



Webheath Academy Primary School

Reading Policy 2020-2021

19 April 2020

Other policies linked to this policy :

1 : [Marking Policy 2020](#)

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Rationale:

Our aspiration is that all children become reflective readers, equipped with the skills to read fluently, accurately and with a good understanding of what they read. Above all, we hope our children acquire a 'love of reading' and read with enthusiasm, interest and independence to enable them to open future learning pathways.

We believe reading is an essential skill to enrich children's learning experiences across our curriculum; at Webheath, we learn to read - we read to learn. Competence in reading has direct impact on levels of independence and rates of progress in other areas of the curriculum; therefore, we strive for our children to value the importance of reading and in them becoming effective readers.

Aims:

- Instil a love a reading that will last a lifetime, celebrate literature and share with them an enthusiasm for reading to help children to recognise the value of reading as a life skill.
- Encourage children to become reflective readers by exposing them to quality text from a range of cultures, genres and styles.
- Develop children's confidence in fluency and independence when reading for different purposes.
- Develop our children's understanding of a variety of text types including non-fiction, fiction, poetry and drama.
- Develop children's abilities to reflect on and have an interest in what they have read and the language and punctuation choices made by the author.
- Ensure our children have sound phonic awareness and use a phonics first approach to reading.

Reading Philosophy and Teaching:

There is limited value in reading being taught in isolation, it is a skill that is tightly woven with writing, drama, speaking and listening. Strategies used in developing children's writing, drama, speaking and listening skills are an integral part of how we teach reading. We believe to be successful writers- we must write as readers and understand the purpose and audience of the author, and their choice of vocabulary, form and sentence structure for effect.

The teaching of reading is carefully planned to meet the needs of all our children and is taught explicitly in focused lessons and discretely throughout the whole of the school day. We plan for children to at least meet their end of Key Stage expectations, sustain expected progress through their time at Webheath and quickly identify and support those who fall from this trend in order to 'close the gap'.

To plan for teaching reading, we use 'Letters and Sounds' and follow the National Curriculum which is supported by the use of 'Miles Stones' from the Essentials Curriculum (Chris Quidley); this is a progressive curriculum which builds upon prior learning and ensures a consistent whole school approach. Children will experience independent, guided, whole class and collaborative reading opportunities to expose them to good reading models and quality text written for a range of purposes; this is to enrich their learning experience, and provoke discussion and reflective thinking.

Early Years- Phonics and Reading

At Webheath Academy Primary School, we use a systematic teaching of phonics through the use of Letters and Sounds to support children in learning to read and write. High quality texts are used to drive children's

enthusiasm and motivation for reading and writing. Guided and independent writing give children opportunities to apply their phonic knowledge. Shared reading and individual reading sessions also allow children to apply their phonic knowledge. Teachers in Reception and Year 1 follow yearly, medium term and weekly plans to ensure phonics is taught in a systematic way to allow children to make progress. The phonics planning gives opportunity for sounds to be revised, new sounds to be taught, children to read and write words and apply their learning through a game or activity. Children have daily phonic sessions which last around 20 minutes. In Reception, children are assessed at baseline as they enter reception and assessed periodically against the phases to ensure children make continuous progress. Books children read correspond with the phases they have been exposed to and they may have another book to provoke interest and a love of reading.

Key Stage 1

In KS1, children continue their phonics learning with the use of DfE 'Letters and Sounds'. Children are taught within a whole class environment as well as in smaller groups to ensure that a 'mastery' approach to phonics is achieved. Children are provided with reading books to take home that are aligned to their letter and sound understanding. Children are assessed throughout the terms both for their sound/word recognition and their reading levels. In Year 2, No Nonsense Spelling is used to develop spelling strategies, however children will continue to learn through the Letters and Sounds scheme if they have not passed their Year 1 phonics screening test before embarking on this.

Key Stage 2

In KS2, children have explicit teaching of reading skills in Core English lessons which focuses on fluency, comprehension and inference and authors choice for impact through access to high quality text. This is organised through group, guided or independent tasks.

Accelerated Reader from Renaissance is used to develop children's independent reading skills. Children take timely assessments which provides them with a ZPD score (zone of proximal development) and they use this score to choose their independent reader; these zones ensure the books are accessible but still hold a level of challenge. Once a book has been read, the children take an online quiz; their success is tracked by their class teacher. Everyday children in KS2 have a 15minute session allocated to their Accelerated Reader book. During this session the teachers monitors progress, listens to readers and holds guidance sessions with pupils to discuss their reading habits and targets.

Assessment

Regular, ongoing and accurate assessment is essential to inform planning and ensure that all children make progress. Assessment is continuously carried out by tasks set within group, guided and independent reading sessions. Children's attainment and progress is regularly monitored and reviewed through pupil progress meetings, benchmarking and teacher and support staff records.

Individual Reading Record:

Adults use an individual reading record for each time a child has been heard by an adult; this is recorded in the class profile and in their 'home communication book'. Some children will need to read more regularly to an adult as they need more practise and/or they are not reading to an adult at home. Class teachers will identify these pupils on this record and they will read to school staff or other designated adults on a regular basis.

KS2 Renaissance:

Every half term, children in KS2 take an 'Star Reading' assessment which teachers review to identify strengths areas for development and rate of growth; this informs planning and individual targets. This is supported by the online quizzes children take once they have completed a book to check their word reading, vocabulary and comprehension; teachers hold guidance sessions to support with these outcomes.

Moderation:

The moderation of written work form part of the cycle of assessing reading. This is conducted across year teams, phases, whole school and county schools to ensure data is accurate and standards are in-line with National Standards.

Statutory Assessments:

Phonics Screening in Year 1, those who do not meet the expectations will retake in Year 2

During a two-week period each June, Year 1 children are assessed on their phonics understanding. This takes the form of reading 40 real and 'alien' words. Typically, the 'pass' rate of 32 should be achieved. Children who do not reach the pass rate of 32 continue with their phonics teaching during Year 2 with specialist intervention following 'Letters and Sounds'. They have the opportunity to re-take the phonics test during June.

In year 6, children will undergo a formal SATs Reading Test which is externally marked to give a standardised scaled score. This test is 1 hour long and involves the children reading a range of text and answering questions about what has been read.

Parental Involvement

At Webheath, we acknowledge that it is the job of school staff to teach a child how to read and to develop as a reader. However, we know that the best readers will also be reading within the home environment. Parents are encouraged to listen to their children read at home and able readers are expected to read independently at home to build reading stamina. Children take an independent 'reading book' home every day.

Parents are asked to comment/sign their children's reading record book every time their child reads at home. Teachers and TAs write comments when they hear children read individually or in guided reading. They also include guidance for parents about how to best support their children in reading, for instance, examples of questions that they can ask, strategies that are being practised and how to praise specific elements such as intonation and fluency. In upper Key Stage 2, pupils take more responsibility for logging when they have read and write a comment about what they have read.

During Parent Consultation meetings, children's attainment and rate of progress is discussed, and targets are shared to guide parents in what support they can offer.

New intake parents are invited to attend a phonics workshop and a supporting reading booklet is provided.

High Quality Text

Children are exposed the quality text from different cultures, genres and styles. High quality books and text types are chosen to stimulate children's interest and challenge their abilities while still being accessible. At Webheath a whole school reading spine is used to support planning in the delivery of this.

Love of Reading

At Webheath, we recognise reading for pleasure is something that should not be underestimated as it has significant impact on a child being successful in their education. We aim to instill enjoyment and a thirst for books by celebrating reading and talking about the books that they have read.

Inclusion

At Webheath, we provide learning opportunities to enable all children to make good progress and meet the needs of those pupils with special educational needs, those with disabilities, those who are gifted and talented, those which English is an additional language and those who are disadvantaged. Through teaching,

assessment and monitoring we identify the child's needs and plan for these in the opportunities provided and how these are organised. Those children who benefit from extra reading practise to an adult are identified and this is highlighted in the class profile folder.

Monitoring and Review

The coordination of reading is the responsibility of the SLT leaders who:

- Support colleagues in their teaching, by keeping informed about current developments in reading and providing strategic lead and direction for the subject.
- Use allocated management time to review the evidence of children's work and the quality of teaching and learning in reading
- Monitor planning and outcomes to identify next steps.

Staff Name	Last Open	Signature Date
Alison Preece	28-04-2020	28-04-2020
Amanda King	15-05-2020	15-05-2020
Angela Skidmore	11-05-2020	11-05-2020
Bev Dean	05-05-2020	05-05-2020
Cassie Biddle	Not Yet	Not Yet
Charlotte Randle	05-05-2020	05-05-2020
Charlotte Robinson	Not Yet	Not Yet
Debra Foster	07-05-2020	07-05-2020
Debra Haywood	12-05-2020	12-05-2020
Emily Atkinson	05-05-2020	05-05-2020
Emma Clifton	01-05-2020	05-05-2020
Emma Greaves	06-05-2020	06-05-2020
Fraser Parkinson	30-04-2020	05-05-2020
Hannah Lant	13-05-2020	13-05-2020
Harriet Mayne	05-05-2020	05-05-2020
Hollie Heffernan	Not Yet	Not Yet
Jack Berbezier	05-05-2020	05-05-2020
Janine Burton	Not Yet	Not Yet
Jayne Woodward	29-04-2020	29-04-2020
Jo Rhodes	26-06-2020	26-06-2020
Joanne Archer	05-10-2020	05-10-2020
Joanne Remes	05-05-2020	05-05-2020
John Cox	30-06-2020	30-06-2020
Karen Allen	05-05-2020	05-05-2020
Karen Gould	Not Yet	Not Yet
Karen Osborne	05-05-2020	Not Yet
Karen Smart	11-05-2020	11-05-2020
Kate Baylis	05-05-2020	05-05-2020
Kate Cuvelot	Not Yet	Not Yet
Kate Gibbs	05-05-2020	05-05-2020
Katie Evans	Not Yet	Not Yet
Kirsty Anthony	Not Yet	Not Yet
Laura Emmerson	11-05-2020	11-05-2020
Leesa Corden	12-05-2020	12-05-2020
Lisa Battey	06-05-2020	06-05-2020
Lorraine Pitt	05-05-2020	05-05-2020
Lucie Wheatcroft	05-05-2020	05-05-2020
Mary Haines	05-05-2020	05-05-2020
Mel Hopkins	05-05-2020	05-05-2020
Richard Showell	06-05-2020	06-05-2020
Robin Lunn	Not Yet	Not Yet

Rosalind Wolfe	06-05-2020	06-05-2020
Sallie Clifton	05-05-2020	06-05-2020
Sam Bates	Not Yet	Not Yet
Sam Salisbury	05-05-2020	05-05-2020
Samuel Cornick	05-05-2020	05-05-2020
Sandra Davies	12-05-2020	12-05-2020
Sandra Thornevell	05-05-2020	05-05-2020
Sarah Czyrko	05-05-2020	05-05-2020
Sarah Giles	Not Yet	Not Yet
Sarah Hawkes	12-05-2020	12-05-2020
Sarah Newburn	06-05-2020	11-05-2020
Siobhan Deeny	12-05-2020	12-05-2020
Steve Downs	23-06-2020	23-06-2020
Support	05-05-2020	05-05-2020
Tatjana Dulic-Smit	Not Yet	Not Yet
Tracey Bickford	11-05-2020	11-05-2020
Victoria Bowling	07-05-2020	07-05-2020