

Reading at Warwick Road



EXCEEDING EXPECTATIONS

Review Date September 2019

Index

| | |
|----------|----------------------------------|
| 3 | Mission Statement |
| 3 | Aims |
| 4 | Statutory requirements |
| 4 | Curriculum content |
| 5 | Intervention |
| 5 | Differentiation |
| 6 | Home/school links |
| 6 | Assessment |
| 6 | Monitoring and Evaluation |
| 7 | Annual Reading Events |

Mission Statement

The study of reading is at the centre of teaching and learning at Warwick Road. In order to participate fully in British society, it is essential for our children to achieve fluency in reading. This applies equally to the spoken and the written word, including the development of a love for literature, through widespread reading for enjoyment.

We recognise that our children come from diverse language heritages and, upon joining our school, will be at different points in their journey towards mastery of reading. We believe that all children are capable of making good progress towards that objective. We are committed to doing everything in our power to ensure that they do so.

Aims

This policy aims to ensure that all children at Warwick Road Primary School are offered a broad and balanced curriculum in language and literature.

Reading:

The ability to read for meaning is the gateway to learning. Therefore, our children must learn to read a range of texts fluently and with understanding. To support this objective, we aim to promote the pursuit of reading not just for utility, but for pleasure. We will do this by providing access to high quality texts, including fiction, non-fiction, poetry and play scripts. Our school will be a reading friendly environment, with opportunities to read throughout the building.

We recognise also that the English literary heritage is a rich and profound one and that some familiarity with that heritage is essential to an understanding of British culture. We aim to provide an enjoyable accessible introduction to English literature, help our children come to appreciate and take ownership of this part of their culture and, ultimately, make their own contributions to it.

Above all, we aim to ensure that all pupils:

- read easily, fluently and with a good understanding,
- develop the habit of reading widely and often, for both pleasure and information,
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language,
- appreciate our rich and varied literary heritage,
- read clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences,
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas,
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Reading feeds pupils' imagination and opens up endless creativity and joy for curious young minds. It is our aim that, by the end of their primary education, all pupils at Warwick Road are able to read fluently, and with confidence, in any subject.

Statutory requirements

Statutory requirements for the teaching and learning of reading are laid out in the 2015 National Curriculum English Document and in the Statutory Framework for the Early Years Foundation Stage 2015.

Curriculum Content, by Key Stage

All teachers at Warwick Road School will:

- be responsible for the planning (BugClub and carousel activities) and teaching of reading for their own year group
- teach guided reading in ability groups across their year group.
- promote a love of reading
- do everything possible to avoid the development of mental blockages towards reading and all children will be encouraged to see themselves as fluent readers
- ensure that the books and literature available represent as wide a range of cultures as possible
- encourage the use of interactive texts via BugClub, both at home and school
- advise and guide children on which books to read, with varying levels of difficulty, for pleasure and information
- be positive role models, provide opportunities for children to see adults reading and for children to experiment with reading themselves
- provide opportunities to teach spelling, punctuation and grammar within guided reading
- share a common text as a whole class activity and focus on comprehension of the text
- incorporate drama techniques to enhance the teaching of reading, including role play, hot seating, improvisation and group performance
- choose texts to engage reluctant readers.

In the Foundation Stage (Nursery and Reception) children will:

- use communication, language and literacy in every part of the curriculum
- become immersed in an environment rich in print and possibilities for communication
- read 1:1 during the first term, or until they are reading at pink level. Once children begin reading at pink level, they will participate in small group guided reading sessions.
- during guided reading, give opportunities to share and enjoy a wide range of rhymes, poetry, stories and non-fiction books
- plan an environment that reflects the importance of reading through signs, notices and books
- learn all 42 phonic sounds at a rapid pace.

At Key Stage One (Years 1 and 2) children will:

- be taught the knowledge, skills and understanding through a range of literature
- speak confidently and listen to what others have to say
- begin to read independently and with enthusiasm
- use language to explore their own experiences and imaginary worlds
- sound out most unfamiliar words accurately, without undue hesitation in age appropriate books

- be taught focussed phonic sessions 4 times a week. Year 1 will focus on phase 5, moving onto phase 6 in year 2
- answer questions and make some inferences on the basis of what is being said and done.
- Children in Yrs 1 & 2 take part in weekly Guided Reading sessions that total to 1 hour 20 minutes. A focus group is taught by the teacher where the children will be taught new skills in order to progress with their reading. These skills are based on assessment and impact on the children's next steps.
- Further to the focus group, a carousel of activities is also undertaken by the children working independently. The activities are linked to the texts the children are reading and promote the independent application of skills previously taught. (See Appendix)
- During Spring A and Summer A, children will take part in whole class, mixed ability guided reading sessions. The children will share a class text/novel and learn the comprehension skills required to fully understand the text that they are reading.

At Key Stage Two (Years 3-6) children will:

- learn to change the way they speak and read to suit different situations, purposes and audiences. They will be given the opportunity to read to a variety of audiences, including paired reading with younger children, their own class, adults and the whole key stage during assembly.
- read a range of texts and respond to different layers of meaning in them.
- explore the use of language in literary and non-literary texts and learn how the structure of language works.
- Children in Yrs 3-4 take part in weekly Guided Reading sessions that total to 2 hours. A focus group is taught by the teacher where the children will be taught new skills in order to progress with their reading. These skills are based on assessment and the children's next steps.
- Further to the focus group, a carousel of activities is also undertaken by the children working independently. The activities are linked to the texts the children are reading and promote the independent application of skills previously taught. (See Appendix).
- During three half terms out of the year, children will take part in whole class, mixed ability guided reading sessions. The children will share a class text/novel and learn the comprehension skills required to fully understand the text that they are reading.
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Intervention programmes:

For children who are not making the expected progress, intervention programmes are administered by support staff. We use:

- An intervention tailored to the individual needs of the children.
- Additional 1:1 reading

Differentiation

All children have equal access to the curriculum regardless of their race, gender, disability or ability. Differentiation is planned by:

- guided reading ability groups
- organisation of pupils e.g. for paired reading
- Selection of texts
- use of additional adults

- planning for differentiated outcomes
- intervention groups/individuals
- time allowed for tasks

SEN

Children with Special Educational Needs may have targets on their individual education plan, reflecting their need for improving their reading skills. These children will be heard to read individually by the class teacher/support to achieve their reading target.

Gifted and Talented

Children who are more able readers will be given texts appropriate to their level of reading and will be extended in guided reading groups by questioning about the text.

Pupil Premium

We allocate funding for children from disadvantaged families to provide them with additional provision. These children, who have little or no reading support at home, are listened to read weekly on a 1:1 basis, giving effective feedback and engaging in 'book talk'.

Home/School Links

The education of our children is at its most effective when conducted in partnership between home and school. Banded books are available to be taken home, children are encouraged to choose an independent reading text and choices are monitored. Parents are encouraged to make comments in reading records, regarding pupil's progress. At Warwick Road School, we endeavour to change reading books at least twice a week. Children's progress is reported to parents termly. More frequent contact may be appropriate where there are concerns about progress. If more frequent contact is considered appropriate, this will be decided by agreement.

Assessment

Foundation stage

- Ongoing assessments of reading behaviours during the guided reading session.
- Ongoing assessments using early learning goals, NC objectives
- Termly phonic assessments where appropriate to ability

Key Stage One

- Ongoing assessments during guided reading sessions using group reading records linked to a range of skills (see Appendix.)
- Year One Phonic Screening Test
- End of KS1 tests.
- PM Benchmarking is used for progress checks

Key Stage Two

- Ongoing assessments during guided reading sessions using group reading records linked to a range of skills (see Appendix.)
- End of KS2 tests at Y6

- PM Benchmarking is used for progress checks.
- Bug Club assessment tests.

Monitoring and evaluation

- Subject Leader and Head Teacher analyse end of key stage assessments: Foundation profile, KS1 tests and KS2 tests.
- Planning for reading is amended according to identified areas of weakness.
- Progress in intervention programmes are monitored every half term.
- Targeted support provided to specific groups linked to analysis of performance data.
- Subject Leader monitors planning, quality of Teaching and Learning and Assessments.
- Class teachers monitor pupil's reading records.
- Guided Reading Lesson observations.
- Subject Leader to monitor Guided Reading Folders.

Annual reading events

At Warwick Road School, we incorporate a variety of events annually, to raise the profile of reading.

- World Book Day - every year children and staff celebrate world book day by dressing up as their favourite book character. Staff transform their classrooms into book scenes.
- Book fair - Scholastic book fair visit our school. In the week prior to this, children will take part in competitions and be awarded with book fair vouchers.
- Readathon - children will take part in a sponsored read, raising awareness of reading.
- Poetry Day - children will incorporate drama techniques to celebrate different poems and perform to their key stage during assembly.
- Summer Reading Challenge - during the 6 week summer break, children are encouraged to take part in the summer reading challenge at their local library. This will be promoted through assemblies and library visits.
- Library visits - throughout the year, each class must visit the library at least once which should tie in with their creative curriculum topic.
- Reading friends - older children pair up with younger children to read with them.