

Two Village C of E and Mistley Norman



Reading Policy

January 2024

The ability to read is fundamental to pupils' development as independent learners. The National Curriculum states that pupils should read and discuss a range of stories, poems and non-fiction which increases pupils vocabulary through being exposed to a wide range of vocabulary.

The National Curriculum states that pupils must be taught to decode unfamiliar words as well as speed read familiar words. It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education. Reading is split into two main dimensions:

- Word reading
- Comprehension (both listening and reading)

This policy will underpin our work to ensure that all pupils are able to read fluently and with confidence by the end of primary school. It will aim to ensure; high standards are achieved, that reading is taught well and that pupils make at least expected progress at every stage.

Intent

- Provide a framework to enable teachers to meet their statutory obligations with the teaching of reading.
- Deliver reading using a consistent approach throughout the school.
- To foster effective learning through engaging reading lessons.
- To meet the National Curriculum requirements
- Promote and develop children's enjoyment and enthusiasm for reading.
- Help pupils to become competent readers who can demonstrate good comprehension of the reading skills: vocabulary, inference, prediction, explanation, retrieval, summarise/sequence (VIPERS).
- Develop our children's understanding of a variety of text types including non-fiction, poetry and playscripts.

Implementation

1. An appropriate range of teaching and learning strategies will be used to capture pupils' interest and to promote effective learning and progress.
2. Teachers will model reading fluently and use a range of strategies including choral reading, paired reading, independent reading and echo reading to acquire fluency.
3. Children will be encouraged to read at home for pleasure and will achieve a star on classroom charts for reading 4+ times weekly - the class with the highest reading percentage wins an extra playtime.
4. Teachers will assess children's work in reading through formative and summative judgements by; asking questions, observing learners during lessons, listening to pupils' discussions.
5. The reading subject leader will support the teaching and learning of reading by; providing strategic leadership and direction for reading, monitoring progress and standards across the school, reviewing and revising the reading policy, monitoring and supporting teachers in the teaching of reading, keeping staff up to date on new developments in reading, auditing, monitoring the effective and appropriate use of resources and obtaining new resources.

Curriculum Time

To provide adequate time for developing reading fluency and comprehension, each class teacher will provide at least 4 reading lessons a week. Lessons may vary in length but will usually last for between 30-45 minutes.

Children will also be given regular opportunities to read both aloud and independently throughout the week and across a range of subjects.

Reading Curriculum Planning

We use the National Curriculum as the basis for implementing the statutory requirements of the programme of study for reading. We follow a whole class approach where the majority of pupils will read and work on the same book or text.

This model for whole class reading is as follows:

- Skills focus for the lesson is shared.
- New/topic vocabulary is discussed as a class.
- The teacher reads the text to the children, modelling fluent reading and with expression.
- The children read the text. This may include choral, echo, paired reading etc.
- The teacher shares the questions/ activities for the session.
- The teacher may model responses to a range of question types.
- The children answer questions relating to the text; this might be whole class, in pairs or independently.
- The teacher works with a focus group and supports where required.
- Shared marking of the responses takes place where children self-mark.

Assessment

Teachers will adjust planning and teaching within units in response to pupils' performance.

Using both statutory and optional tests, the Reading Lead will analyse data at both a quantitative and qualitative level. Information gained is used to identify focus pupils who would benefit from additional class-based support and/or a specific intervention or booster group.

Year Group	Assessment Type	Frequency
EYFS	Phonics assessments Teacher assessment against ELG	Half-termly Ongoing

Year 1	Phonics assessments Teacher assessment against standards	Half-termly Ongoing
Year 2	Past SATs papers	Termly
Year 3	NFER papers	Termly
Year 4	NFER papers	Termly
Year 5	NFER papers Past SATs paper	Termly Summer Term 2
Year 6	Past SATs paper	Half termly

Monitoring and Evaluation

Monitoring will take place throughout the year. Monitoring of teaching and learning will be conducted in the following ways; lesson observations, learning walks, book looks and pupil interviews.

Teachers will be given written feedback where possible, following any monitoring. The Maths Lead will identify strengths (WWW) and areas for development (EBIs). The areas for development will be reviewed during later monitoring. Additional support or coaching will be provided if required.