

Christ Church C.E, Lark Hill and Lewis Street Primary Schools Reading Policy



Date	Spring 2024		
School	Christ Church C.E	Lark Hill	Lewis Street
Review Date	Spring 2027	Spring 2027	Spring 2027
Signed by Designated Governor			

Intent

At Christ Church, Lark Hill and Lewis Street Primary Schools, we aim for children to become independent and confident readers with a lifelong love of reading. We are committed to making sure that every child is a confident and fluent reader so that they can access all areas of the curriculum and embrace and enjoy their future learning opportunities.

Reading is the Key to Success

It has been proven that children who read better, perform better in school and have a more active imagination, leading to a larger world and more possibilities for success.

Government research tells us that:

“...there is a positive relationship between reading frequency, reading enjoyment and attainment.”

Aims

At Christ Church, Lark Hill and Lewis Street Primary Schools, we deliver the National Curriculum and strive for all children to be able to:

- Read easily, fluently and with 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
- 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

Phonics Teaching

Children are introduced to multi-sensory phonics in Nursery, then moved onto **Read Write Inc** as soon as they are ready, usually by the Spring term. This is the main phonics scheme used to teach early reading skills and it is followed with fidelity. Lessons take place four days a week and for around an hour. Children are introduced to all 44 of the main sounds in English, in isolation, and in words. They are assessed weekly by staff and once every half term by the Read Write Inc leader. These assessments are used to stream the children so that they are working in small groups with others of similar ability. Children continue to access Read Write Inc until they are fluent readers who can recognise all the main sounds in their reading. ‘Fresh Start’ and ‘Fast Track Phonics’ are used as an integral intervention to embed phonic knowledge, quickly and securely.

Progression in reading books at the early stage of reading is through the phonics scheme and ‘bookbag’ books will match the child’s phonics stage. Children read individually until they are able to read as part of a group and listen to others’ contributions. Children are heard read by staff at least once a week and may benefit from extra reading with a Learning Support Assistant where needed.

The RWI ‘Talk through stories’ are also followed in Year 1, to embed tier 2 vocabulary and the use of higher



order thinking techniques, ensuring children's comprehension skills are deepened.

Assessment

Assessment and monitoring are an integral part of the teaching and learning process and is used to:

- provide the children with clear and regular feedback
- assist the children and teachers in planning their next steps
- evaluate the effectiveness of teaching

Teachers use daily formative assessment strategies to ensure that all teaching is accurate and challenging. Ongoing teacher assessment of reading informs individual and group/class reading skills for development. In addition to this, summative assessments also take place.

In EYFS, children are assessed against the Foundation Stage Profile in reading under the Literacy Early Learning Goal. Children are reported as to whether they are 'emerging' or 'expected'.

In Year 1, children sit a phonics assessment to identify which phonic patterns they can recognise and read. The results of this test are reported in the child's end of year report.

In Years 2, 3, 4 and 5, children are formally assessed each term using NFER assessments. These help teachers assess children's progress and allow for the correct interventions to take place. Children's reading age and book bands are tracked to ensure that targeted children can be easily identified.

In Year 6, children sit further nationally reported SATs tests. These SATs tests are more formal and consist of timed papers. The papers are sent away for marking and the results are known before the children leave primary school in July. The results are reported in the child's end of term report.

School-wide Achievement for All meetings are monitored by the Reading Lead and the lowest 20% of attainers tracked for progress. Question Level Analysis alongside teacher assessment is used to identify patterns and gaps for all groups of children. This ensures appropriate interventions are taking place for any pupils making less than expected progress.

Pupil voice identifies levels of pupil engagement in reading and is conducted by the Reading Leads and members of SLT where appropriate. Areas for development are identified in an action plan written by the English Leads and these are linked to the school development plan.

The National Curriculum divides reading skills into two dimensions:

- Word reading/decoding
- Comprehension

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We acknowledge that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary. We also understand that reading is a developmental process and part of life-long learning and we encourage and praise children at every stage of it.

Whole Class Reading:

Novel Based Approach (Lewis Street); Pathways to Write (Christ Church and Lark Hill)

From Year 3 (Y2 Grey RWI level) upwards, reading skills are taught through whole class reading sessions. Within these sessions, there is a clear focus on the skills and strategies our children need to become competent readers, such as: vocabulary, inference, prediction, explanation, retrieval and sequencing/summarising. Key reading and grammar skills are taught using a spiralled curriculum with a vocabulary session preceding new chapters. Alongside the class novel, extracts are also used to develop reading skills. Through summative and formative assessment, key skills may be identified as a priority for



teaching and, therefore, given a higher percentage of teaching time. Quality texts and extracts are chosen to challenge the children and these include fiction, non-fiction and poetry, with a variety of authors and themes.

Reading fluency is also taught as part of the whole class and group reading lessons using echo, choral, paired and repeated reading strategies. These skills are also woven into other areas of the curriculum to support children when reading beyond explicitly taught texts.

Everyone's A Reader

The ability to read is fundamental to children's development as independent learners. We believe that all children are entitled to high quality teaching and learning. All children at Christ Church, Lark Hill and Lewis Street Primary Schools have the opportunity to read at an appropriate level through the provision of carefully planned, targeted work in their English lessons and within the wider curriculum.

Intervention groups take place when necessary to further support children with additional needs or those with identified gaps. Children are rigorously tracked, monitoring their knowledge of phonics and continue to follow a phonics programme for reading until they possess the skills to move on. In Year 4, 5 and 6, children receive Fresh Start interventions, Phonics Fast Track (1:1) and precision teaching of key words. The needs of children on the SEND register are planned for as necessary and a variety of teaching methods are used to support the learning styles of different children. In this way, all children will be included and can participate in reading activities.

All children who have completed the RWI Phonics programme are then tracked through NfER and reading ages and these are then aligned with the book band system to ensure that the children are reading the appropriate level. They have their reading book band checked termly by a member of the reading team, to ensure they are reading at the appropriate level. Alongside this, reading ages and reading attainment is tracked closely by the teachers, and any gaps in learning are addressed through interventions or whole class quality first teaching.

Any child working towards the national standard will receive 'extra' reading support. This could be either as daily reading to an adult, or joining a guided reading group to focus on something more specific.

Creating a passion for reading

By the time children leave our schools, they will have been exposed to a rich variety of texts including; fiction, non-fiction, poetry and plays. Children will read a minimum of **48 novels, 48 poems and 48 non-fiction books**. As well as enjoy listening to **over 50** books during story time for pleasure. We believe that this exposure to good quality, carefully selected titles, which challenge and engage children, provides them with the best possible start on their learning journey. Children are taught how to use their reading for different purposes across the curriculum. They explore how authors make their writing engaging and effective. They discuss, share and express opinions and are able to make decisions. All adults promote a positive attitude to reading and a love of reading.

To create a passion for reading, we:

- Have a Reading Council who promote the love of reading across the school (Lewis Street)
- Invite poets and authors into school
- Run parent workshops to share engaging reading activities
- Hold reading café events that allow children to hire books from the local library
- Perform at The Children's Shakespeare Festival (North West Drama)
- Take part in the Speech Bubbles intervention
- Take part in The Lowry reading and writing competitions
- Visit the local library for story time
- Access the Oxford Owl online library

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- Promote Theatre visits
- Enjoy story time for the last 15 minutes of each day as a whole class
- Hold termly reading competitions to inspire the children to read regularly
- Praise children's efforts at all stages
- Celebrate World Book Day and National Poetry Day
- Read poetry and stories in assemblies
- Deliver high quality, well thought out lessons
- Are enthusiastic about the texts we choose and value children's feedback
- Share favourite, classic, new and exciting texts
- Hold a lunchtime library club
- Use rewards, e.g. Hot Chocolate Friday (Lewis Street)
- Subscribe to Storytime magazine, Picture News and First News
- Talk about why we enjoy reading texts
- Discuss and promote favourite authors

Class Reading Areas

Each classroom should have an inviting, stimulating and well stocked reading area. Books need to be changed regularly to ensure children can access a wide range of texts. To supplement the schools' reading stock, we have an annual fiction loan from Salford's Library Service (SLS). Teachers can also borrow project loans, class readers, big books and many more resources from the SLS. We also subscribe to First News which means Year 4, 5 and 6 receives a weekly newspaper.

Home Reading Expectations

All children at Christ Church, Lark Hill and Lewis Street Primary Schools, are expected to read at home 5 times per week. Children's reading is logged in their reading record and it is the class teacher's responsibility to ensure that daily reading is monitored. Letters are sent home or phone calls are made to parents/carers to inform them if their child is not reading at home. Children work progressively through the book banded books until becoming free readers. In school, adults listen to individuals on a regular basis. The number of times an adult hears a child read will depend very much on the ability and needs of the individual child. Books are changed on a regular basis and/or according to a child's individual needs. Reading comprehension homework is set on Seesaw and it is the teacher's responsibility to monitor engagement and feedback to parents at learner review. Children are also encouraged to read a range of texts which are of personal interest, on top of their own home school reading books.