



# **Westmoor Primary School**

## **Reading Policy**

## **Contents:**

### Statement of intent

1. Background
2. Key roles and responsibilities
3. National curriculum
4. Key stages
5. Parents and reading at home
6. Equal opportunities
7. Reading area
8. Assessment and record keeping
9. Teaching and learning
10. Monitoring and review

## Introduction

At Westmoor Primary School, we understand the importance of reading in the process of developing pupils into independent learners.

Reading is central to our ability to understand, interpret and communicate with one another. Furthermore, pupils who read on a regular basis, in school and at home, have a higher chance of fulfilling their potential.

The aims of this policy are:

- To instil a passion for reading in pupils, which they will carry on into subsequent education and their later life.
- To set out the school's intentions and approach to reading, in order to enrich and support the curriculum.

This policy is written for teachers, parents, governors and all persons with an interest in the delivery of the Reading curriculum at Westmoor Primary School.

The purpose of this policy is to outline how Reading is planned, delivered and assessed.

## Intent

Children will:

- read accurately and with understanding
- read widely for pleasure and have a love of books

## Implementation

Staff will :

- plan directly from the National Curriculum (Y1-6) Educational Programmes (N-Rec) meeting the needs of all pupils including those with SEND
- deliver well- paced, engaging lessons through Quality First Teaching and RWI for phonics
- draw upon the principles of T4W and A4L and use a variety of differentiated strategies and resources to support teaching and learning
- promote reading skills across the curriculum
- provide time every day for pupils to read a range of texts as part of the curriculum and for pleasure, as well as take part in discussion

## Impact

The impact of a clear and consistent approach to the teaching of Reading is:

- children have a love of books, read accurately and regularly and for pleasure
- staff have strong subject knowledge, a clear understanding of expectations and a consistent approach to the teaching of reading

- pupils make at least expected progress against their initial starting points both academically and emotionally
- pupils are well equipped for each stage of their education

## Background

1.1. This policy has due regard to statutory framework including, but not limited to, the following:

- DfE (2013) 'English programmes of study: key stages 1 and 2'

1.2. This policy should be used in conjunction with the following school policies:

- **Complaints Procedures Policy**
- **Equal Opportunities Policy**
- **Anti-Bullying Policy**
- **Primary School Library Policy**
- **Guided Reading Policy**

## 2. Key roles and responsibilities

2.1. The head teacher is responsible for:

- The day-to-day implementation and management of the Primary Reading Policy, in collaboration with the literacy subject leader.
- Handling complaints regarding this policy, ensuring that the procedure outlined in the school's Complaints Procedures Policy is followed.

2.2. The literacy subject leader is responsible for:

- Ensuring all teachers have familiarised themselves with the school Reading Policy.
- Supporting colleagues with any aspect of the school Reading Policy.
- When required, assist with the planning and selection of new resources.
- Inform staff of any updates to the school Reading Policy.
- Accept responsibility for guided reading resources and keeping colleagues informed of available resources.
- Liaising with the head teacher, SLT, literacy governor and report any developments to the governing body .
- Review and scrutinise class and year group assessment data in order to track pupils' progress.

- Monitor reading planning, observing and offering feedback on the teaching of reading.

### 3. National curriculum

3.1. Word reading Year 1; pupils will be taught to:

- Apply phonic knowledge and skills to decode words.
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all phonemes (40+), including, where applicable, alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing grapheme-phoneme correspondences (GPCs) that have been taught.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read words containing taught GPCs and -s, -es, -ing, -ed, -er, and -est endings.
- Read other words of more than one syllable that contain taught GPCs.
- Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter/s.
- Accurately read books aloud that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- Re-read these books to build up their fluency and confidence in reading.

3.2. Comprehension in Year 1; pupils will be taught to:

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond which they can read independently at.
  - Being encouraged to link what they read or hear to their own experiences.
  - Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
  - Recognising and joining in with predictable phrases.
  - Learning to appreciate rhymes and poems, and to recite some by heart.

- Discussing word meanings, linking new meanings to those already known.
- Understand the books they can already read accurately and fluently, and those they listen to by:
  - Drawing on what they already know or on background information and vocabulary provided by the teacher.
  - Checking that the text makes sense to them as they read, and correct inaccurate reading.
  - Discussing the significance of the title and events.
  - Making inferences on the basis of what is being said and done.
  - Predicting what might happen on the basis of what has been read so far.
- Participate in discussion about what is read to them, taking turns and listening to what others say.
- Explain clearly their understanding of what is read to them.

### 3.3. Word reading in Year 2; pupils will be taught to:

- Continue to apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent.
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- Accurately read words of two or more syllables that contain the graphemes taught so far.
- Read words containing common suffixes.
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Re-read these books to build up their fluency and confidence in word reading.

### 3.4. Comprehension in Year 2; pupils will be taught to:

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.

- Discussing the sequence of events in books and how items of information are related.
- Becoming increasingly familiar with and retelling a wide range of stories, fairy stories and traditional tales.
- Being introduced to non-fiction books that are structured in different ways.
- Recognising simple recurring literary language in stories and poetry.
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.
- Discussing their favourite words and phrases.
- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
- Understand the books that they can already read accurately and fluently, and those that they listen to by:
  - Drawing on what they already know or on background information and vocabulary provided by the teacher.
  - Checking that the text makes sense to them as they read, and correcting inaccurate reading.
  - Making inferences on the basis of what is being said and done.
  - Answering and asking questions.
  - Predicting what might happen on the basis of what has been read so far.
- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

### 3.5. Word reading in Years 3 and 4; pupils will be taught to:

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) to reading aloud and understanding the meaning of new words they meet.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

### 3.6. Comprehension in Years 3 and 4; pupils will be taught to:

- Develop positive attitudes to reading, and an understanding of what they read, by:
  - Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

- Reading books that are structured in different ways and reading for a range of purposes.
- Using dictionaries to check the meaning of words that they have read.
- Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
- Identifying themes and conventions in a wide range of books.
- Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- Discussing words and phrases that capture the reader's interest and imagination.
- Recognising some different forms of poetry, e.g. free verse, narrative poetry.
- Understand what they read, in books they can read independently, by:
  - Checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context.
  - Asking questions to improve their understanding of a text.
  - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
  - Predicting what might happen from details stated and implied.
  - Identifying main ideas drawn from more than one paragraph and summarising these.
  - Identifying how language, structure, and presentation contribute to meaning.
- Retrieve and record information from non-fiction.
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

3.7. Word reading in Years 5 and 6; pupils will be taught to:

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) to both read aloud and understand the meaning of new words they encounter.

3.8. Comprehension in Years 5 and 6; pupils will be taught to:

- Maintain positive attitudes to reading and an understanding of what they read by:



- Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Reading books that are structured in different ways and reading for a range of purposes.
- Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
- Recommending books that they have read to their peers, giving reasons for their choices.
- Identifying and discussing themes and conventions in and across a wide range of writing.
- Making comparisons within and across books.
- Learning a wider range of poetry by heart.
- Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
- Understand what they read by:
  - Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
  - Asking questions to improve their understanding.
  - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
  - Predicting what might happen from details stated and implied.
  - Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
  - Identifying how language, structure and presentation contribute to meaning.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Distinguish between statements of fact and opinion.
- Retrieve, record and present information from non-fiction.
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- Provide reasoned justifications for their views.

## **4. Key stages**

### **4.1. Whole school**

- At least once per term classes will visit their local library, in addition to this; the school will observe national events, such as World Book Day and Children's Book Week, in order to help instil a passion in reading.
- Extra activities linked to reading, such as school trips and talks from guest speakers, will be organised sporadically throughout the academic year.
- All pupils will have access to books from the school library. Pupils will also be encouraged to join their local public libraries and become enthused by reading.
- During literacy sessions, pupils across the school will engage in group reading. This will be in groups or pairs pre-assigned by their teacher.
- Staff should provide opportunities for all pupils to show they are developing an understanding of words, sentences, grammar and information they are using.
- All staff should be aware of the specific requirements of their subject and should prepare pupils where necessary. This could mean, for example, producing a glossary of specific terms used in a particular examination, topic or textbook.
- Pupils will, in groups or as a whole class, read texts linked to their topic work.

### **4.2. EYFS and KS1**

- Pupils will take part in group reading, e.g. whole class, using a big book or an interactive whiteboard; pupils will also undertake guided reading of the same text in smaller groups
- One-to-one reading sessions with the pupils' classroom teacher are held at least once per week.
- Pupils will participate in story time with their teacher daily.
- Pupils will be expected to take appropriate books home to read with their parents

### **4.3. KS2**

- Pupils in KS2 will have the opportunity to read for pleasure at least twice per week.

## **5. Parents and reading at home**

5.1. At Westmoor Primary School, we believe that parental involvement and encouragement can play a crucial part in pupils' reading development and we promote a home-school reading partnership by:

- Communicating with parents and sharing information with them through parent meetings, newsletters, diaries, and curriculum evenings.
- Giving pupils a book to read at home each day to further the skills they have learned during guided reading.
- Encouraging parents to make notes in the pupils' diaries about reading progress made at home.

5.2. Pupils are encouraged to read at home through the following methods:

- Family learning sessions after school and during school holidays
- After school meetings with parents
- Book swaps
- Notifications for parents informing them of their child's progress

## **6. Equal opportunities**

6.1. At Westmoor Primary School, we actively encourage all pupils to read books that are suitable for their reading ability, and this is reflected in the reading materials which it uses. The school is committed to guaranteeing that nobody is victimised or discriminated against on the basis of the following:

- Ethnicity
- National origin
- Culture
- Religion/beliefs
- Gender
- Disability
- Sexual orientation

6.2. Any instance of discrimination, harassment or bullying is dealt with promptly, in-keeping with the school's Equal Opportunities Policy and Anti-Bullying Policy.

6.3. Pupils with special educational needs and disabilities (SEND) will receive additional support from teaching assistant to enable them to develop a passion for reading.

6.4. The special educational needs coordinator (SENCO) will make reading for pleasure part of the individual learning plans for pupils with SEND.

- 6.5. Academically more able pupils are provided with reading materials suited to their abilities, in order to challenge them and keep them interested in reading.

## 7. Assessment and record keeping

- 7.1. Teachers will record progress in the child's reading diary and on the record sheet kept in the teacher's reading file.
- 7.2. Once the sheet is completed, it will provide assessment information for each pupil.

## 8. Teaching and learning

- 8.1. Westmoor Primary School follows the Read Write Inc programme for teaching pupils how to read. Teachers will adapt their planning in order to meet the needs of the pupils in their group.
- 8.2. Pupils are taught to look at the letters from left to right and blend the sounds to work out the spoken forms of the words.
- 8.3. Pupils working below age related expectations, e.g. pupils with English as an additional language and pupils with SEND, will receive additional phonics lessons.
- 8.4. To supplement this, there are enhanced phonics activities incorporated into the indoor and outdoor activities pupils will undertake, e.g. school trips.
- 8.5. In KS2, pupils will build on the knowledge and skills picked up previously by continuing to read at home and at school.

### 8.6. **Monitoring and review**

- 8.7. The effectiveness of this policy will be monitored **continually** by the **head teacher**. Any necessary amendments may be made **immediately**.
- 8.8. This policy is reviewed every year by the literacy subject leader and the head teacher.