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Reading Policy

What are our Aims?

Our main aim is for children to be enjoying and sharing books - Experience shows that children benefit hugely by exposure to books from an early age. Right from the start, lots of opportunities should be provided for children to engage with books that fire their imagination and interest. They should be encouraged to choose and peruse books freely as well as sharing them when read by an adult. Enjoying and sharing books leads to children seeing them as a source of pleasure and interest and motivates them to value reading.

It is our aim to:

- develop enthusiastic and confident readers who can understand a wide range of texts.
- To teach children to read through systematic synthetic phonics.
- Children will choose to read for pleasure because they have a genuine love of literature, language and communication.

Children should:

- Know how well they are achieving in reading and be supported towards their targets.
- Experience a love of reading and stories as soon as they start their school lives at Rushton.
- Experience text through interactive and challenging activities including the experience of trips and focus days.
- Be challenged to allow them to develop to their highest reading potential.
- Read in a stimulating, happy and secure environment.
- Access high quality reading resources in classrooms, the school library and using ICT.
- Experience a variety of creative teaching methods and approaches to develop their comprehension of text.
- Be supported by a proactive reading partnership of home, and school.

How do we teach Reading?

Early Years Foundation Stage and Key Stage 1

The government validated systematic synthetic phonics (SSP) teaching programme, Bug Club Phonics, is used to teach phonics in the EYFS and Year 1. The programme is a balanced approach to the teaching of reading using systematic synthetic phonics. It simultaneously teaches the segmentation of words for spelling and develops phonemic awareness skills.

Pre-reception learning focuses on the six aspects to develop children's speaking and listening skills and lay the foundations for the phonic work which starts in Reception. Children working on the six aspects maybe provided with wordless home reading books from the Summer Term. This helps to develop children's language skills and allows them to talk about the stories, anticipate events, describe settings and characters and show an interest in the illustrations in books. These will be provided through our online reading scheme Bug Club.

In Reception, children will work through units which introduce new grapheme/phoneme correspondence supported by the blending sounds for reading and segmentation of words for spelling. This includes learning 'tricky' words which are commonly used in reading, but are not decodable using systematic synthetic phonics.

In Year 1 the units are used to continue teaching children to read. The skills taught in the foundation stage are embedded and we revisit prior learning in order to consolidate the 40+ phonemes. These skills allow the children to then become fluent readers.

Children are grouped into phonics groups across EYFS and KS1 to suit their reading ability. Phonics sessions are delivered daily. From Monday to Thursday this will be as a small phonics group focusing on grapheme/phoneme correspondence. On Friday the children then apply their phonics in a group reading session. This group reading session takes place in the phonics groups. Each group will be allocated the phonetically decodable reading book containing sounds the children have learned that week. The phonics reading books are allocated through the online reading scheme Bug Club. The

children can then access this book as a home reader for the following week, which allows them to consolidate their phonics learning with parents at home.

Children in Key Stage 1 also have shared reading sessions. These are based on the 'book of the moment' which is linked with the topic for the half term or term. This session is less about just reading the words on the page but more about actively interacting with the text. We feel that children need opportunities to engage with richer, meaningful texts to develop language and comprehension skills. Our reading curriculum allows us to engage, enthuse and motivate children to read for purpose and pleasure and to make them readers for life.

Reading opportunities are planned for the children to access in the continuous provision in the EYFS, which also gives children the opportunity to practice their reading skills independently in child-led situations. In Key Stage 1 children have access to a reading area and can select books independently to enjoy. In Key Stage 1, topic books are available for self-discovery. This motivates children to read for a purpose and for pleasure.

In Year 2, children will begin to receive weekly Guided Reading sessions. These are taught through varied texts. Children will begin to develop an understanding of genre and comprehension skills. Our hope is that children will begin to gain a deeper understanding of different types of books.

In Year 1 children complete the statutory phonics screening check. In Year 2 the children complete the End of Key stage Statutory Assessment in reading.

Key Stage 2

If children are on track and working at ARE (age related expectation), they should enter KS2 being able to decode words using graphemes that have been taught and read words with common suffixes (ment, ness, ful, ly, less, tion) and read all the Year 2 common exception words. Throughout lower KS2, children are taught what a root word is and how to use a root word to help read unfamiliar words. Pupils are taught how prefixes and suffixes change the meaning of a word. Furthermore, they are taught that some words have a similar pronunciation but may be written differently. Unusual phonemes/graphemes are also taught, and pupils learn that they can read by using their knowledge of similar words (analogy). This is supported by the selected spelling programme.

By the end of Key Stage 2 children should be fluent readers and be able to decode unfamiliar words using the skills they have learned in Key Stage 1 and throughout Key Stage 2.

Pupils who need to develop their phonetic awareness will engage with additional phonics session with EYFS or KS1 or they may receive an intervention activity, according to their individual need.

Pupils in Key Stage 2 also have one or more weekly Guided Reading sessions. These are taught through rich, varied, and exciting texts. Children in Key Stage 2 will learn to develop the following: comprehension skills, vocabulary skills, use of prior knowledge, inferential skills and questioning skills. Our aim as a school is to guide children through this process, using challenging, exciting, and varied texts. We hope this in turn will create readers for life who will recall the memories we gave them that made them passionate about reading.

Which Reading Schemes are we using?

In the EYFS and Key Stage One, we predominantly use Pearson Bug Club as an online reading scheme. This is accessed both at school and at home and these books are allocated to the children after they have been taught the sounds and words in their phonics sessions. We also have hard copies of a range of other published reading schemes that are matched to the programme and are used to support reading in school. Pupils in Key Stage 2 read books from both Bug Club online and the Collins Big Cat reading scheme.

How can parents support?

We encourage parents to take an active part in their child's education as it can make a huge impact and improve learning. We involve parents in the learning of reading by asking them to support reading at home with their child. Where appropriate, children read to an adult in school. It is expected and beneficial that parents also listen to their children read out of school. The aim is for each child to read out loud (to an adult), one phonics or banded reading book over a one-week period. We also ask that the adult signs the child's reading record. Pupils will also visit the school mobile library van regularly and they can use the school library.

To have an impact on their child's learning and allow children to consolidate what they have been taught, we would expect parents to support as follows:

How to support your Reception child	How to support your Key Stage 1 (y1/2) child	How to support your Key Stage 2 (Y3/4) child
Listen to your child read daily for 5 minutes at least 5 times a week- this can be	Listen to your child read daily for 10-15 minutes at least 4 times a week.	Listen to your child read their banded home reader over the period of a week.

using a home reading book or practicing reading sounds, words and tricky words. Each time your child reads a comment should be left in the reading record. Share a picture or story book together when an adult reads to a child throughout the week.	Each time your child reads a comment should be left in the reading record. Books should be re-read to develop fluency and support comprehension. Share books with your child and access reading books for pleasure and support children to decode unrecognisable words.	The expectation is to complete one book per week and comment in the reading record. Allow children to read for pleasure. This could be visiting libraries or children's own books at home (we don't expect these necessarily to be read out loud to an adult).
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If children do not meet the above expectations the child will be expected to read to an adult during the school day in their own time e.g. playtimes and lunch times. This will prevent any gaps in progress.

Throughout the school year workshops are provided for parents to offer ideas and support for learning at home and to show how their children are taught. For example, in Reception, parents are invited to an annual phonics meeting. The session gives parents an insight of the way phonics and early reading is taught and gives ideas and support for reading at home. Resources may also be provided to help parents consolidate reading at home.

How Do we Assess Reading?

All classes (from reception) have access to and use the Pearson Primary Progress & Assess Reading tool. This assessment matches each book band to a corresponding half-term. It is a test which can assess whether pupils are moving through the book bands at a rate that will keep them on track to achieve Age Related Expectations for their year group. These tests support precision teaching and reflect best practice as they are designed to ensure that the test is matched to the current ability of the pupil by offering tests per book band.

Early Years Foundation Stage:

Baseline assessments are completed in the first six weeks of the Autumn term for pupils in Reception.

For phonics and reading assessment, the Bug Club Phonics assessment tools are used. Further assessment is conducted as part of the Bug Club programme as key steps in the development of reading is reached. The children in Reception are assessed against the Early Learning Goals at the end of the Reception year.

Key Stage 1 and Key Stage 2

The assessment of children's reading skills is on-going and teachers are constantly gathering evidence towards ARE (Age Related Expectations). At the end of each term, teachers use the LEP (Leek Education Partnership) assessment tool to highlight if a child is entering, developing or secure within their year group. This assessment is then transferred onto Arbor (the school's internal assessment resource).

Class Teachers analyse the data and use it to inform future planning and set individual targets. The subject leader for Reading, tracks the pupil data throughout the year and highlights groups of learners who may be falling behind their ARE. Actions or interventions are put in place to help pupils close the gap.

In Year 1, the Bug Club assessment tools are used as key steps in the development of reading are reached. This will indicate any gaps in learning and support planning.

Pupils in Year 1 take the statutory Phonics Screening Check in June, pupils who did not meet the Threshold retake the test the following year.

Pupils in Year 2 take the Statutory Reading Assessment Tests during May.

Year 4 take GL tests (a recognised assessment tool) in Reading at the end of the school year and this information is used for transition purposes to the next school.

How are Parents informed?

In all year groups from reception to year 4, parents are offered a consultation in the Autumn term with their child's teacher to discuss attainment, progress and any concerns that school may have. In the Spring term an interim written report is sent to parents and a further consultation is offered to parents whose children are not on track to meet their age-related expectations (ARE). At the end of the school year, a full written report is sent to parents communicating whether their child has achieved the expected ARE or if they are working below or at a greater depth for their year group. For Reception children this report would inform parents if their child has achieved the Early Learning Goals, and report on the Characteristics of Effective Learning.

Expected Attainment and Progress in Reading

Year Group	Expected Book band by the end of the year (LEP assessment)
Reception	Red/Yellow
Year 1	Orange
Year 2	Lime
Year 3	Topaz (or corresponding scheme book band)
Year 4	Ruby (LEP assessment Dark Blue)

Special Educational Needs

Teachers ensure that all pupils make progress and gain positively from the lesson.

Lessons are planned so that all pupils can be included with differentiated tasks to suit pupils' varying abilities. Pupils who are very able will be challenged with extended activities. Pupils with additional needs will be assessed by the school SENCO and an IEP

(Individual Education Plan) will be created to ensure suitable support is available in class and individually if additional time is needed.

Pupil Premium

Money received from Pupil Premium is used directly to help the children it is intended for. Additional Teaching Assistant hours are available for these children - these sessions are guided by the class teacher with assistance from the SENCO.

Monitoring

The teaching of Reading will be monitored and evaluated by the subject leader and reported to the Headteacher. The whole school monitoring cycle will include Reading as a key subject for evaluating and key priorities or areas of improvement will become an action in the school development plan. The subject leader will meet with the link Governor for Reading for monitoring purposes.

Rushton is a dyslexia friendly school. As a dyslexia friendly school, we will provide quality teaching, differentiated as needed. We will identify and respond to unexpected difficulties, actively working to include all pupils so they can achieve in all areas of learning. We feel that more children are successful when taught using dyslexia friendly teaching methods. By teaching in this way, we aim to make our teaching and learning fully accessible to all children. We will try to discover how the child learns best and use a variety of multisensory activities including practical activities and ICT, using eyes, ears, speech, fingers, to stimulate learning. We aim to enable children to use their strengths for learning while developing the areas they find more difficult.