYFS and Year 1, as soon as children are able to blend, they take home a sound blending book. We encourage children to read their book three times, once for accuracy, a second time for fluency and a third time for comprehension.

In KS2 children read **at least** four times a week with an adult at home and complete their home reading diary. In Year 6 children engage with a reading journal where they can record their thoughts and feelings about what they have read. Class teachers discuss this with children on a weekly basis.