

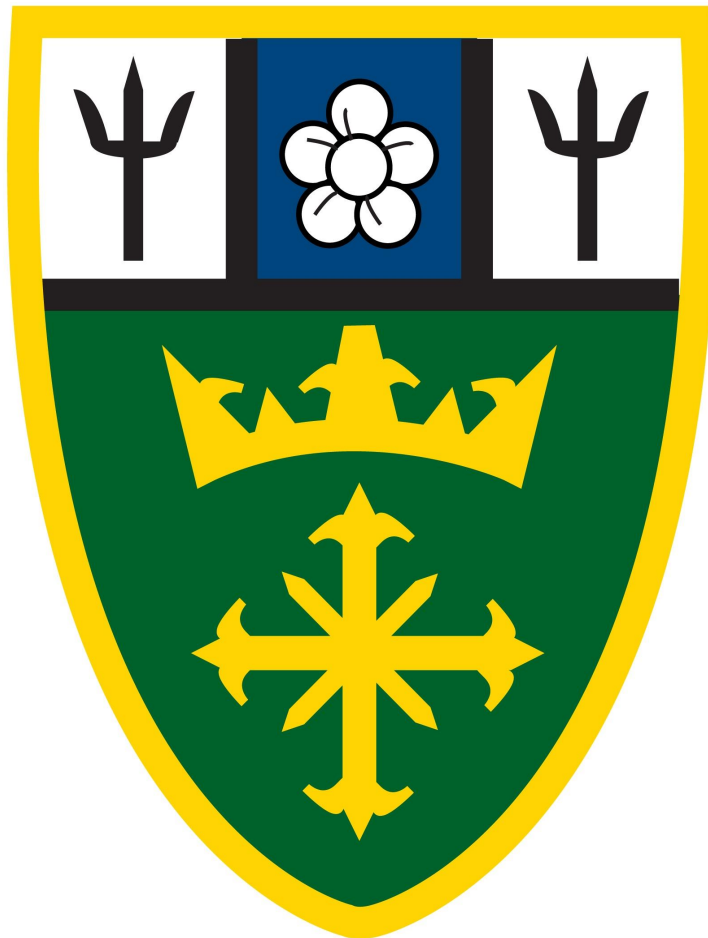


*I do believe  
something magical  
can happen when  
you read a book.*

J.K. Rowling

# Reading Policy

## Westgarth Primary School



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### Introduction

At Westgarth Primary School reading is at the heart of our curriculum. It is our intention that every child will be a reader. From the start of their journey with us, children are supported to develop a love of reading. They are exposed to high quality texts and through a consistent approach to the teaching of phonics, they are provided with the skills they need to decode confidently.

### **Aims and objectives**

#### **Our aims are:**

- to enable our pupils to read confidently, fluently, accurately and with understanding
- to teach children to employ a full range of reading cues - phonic, graphic, syntactic, contextual - to monitor, correct and make sense of their own reading
- to foster an interest in words and their meanings and to widen their vocabulary
- to gain an appreciation of books from a variety of genres
- to enable the children to find books interesting, to read with enjoyment
- to enter society, as literate adults and readers for life
- to create reading opportunities across all areas of the curriculum, to make it more meaningful and relevant to the children

### Implementation

#### **Teaching of Early Reading**

At Westgarth Primary School, reading is taught alongside phonics through a daily Read Write Inc lesson for children in Foundation Stage and Key Stage 1. This programme promotes a strong and systematic emphasis on the teaching of phonics to aid the teaching and learning of reading. As part of this scheme the children will be taught to:

- Decode using letter sound correspondence
- Read common exception words on sight
- Develop reading comprehension
- Read with fluency and expression
- Write with a focus on vocabulary and grammar skills
- Spell by segmenting the sounds in words
- Learn letter formation and handwriting skills.



The children in Foundation Stage and Key Stage One are assessed half-termly and are taught reading and phonics through the Read Write Inc Programme (RWI). Children are placed in small groups depending on their stage. They have a daily Read Write Inc Lesson lasting up to 45 minutes and an additional reading instruction lesson also lasting 30 minutes. The phonics lesson consists of: teaching oral blending, introducing and revising sounds, decoding of words, reading of common exception words, decoding of 'alien words' and spelling using decoding spells. The sessions use a closely matched book to read and comprehend. During these sessions children read with a partner. Teachers will circulate round children during this session to ensure children's reading skills are developing as expected and will use this assessment for learning to inform the planning of future reading activities. **See appendix 1**

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### Home Reading:

- The decodable reading practice book is taken home (Book Bag Book) to ensure success is shared with the family.
- Reading for pleasure books also go home for parents to share and read to children "cuddle book".
- We use the <https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/> to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

## Teaching of Reading through KS1 and KS2

### Individual reading

In school, all children will be heard read regularly according to their needs. Children will read to and with a variety of adults in school, as well as by their teacher. Children of all abilities will read to adults in school until the end of Year 6 through various strategies.

When children are ready to move off the RWI scheme they will be taught reading through the following activities.

### Shared Reading and Whole class teaching

In KS1, this takes place in a number of ways including Guided reading, whole class reading and wider reading for other curriculum areas. As part of our enriched curriculum, high quality, challenging class texts are used in the main part of the English lesson. Shared and guided reading are a fundamental part of lessons, as well as discussion and questioning linked to VIPERS stem questions (See VIPERS progression documents) During this time, specific reading VIPER skills or features of genre will be taught and modelled. This is an opportunity to discuss the use of language and widen the children's vocabulary. Reading aloud to children is a vital part of our reading curriculum. It is through this that our reading community is developed. When we read collectively, we have the opportunity to share our thoughts, to listen to each other and to build on each other's interpretations.

Through these teaching opportunities, practitioners are able to foster children's positive attitudes to reading, with reading for pleasure and purpose placed at the heart of the sessions. Staff can draw children into a story, inviting them to comment and to predict. They can demonstrate early reading behaviours and problem solving strategies whilst modelling fluency, phrasing and expression.

They can also expose children to rich vocabulary, language structures, situations, places and worlds that may be outside of the child's personal experiences. Shared texts may take on many different forms. Children might not be able to access these books independently but through the nature of the task will be able to appreciate them, make critical judgements which they are encouraged to share with others whilst progressing their own reading skills.

### Reading Recording

The Reading diary is used as a liaison between parents and teachers in EYFS and KS2.

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From Foundation Stage to the end of KS2, parents are expected to listen to their child read and discuss the book. Parents are encouraged, through support sessions in school, to question and discuss the content of the book their child is reading and encourage them to enjoy the text together. At the start of the year, we send out the VIPERS stem questions to parents and also hold them on our website to support parents and carers.

All children must bring their reading book to school every day.

### **Reading for Pleasure**

At Westgarth Primary School, we recognise that reading for pleasure at school is a vital part of the jigsaw when enabling children to learn to have a life-long love for reading. We enjoy sharing our love of reading in school by engaging in events and initiatives. We love to celebrate World Book Day each year, teachers and children share their favourite 'reads' and they are displayed in our classrooms and libraries.

Children will be encouraged to read material which interests them, to assist them in fostering a genuine love of reading and help them to appreciate its value. During this time teachers may act as models reading their own chosen material, to reinforce the above philosophy. Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books. In EYFS and Year 1, children have access to the reading corner every day in their free flow time and the books are continually refreshed.

#### **Story Time:**

Teachers choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Westgarth Primary School and our local community as well as books that open windows into other worlds and cultures. We believe that giving children the opportunity to hear an adult/teacher read to them, develops a child's ability to comment on and respond to events and experiences within a text.

### **Impact**

As we believe that reading is key to all learning, the impact of our reading curriculum goes beyond the result of statutory assessments. Children have the opportunity to enter the wide and varied magical worlds that reading opens up to them. As they develop their own interest in books, a deep love of literature across a range of genres cultures and styles is enhanced.

#### **Assessment**

The English, Reading and Phonics leader will monitor and evaluate the teaching and learning of reading on a regular basis across school, to ensure continuity and progress is evident.

Ongoing formative assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

Termly Pupil Progress Meetings will allow teacher, English Coordinator and Head Teacher to agree strategies to be used to ensure progress. If there is concern about a child's progress then relevant interventions will be provided to support the child/children.

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Pupils in Year 2 and KS2 will also be assessed through a formal *Galileo GL* reading assessment in the Autumn, Spring and Summer terms.

### **Statutory assessment**

- Children in Year 1 sit the Phonics Screening Check. Any child not passing the check re-sits it in Year 2.

*SATS tests are given at the end of Key Stage 2.*

### **Key Stage 2 Reading**

This test consists of a reading booklet and a separate answer booklet. Children will have a total of one hour to read the three texts in the reading booklet and complete the questions