

Worthington Primary School

Reading Policy

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Intent

For our school, reading is our main English priority. We have been heavily focusing on our Early Reading and have dedicated a lot of time and resources to embed strong and reliable reading skills from Reception and onwards.

We intend to:

- develop understanding and skills to become independent, enthusiastic readers.
- allow children to access age-relevant texts
- understand that language they have acquired, may be relevant across all areas of their learning and to apply that language where possible.

Implementation

Reception and KS1:

Phonics and Early Reading:

In direct reference to National Curriculum and Ofsted expectations, we will ensure that:

- direct, focused phonics is taught every day in Reception and key stage 1
- children read from books with the sounds they know, while they are learning to read
- teachers and teaching assistants provide extra practice through the day for the children who make the slowest progress (the lowest 20%)
- all children in Year 3 and above can read age-appropriate books
- teachers instil in children a love of literature: the best stories and poems

Phonics: Essential letters and sounds

Our pupils learn to read and write effectively and quickly using the Essential Letters and Sounds synthetic phonics programme.

The programme is for:

- Pupils in Reception to Year 2 who are learning to read and write
- Any pupils in Years 2, 3 and 4 who need to catch up rapidly

In Essential Letters and Sounds pupils learn to:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read harder to read 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 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 Reception we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Pupils have frequent practice in reading high frequency words with irregular spellings – harder to read words.

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the harder to read 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. 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.

Reading in KS2

Children in Years 3,4,5 and 6 are also taught reading skills on a daily basis. We hope by the time the children are in Year 3 that they will be able to read with some fluency.

Children are taught how to read a text and identify clues that are there to answer a variety of questions. The children focus on reading skills mainly looking at VIPERS which form part of the requirements of the National Curriculum. VIPERS stands for: vocabulary, inference, prediction, explanation, retrieval and summarise/ sequence. The 6 areas focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. This provides teachers with a method of ensuring that they ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.

VIPERS texts can be related to the book the children are accessing in their English writing lessons but other texts are also used to ensure a wider range of texts and text types. Sometimes Teachers use film VIPERS which focus on a short film clip that the children have to watch and then answer questions on, this provides them with a variety of ways to obtain information and improve their comprehension.

Teachers also use other comprehension materials that require the children to read a specific text and then answer questions. Lots of discussion occurs in these reading sessions with the children completing partner work, whole class work and individual work.

Writing linked to reading:

The children also access a range of high-quality texts during their English lessons. Each termly block of writing is based on a high-quality novel if possible linked to the class topic, covering a wide range of genres. At the end of every day, the whole class read a text selected for quality and age-appropriate content that the children vote on.

Children will be taught to form letters, blending and segmenting, grapheme/phoneme correspondence. First writing words and then moving onto sentences. They will be taught two key writing skills:

- transcription – the use of correct spelling and grammar
- composition – articulating ideas and structuring them in speech and writing

Children will be immersed in high quality texts and use these to identify the writing tools (grammatical features). They will identify a clear audience and purpose for their writing. Children of all abilities will be given a range of opportunities to write independently. A range of genres will be taught throughout the year at each key stage.

All children will have the opportunities to edit their work and publish a final piece. Grammar, where possible, will be taught in the context of the writing process. Discrete sessions will be used to teach new skills and support understanding of the writing process.

Impact

Assessment in ELS:

Staff teaching Essential Letters and Sounds Phonics assess children regularly using an online tracker. This helps to track progress as the children move through the programme.

This happens half termly and works to aid progress towards the Year 1 phonics screening check. Using the assessment tool helps us to conduct assessments with individual children to assess their phonic knowledge. Matched with the ELS progression this enables us to identify gaps in phonic knowledge to ensure targeted interventions take place to ensure all children make rapid progress. The assessment tool helps to identify gaps in GPC knowledge through colour coding and % based results again helping to inform us of the children's progress.

Those who continue to struggle have appropriate interventions set by the ELS programme so that they keep up. All the pupils are engaged, with a positive impact on their behaviour. They learn to participate fully: we agree with them the rules for working in a group or discussing with a partner.

The Essential letters and sounds programmes have detailed lesson plans. These give the teachers practical day-to-day guidance, but we work hard to build on these plans so that the lessons are matched carefully to the needs of their particular group. Every activity is prepared thoroughly and has a clear purpose. The teacher explains this at the beginning so that the pupils understand, during the activity, what they are learning and why.

Assessment of Reading across the school:

Assessment for learning underpins teaching and learning in English. Children's work is regularly assessed through learning walks, discussion, scrutiny of work and evaluating outcomes:

- Termly data tracking is used to track the progress of each child in reading and writing across the year.
- Baseline in Foundation
- Phonics screen in Year 1
- Year 2 NC tests.
- Oxford Owl reading assessments completed half termly
- Years 3, 4 and 5 optional tests (NFER) and Year 6 NC tests.
- Half-termly ELS for KS1
- Tracking in reading against targets.
- Reading records.

The spelling and grammar appendices of the new curriculum will be followed in each year group. Spelling and spelling rules will be taught explicitly using spelling shed, along with harder to read words and word lists.

The expectation is for children to develop fluent, legible joined handwriting. This will be developed through the teaching of, in the first instance, letter size and shape using letter-join. Joining will be introduced at the appropriate stage in the curriculum and expectations for presentation across all subjects will be high.

Name:

Pupil Reading Record

Reading Level						Year group	Standard Assessment	Achieved - Date
Phase 1						REC	1 Pre-Reading	
Phase 2						REC	1D	
Set 1	Set 2	Set 3	Set 4	Set 5				
Phase 3						REC	1S	
Set 6	Set 7	Set 8	Set 9	Set 10	Set 11			
Phase 4						REC / 1	1A	
Set 12		Set 13		Set 14	Set 15			
Phase 5						1	2D	
Set 16	Set 17	Set 18	Set 19	Set 20	Set 21			
Level 6 KS1						1	2S	
Level 7 KS1						1	2A / 3D	
Level 8 KS1						2	3D	
Level 9 KS1						2	3S	
Level 10 KS1						2	3S / 3C	
Level 11 KS1						2 / 3	3A / 4D	
Level 12 KS1						3	4D	
KS2						KS2		KS2
Level 8 KS2 BOOKS								
Level 9 KS2 BOOKS								
Level 10 KS2 BOOKS								
Level 11 KS2 BOOKS								
Level 12 KS2 BOOKS								
Level 13						3	4S	
Level 14						3 / 4	4A 5D	
Level 15						4	5S	
Level 16						4 / 5	5A / 6D	
Level 17						5	6S	
Level 18						5 / 6	6A / 7D	
Level 19						6	7S	
Level 20						6	7A	

