



READING POLICY

Introduction

At Meadow Farm Community Primary School, it is our aspiration for each of our pupils to be prepared for the next stage of their journey as articulate and literate individuals with a strong love of reading. We aim to ensure that all pupils have the chance to follow an enriching curriculum by getting them reading early: learning to read, reading to learn.

Intent

At Meadow Farm we aim to promote and instil a positive attitude to reading and to teach the skills and strategies necessary for pupils to develop into competent and fluent readers by:

- Encouraging a love and habit for reading, where pupils choose to read frequently for enjoyment and information.
- Developing the ability to read easily, fluently and with good understanding.
- Developing an interest in words and their meanings to acquire a wide vocabulary.
- Developing research skills using library and class texts.
- Developing a critical appreciation of the work of authors, poets and illustrators in order to emulate such skills in their own writing
- Ensuring that every child makes good progress and attainment in reading by the end of KS1 and KS2.
- Developing life-long readers.
- Providing clear and consistent teaching throughout the school.

At Meadow Farm Community Primary School, we recognise that reading skills need to be taught and that every teacher is accountable for the progress in reading for the pupils in their class. We aim to:

- Teach reading skills on a daily basis, either through the curriculum or discrete lessons.
- Provide a language rich environment that promotes a culture of reading
- Develop in pupils a love of books by exposing them to a wide variety of quality books
- Identify pupils who require additional support and intervene at an early stage

Implementation of the Policy

Teaching of Reading will follow the National Curriculum's Programme of Study (KS1 and KS2 2013) and the Statutory Framework for the Early Years Foundation Stage (2017). Children encounter a wide-range of different authors and text types during their time at Meadow Farm. Texts are selected by class teachers in conjunction with the English Lead. Reading is taught through a combination of approaches:

- Teacher modelling
- Whole class shared reading
- Paired reading
- Repeated reading
- Independent reading at school and at home
- Little Wandle Phonics and Reading Practice Sessions
- Fluency interventions
- Catch up interventions
- Daily keep us sessions
- Reading comprehensions with written answers

Subject Organisation - Word Reading

Early Years Foundation Stage

Children are given opportunities to:

- Become immersed in a language rich environment
- Take part in daily phonics sessions
- Sound and blend unfamiliar printed words quickly and accurately
- Discriminate between separate sounds in words
- Recognise grapheme – phoneme correspondences
- Apply the skill of blending phonemes
- Recognise common exception words
- To learn a number of strategies to be able to read
- Become fluent in their reading

Key Stage 1 (Years 1 and 2)

Children are given opportunities to:

- Build on their phonics and spelling knowledge so they can read a wider range of words.
- Take part in daily phonic sessions following the Little Wandle scheme.
- Learn to read independently and with enthusiasm.
- Achieve Phase 5 by the end of Year 1 and Phase 6 by the end of Year 2.
- Have met the required standard of the Phonic's Screening Check
- Receive intervention, if required through the Little Wandle Programme (daily and rapid catch up).
- Opportunities to build on Fluency and accuracy skills

Key Stage 2 (Years 3-6)

Children are given opportunities to:

- Read words in context
- Use spelling patterns
- Understand the use of prefixes and suffixes
- Little Wandle interventions (Rapid Catch up)
- Opportunities to build on Fluency and accuracy skills

Subject Organisation - Comprehension

Early Years Foundation Stage

Reading stories and storytelling through a range of texts are a regular part of the curriculum through daily English lessons. Children are taught simple retrieval of information using both pictures and words. Pupils take part in Reading Practice sessions and 1:1 sessions to support their comprehension abilities, as well as taking home an extra book to share with parents.

Children are organised into Reading Practice groups based on their phonics assessments. Reading Practise sessions are ran over three days a week;

- Day one: Learning to Decode- Children apply their learnt phonics skills to decode the text
- Day Two: Reading with Prosody – Children learn to use expression in their voices to give the words meaning and developing understanding.
- Day Three: All pupils are now fluent at reading and can now answer comprehension questions related to their book.

In all sessions children are aiming to build fluency so they are fluent readers by day 3.

Children take their books home every day to consolidate their learning at reading Practice sessions and also building fluency.

A wide range of texts are available for reading practice sessions, including fiction and non-fiction texts by a number of different authors. Provision is made for children who require extra support through intervention programmes such as 7+ rapid programme and targeted teaching groups that are closely monitored and tracked to ensure progress.

Years 3-6

Children take part in Whole Class Shared Reading lessons at least three times a week. Teacher's model reading strategies during whole class shared reading sessions. Objectives taught enable children to independently develop these reading strategies and to discuss texts in detail. Children read a range of fiction, non-fiction and poetic texts and respond to different layers of meaning in them. Children who require additional support will take part in intervention programmes that are closely monitored and tracked to ensure rapid progress.

Approaches to Reading

From Early Years Foundation Stage up to Year 6, children have the opportunity to read 1:1 with an adult regularly; with there being a particular focus on questioning to promote an in-depth understanding of the text. Questions progress from literal to inferential as the children move up through the school. Children are also encouraged to take an interest in their own reading development and the reading development of others by the use of partner reading. Older pupils support younger children in the development of their reading and gain self-esteem and a sense of achievement from doing so.

Many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained from books, e.g. 'World Book Day'- where children are immersed in storytelling, author quizzes, book discussions and the opportunity to dress up as a book character and share their favourite books. Other opportunities include book fairs, library visits, author visits, extreme reading and 50 reads challenges to promote the love of reading.

Home Reading

Each child has a book bag and a home school diary that teachers, parents and children can use to share information about a child's reading. Parents are encouraged to read with their child daily. Parents and older children record their reading in the home school diary which is signed weekly by both parent/carer and class teacher. Children are provided with a choice of fiction and non-fiction books from the classroom. All of these books are banded from pink to black. Pupils are regularly assessed using Little Wandle assessments and Running Records allowing them to move up the book banding system to ensure they are always reading at a level appropriate to their ability. Pupils who don't read at home on a regular basis are targeted for additional reading support.

Early Years Foundation Stage

Pupils take books home weekly to read and share with an adult. One book is a decodable book to help children learn to decode and apply their phonics. The

other book is a banded book, at their reading level, to share with their parents/carers and to expose pupils to a higher level of vocabulary. In addition, e-books are available on each child's Reading Eggs account. Parents write a comment in the Home School diary after reading with their child. An adult in school checks these diaries once a week. By the end of Foundation, pupils are expected to have achieved Red Book Band.

Key Stage 1

Children take home a banded book which is appropriate to their level of ability. Children choose their books from a wide variety of fiction and non-fiction books which are available in each classroom. Pupils are expected to take 2 books a week and parents are expected to fill in their Home School planner after reading with their child. An adult in school checks these diaries once a week. By the end of Year 1, pupils are expected to achieve Phase 5 in their reading Band level and by the end of Year 2, children are expected to be reading at Fluency **book 3.**

Key Stage 2

Children take home a banded book which is appropriate to their level of ability. Children choose their books from a wide variety of fiction and non-fiction books which are available in each classroom. Children are expected to read every night and to record their reading in their Home School diary. Parents can also record their comments in the planner if they wish. The Home School diary needs to be signed by the parent/carer each week and is then also signed by an adult in school each week. By the end of KS2, pupils are expected to have progressed to a 'free reader' status so they are able to read any book from their classroom or the school library.

Weekly visits are made to the library so that the children can select a reading for pleasure book home as we recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language, enthuse them with a love of books and inspire them as writers.

Assessment of Reading

Teacher assessment of the skills needed for reading, and the ability to read is carried out throughout the year. Targets are shared and updated with pupils as they move through the book bands and a copy of the child's target and book band is inserted into the Home School diary to share with parents. Reading levels are carefully assessed each half-term using the Little Wandle Assessment tools, running records and formative assessment opportunities. These are recorded on the Book Band Class Tracker Form and a copy given to the English Lead. Summative assessment each term is updated on O'Track. This informs teacher assessment against the National Curriculum.

Early Years Foundation Stage

In Reception, phonic assessments are carried out frequently.

- Little Wandle Assessment Tracker are updated at least every 6 weeks online.

- Reading Practise records for every child are completed by the teachers on a daily basis with comments on all age-appropriate objectives, basic comprehension and reading strategies used.
- Each child's book band level is assessed using Little Wandle Phonics assessment tracker.
- The books are re-assessed to ensure the children's book is matched correctly to the child's reading ability.
- New Book Band and Targets are stuck into Home School diary to share with parents.

Key Stage 1

There is continuous assessment and movement of pupils in all reading groups. The class teacher, English Lead and HT agree on pupils who require additional intervention through pupil progress meetings. In addition, the following assessments are completed:

- Phonics assessed half termly.
- Each child's book band level is assessed using a running record half-termly or earlier if the child is ready.
- New Book Band and Targets are stuck into Home School diary to share with parents.
- NTS Tests are completed at the end of Autumn 2, Spring 2 and Summer 2 by the class teacher and updated on O'Track.
- Fluency assessments begin in year 2.

Key Stage 2

There is continuous assessment and movement of pupils in all reading groups. The class teacher, English Lead and HT agree on pupils who require additional intervention through pupil progress meetings. In addition, the following assessments are completed:

- Each child's book band level is assessed using a running record half-termly or earlier if the child is ready.
- New Book Band and Targets are stuck into Home School diary to share with parents.
- NTS Tests are completed at the end of Autumn 2, Spring 2 and Summer 2 by the class teacher and updated on O'Track.
- Fluency assessments.

Reading Intervention programmes

A number of reading intervention programmes are delivered across the school to provide targeted support where necessary. The intervention programmes are outlined below:

- **Daily Catch Up:** This is a 1:1 or small group intervention which targets pupils who are working below age-related expectations from reception to Year 2. Pupils work individually or in small groups with a trained member of staff daily in order to accelerate progress in reading and reach the expected book band level for their age group. This programme mirrors the core Little

Wandle Phonics programme ensuring all gaps children have are closed as soon as possible.

- **Rapid Catch up:** This is a 1:1 or a small group intervention which provides urgent support to the children who are working below age-related expectations in Year 2 and beyond. Pupils work individually or in a small group with a trained member of staff for 30 minutes daily in order to help them to catch up with their de-coding so that they are able to access the curriculum and enjoy reading as soon as possible. This programme also mirrors the main Phonics Programme but at a faster pace.
- **Reading Fluency:** This is an academic practice that aims to increase oral reading fluency for those children who are working below age-related expectations in KS2. This is a follow up programme from the Little Wandle reading practice and phonics. This programme helps to increase the word count, extend vocabulary and gain speed, expressions, accuracy. This will help bridge the gaps children may have between de-coding and reading comprehension.

Reading Environment

- Every class has access to a reading area where pupils can access a variety of fiction and non-fiction texts reflecting the class topic being taught.
- Books on the current topic form part of the class display.
- English lessons are based around a quality text
- A copy of the book the class is currently studying, along with some information regarding the author, eg. tweets, quotes, fascinating facts etc. are on display somewhere in the classroom.
- In addition, each class has a class book/story which is a quality story/novel that is read to the whole class for the enjoyment of listening.
- Children have access to Meadow Farm's library which has a wide selection of fiction and non-fiction books that are not banded to reflect the interests of the pupils.

Impact

Our pupils will be competent readers by the time they leave our school.

- Pupils will enjoy reading across a range of genres and have a love of books.
- Pupils will recommend books to their peers, and participate in discussions about books with interest.
- Pupils will have enhanced their knowledge and wider understanding of all subjects across the curriculum.
- Pupils of all abilities will succeed in all reading lessons.
- Pupils will use a range of strategies for decoding words, not solely relying on phonics.
- Pupils will build fluency in reading.
- Pupils will have a good knowledge of a range of authors.

- Pupils will be ready to read in any subject in their forthcoming secondary education.
- Parents and carers will have a good understanding of how they can support reading at home and contribute regularly to home-school records.

Monitoring and Evaluation

The SLT, English Lead and Phase Leads will monitor reading on a half-termly basis. They will look at Creative Learning Journals, Book Band Class Trackers, O'Track, Phonics assessments and Intervention records.

In addition, Guided Reading and Whole Class Reading observations will be scheduled throughout the year. INSET days and staff meetings are planned, as appropriate, throughout the year to develop and improve the teaching and learning of reading.

The reading policy is reviewed every three years or earlier, if required, by the English Lead and ratified at the Governing Body Strategic meeting. The impact of the reading action plan is reviewed throughout the year and reviewed by the SLT and Governing Body.

External Examinations

It is a legal requirement that we deliver baseline in reception, Phonics Screening in Year 1 and SATs at KS2. Children who are working well below the level of the test may be disciplined.

Phonics Screening Check

The test is carried out annually in June. Year 1 children are tested on their decoding and blending ability by reading 40 words (including some non-words). The Government requires children to be secure in Phase 5 phonics by the end of Year 1. Any children who do not pass the test in Year 1 will need to re-take in June of Year 2.

Reception Baseline

In June of Year 2 all children will take part in SATs tests in Reading. Children are expected to reach the National Expectation (100).

KS2 SATs

In May of Year 6 all children take part in SATs tests in Reading and are expected to meet the National Expectation (100).

Policy prepared by: Misba Iram (English Lead)

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Date ratified by the Strategic Committee: 12th June 2024

Signed: 

(Chair of the Strategic Committee)

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Signed:

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