

Parkside Primary Academy



Reading Policy

2023-2024

Introduction

This policy sets out Parkside Primary Academy's purpose for the teaching and learning of Early Reading and reading throughout school. It sets out the aims, the planning of reading and assessment and monitoring process. This policy has been through collaborative discussions with teachers, senior leaders alongside referring to the English programme of study.

Intent

At Parkside Primary Academy, our staff regard the reading curriculum with the highest of priorities. Our intention is to ensure that all children at Parkside Primary Academy read easily, fluently and with good understanding, develop the habit of reading widely and often, for both pleasure and purpose, acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language and appreciate our rich and varied literary heritage. Our intention is based on the following core values in our mission statement;

“Courage, aspirations, resilience, excellence”.

Our values 'are at the centre of our reading curriculum and enable our children to become confident and enthusiastic lifelong readers for purpose and pleasure. Through a curriculum that is built upon progression, as our children make their journey through EYFS, Key Stage 1 and Key Stage 2, language and reading skills accumulate in a way that enable our children to read with confidence and passion enabling them to articulate their opinions and question the world around them

Our reading curriculum focuses upon creating a love of reading where all children fulfil their reading ability from a social, moral, spiritual and cultural view. We recognise learning to read is the foundation to achieve in other areas of the curriculum. The National Curriculum states: “Through reading, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually” and that “reading enables pupils to acquire knowledge and build on what they already know”. To ensure children know more and remember more, high quality texts have been carefully chosen that make connections with other areas of the curriculum and link prior learning.

Our Community

A higher than national average number of children enter EYFS with language and communication skills below expected, which subsequently affects their personal and social skills. Our chosen systematic synthetic phonics programme, Read Write Inc, is a fast-paced, rigorous and structured programme designed to help every child to read and expose them to rich vocabulary enabling them to build up a bank of vocabulary. Through Read Write Inc, children systematically learn single letter sounds followed by more complex sounds. All reading books progress and match children's phonic knowledge allowing them repeated practice of sounds. Knowing some of our children have a language deficit, this programme supports our children's needs well as previous content supports subsequent learning.

Despite a higher than national average number of children who are SEND and Pupil Premium, high quality teaching is the driving ambition with reading at its heart. Our reading

curriculum is adapted to meet the needs of all learners in order to enable them to make progress and provide them with the skills they will need later in life. Data collated from Read Write Inc assessments and PM Benchmark assessments, are used to identify starting points, trends and common barriers. Groups of children are tracked to ensure all children keep up with their peers. This information is used to ensure the curriculum is adapted and personalised for pupils, including the use of interventions.

Texts reflect a diverse culture and capture learner's imagination therefore building cultural capital. Through age appropriate texts, chosen with the support of Lexile scoring, PSHCE and SMSC is promoted supporting Parkside's aim of building resilience and independence. Our weekly, half termly and annual reading rewards celebrate and motivate our children's love of reading.

At Parkside, reading weaves its way through our entire curriculum. All children have access to quality texts in school and at home. A newly refurbished library provides children a tranquil space to be transported to new worlds. Reading lessons teach discreet reading skills, as outlined in the National Curriculum, which link to class texts and incorporate curriculum knowledge. To ensure children know more and remember more, high quality texts have been carefully chosen that make connections with other areas of the curriculum and link prior learning. Class texts offer a varied literary heritage that expose children to fiction and non-fiction texts from a range of classic and contemporary authors and poets.

Research by Education Endowment Foundation 2017(EEF) highlights that purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication. Our children's reading journey begins in EYFS where children enjoy listening to and joining in with varied texts, songs and poems that contain rich vocabulary. Through a curriculum that is built upon progression, as our children make their journey through Key Stage 1 and Key Stage 2, language and reading skills accumulate in a way that enable our children to read with confidence and passion enabling them to articulate their opinions and question the world around them.

Implementation

Teaching and Learning of Reading

Early reading is taught and learnt in specific, meaningful and effective contexts. These include:

- Systematic phonics teaching through the programme Read, Write Inc
- Whole class reading
- Independent or paired reading
- Comprehension activities
- Reading in other areas of the curriculum

Delivery of reading

Children become successful early readers by using a range of strategies to understand the meaning of texts. They are taught a full range of reading strategies including:

- Phonic knowledge (visual information)
- Grammatical knowledge (structural information)
- Word recognition and graphic knowledge (visual information)
- Contextual knowledge (meaning)

They should:

- Develop through shared, guided and independent reading and have their fluency, expression and progressive comprehension skills tracked.
- Correct their own mistakes.
- Have an interest in words and their meanings, developing a rich and varied vocabulary.
- Read a range of genres in fiction and non-fiction and become familiar with their key purposes, stylistic features, vocabulary and techniques.
- Use a variety of sources, including online systems to successfully access texts and locate specific information.
- Develop their own powers of imagination, inventiveness and critical awareness.
- Discuss books with reference to author, illustrator, genre, theme and characters, to express personal responses with increasing fluency.
- Understand the sound and spelling system and use this to read and spell accurately.
- Have a suitable technical vocabulary through which to understand and discuss their reading.
- Be interested in books, read with enjoyment and evaluate and justify their preferences

Reading in EYFS

Considering the Early Years Foundation Stage Curriculum, the primary focus of early reading is developing children's language and communication skills. Early matching, categorising and sorting activities within the EYFS environment are used to develop visual skills needed for early reading. Children in EYFS are surrounded by a print rich environment both indoors and outdoors providing them with opportunities to read in meaningful contexts.

In EYFS the forms of text for reading include rhymes, poems, fiction, non-fiction, information books and picture books for comprehension, instructions and letters.

In EYFS, the curriculum is designed around core texts and linked questions posing opportunities to explore a theme linked to a specific book. Sharing stories is part of building an engaging classroom culture. Practitioners utilise story time as an opportunity to engage and talk with children, model language, encourage children to talk about pictures, help children express their ideas and expand on children's responses. The practitioner becomes the listener and the questioner and allows children to develop their oral language skills in different contexts.

Read Write Inc

Our children's reading journey begins in EYFS where children enjoy listening to and joining in with varied texts, songs and poems that contain rich, varied vocabulary. When children are ready, they begin the Read Write Inc programme which focuses on the lively and vigorous teaching of systematic, synthetic phonics.

Read Write Inc, is a fast-paced, rigorous and structured programme, taught daily in EYFS and KS1, designed to help every child to read fluently and for meaning. Children systematically learn the 44 common sounds in the English language and how to decode and blend words. Every day, children read and write the words that contain the sounds they have learned so far, using lively, fun, phonic storybooks. Children take home a book-bag book which is a sequel to the book they have been reading in class and provides children with extra practise of the sounds and words they have been learning in class.

All reading books progress and match children's phonic knowledge allowing them repeated practice of sounds enabling them to achieve early success in reading. As children are taught to decode, they are also taught to comprehend and to compose out loud.

Formative assessment happens throughout each lesson allowing groups to be fluid. Summative assessments are planned for every half-term and where necessary, children are re-grouped to ensure they are learning the right sounds at the right time. Data collection is used to ensure the curriculum is adapted and personalised for pupils, including the use of interventions.

Teaching Whole Class Reading

Once children have successfully completed 'Read Write Inc.', teachers teach reading skills through Whole Class Reading. Quality texts chosen with the support of Lexile scoring and chosen to develop children's understanding of the world beyond their own experience, current affairs, cultural capital and an appreciation of both classic texts and contemporary literature. Texts chosen to study and explore, often link to writing experiences. This may be developing vocabulary, understanding a genre or investigating structural features. The texts chosen will be picked specifically to meet and cover the needs of the objectives to be covered in The National Curriculum and will be age appropriate and challenging at all levels. This gives children the opportunity to develop subject knowledge, recognition of text type features and become familiar with subject specific vocabulary.

Teachers plan reading sessions based on a weekly cycle of four lessons a week. The cycle begins with vocabulary and fluency, as this allows the children to understand what they are reading, and consequently supports the children in deepening their understanding throughout the week. The following three lessons focus on a particular skill linked to the reading content domains within the national curriculum. At the beginning of each lesson, the objective will be introduced to the children and discussed to ensure understanding. Children are taught many comprehension skills through texts such as prediction, clarifying, questioning and summarising. Many strategies are used to develop expressive fluent reading, such as echo reading and choral reading. Teachers model how to answer specific

styles and types of questions and will teach the key components of the particular objective covered as with other lessons.

Differentiation will be delivered through the use of support, pitch of questions and identifying specific needs of individual children. SEND needs will be planned for to ensure appropriate support and inclusivity.

Marking and feedback

All feedback follows the whole school assessment and feedback policy

Monitoring and Assessment – Early reading

Children on the Read Write Inc programme are assessed every half term. The Read Write Inc lead will assess what sounds they know, their ability to sound out and blend and their ability to read words at speed. Children are then placed in a group where the teaching matches their ability and can be taught at their 'challenge point'.

One to one tutoring and group interventions are set up to ensure children keep up with half termly expectations.

The reading lead monitors the teaching of Read Write Inc weekly through drop ins. Following on from these drop ins, 'Pathways' are set up using online training videos on Ruth Miskins website. Coaching sessions are held weekly for reading teachers giving them the chance to receive individual feedback and watch specific videos targeted at their areas to develop.

To ensure Read Write Inc teaching is up to date, our Reading lead and reading teachers take part in developments days throughout the year. These bespoke development days offer coaching and feedback which impact on teaching standards and pupil outcomes.

Monitoring and Assessment – Upper reading

Children complete termly NFER assessments, which then feed into QLAs, pupil progress meetings, target setting, and medium term planning. Consequently, this will lead to the identification of next steps for individual pupils and whole cohorts to continue to progress.

PM Benchmarking is used to assess both fluency and comprehension skills and identify appropriate books for reading from KS1 upwards. Staff undertook up-to-date training in Summer 2021 to ensure consistency and accuracy of judgements.

Children are benchmarked once they have successfully reached the targets required based on the level they are at. This ensures children are on the correct book band for their reading age. Texts read at school are based at 90-94% accuracy and therefore are at instructional level.

PM Benchmark books are also used when listening to a child read on a one to one basis.

Parkside use Collins Big Cat books as their '**learn to read**' home reading books. These books match a child's fluency level. Books that are taken home match a child's fluency level with a good standard of comprehension skill to ensure practice, motivation, enjoyment and consolidation.

Once children complete Collins Big Cat scheme, they become a 'free reader' where they are encouraged to read a range of books on offer in their classroom or from the school library.

Children may also read their '**love to read**' books. These are chosen by the children from their classroom libraries, or the library within school.

We see home-school links as a vital part of the reading process and so all children throughout school have a reading diary. We positively encourage parental involvement in the development of a child's reading and so encourage parents to sign and comment in their child's reading at least 3 times a week throughout school

The bottom 20% readers are identified from data and teacher knowledge and given further opportunities and support to develop their fluency and comprehension skills through specific intervention. These interventions are reviewed half-termly.

Educater is used as an ongoing formative assessment document for teachers to make assessment judgements against. The reading lead will have access to this data for moderation, target setting and support purposes.

As part of the induction process of new staff, the reading lead provides training in directed time outlining what reading at Parkside looks like.

Staff have regular CPD opportunities based on findings from monitoring or coaching and it is the subject leaders' responsibility to plan this alongside the SLT. CPD is planned and personalised throughout the year so that subject knowledge or structural changes can be addressed at specific times.

Cyclical Benchmarking

This is the process in which we monitor reading provision across school. This is a developmental process whereby teachers receive progressive feedback. There are a variety of actions that are conducted each Benchmark Cycle including: quality of assessment, planning samples, learning walks, learning environments, pupil output and pupil voice. This information is used to gain a breadth of knowledge and it is triangulated Next steps are identified which feed into the following benchmark cycle.

Learning environment

Learning environments are engaging and encompass each half terms topic. Age appropriate fiction and non-fiction texts are displayed to immerse children in their learning.

Working walls reflect the learning process and display objectives, text types and skills covered in order to support understanding.

A class text book linked to each topic with a breadth and diversity of content will be read daily to each class.

Staff use and maximise opportunities for modelling phraseology and making connections between books and content when reading aloud.

Each classroom displays a 'reading journey' showing what books children have read and studied throughout the year.

The library has a timetable for each class to use where children can lend a book to enjoy at home.

Reading in other areas of the curriculum

At Parkside, our children read as writers and write as readers. Within Parkside's writing sequence the 'Immersion' step is used to explore the uses of topic specific vocabulary, grammar and children's understanding what has been written. Immersion – allows pupils to become fully immersed into a text theme. This will often start with a hook or a slow reveal of the text to actively engage pupils with the text and genre.

Texts are used that link to the theme and children use these to learn curriculum knowledge. These texts are written to demonstrate end of year expectations but also offer a level of challenge.

Each year group has a list of books that children will read by the end of the academic year. To incentivise additional reading, weekly, half termly and yearly rewards will be available for children that challenge themselves to read even more, both in school and at home.

After school reading clubs are utilised to develop a love of reading and an improvement in age related expectations. Children have the opportunity to read with older and younger peers developing enjoyment and self-confidence when reading aloud.

The newly resourced library provides children with a large selection of challenging reading books for children to develop additional experience and knowledge in a given genre or topic.

Love for Reading

Every Friday morning the whole school holds a 'love for reading' session. This is where adults in school share one of their favourite books. The children have a choice of a book they can go and listen to. We change books often and love to use pupils' recommendations. Our School Librarians and Reading Champions have the opportunity to be 'love for reading' reading teachers as well. Our aim is to continue to develop our reading for pleasure culture throughout school.

From September 23 children have the opportunity to take a 'love for reading' book home alongside their 'learn to read' book. This is a text they have selected during their trip to our school library. This book may not match their phonics/reading level, but it is a book that they have chosen from their own interest, or a peer recommendation. We ask that parents/carers support with sharing this book at home, giving them the opportunity to listen as it is read to them or to be support whilst reading it.

Remote learning

In order to ensure that learning is continued, irrespective of lockdown and self-isolation, Parkside Primary Academy has developed a remote learning plan. The plan complies with the expectations and principles outlined in the DFE document Guidance for Full Opening of Schools. All work will be set on Class Dojo. Teachers will set daily tasks using the class story and portfolio area. The children will be able to complete their daily activities directly into their portfolio which means that there will be no requirement to upload work via an email. The class teacher will be able to provide feedback on work submitted throughout the day.

Within all plans, teachers will set appropriate work in-line with our current curriculum. Children within Foundation 1 and 2 will continue to upload their work via parent passport and 'x' (twitter) and teachers will post the activities on Class Dojo instead of the school blog.

Impact

A high-quality education in English will teach children to speak and write fluently so that they can clearly and effectively communicate their ideas and emotions to others. In addition, through their reading and listening, this communication will be reciprocated by the pupils. Through reading in particular, children will develop culturally, emotionally, intellectually, socially and spiritually. Their development in reading will enable pupils both to acquire knowledge and to build on what they already know. Children will leave Parkside Primary Academy as being able to speak, read and write fluently and confidently. Consequently, they will have the skills to participate fully as a member of society.

Equal Opportunities

We endeavour to provide the highest quality of education to all children, consequently creating an environment where all children can develop as successful readers. We provide children with experiences in a range of texts, from a variety of cultures and traditions. Subject matter will be carefully selected to appeal to a wide range of interests and preferences for both boys and girls. Where necessary, support is provided for children for whom English is an additional language, SEND and vulnerable groups. We endeavour to remove barriers to learning and close attainment and progress gaps between different groups of pupils.

In line with the SEND Code of Practice

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf Parkside has a commitment to ensuring that every child has access to a broad and balanced curriculum. Potential areas of difficulty are identified and addressed at the outset. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEND will be able to study the full national curriculum. Adjustments may be made to lessons to ensure children have full access to the curriculum. For example: shorter sessions, adapted resources and 1:1 sessions.

This policy will continue to be reviewed annually by the Reading lead with the senior leadership team and will be shared amongst staff and governors.

Reviewed by S.Hopkinson September 2021

Reviewed by K.Mann & K.Everitt October 2023