



Kirkstall St Stephen's C of E

Reading Policy

May 2024

This school is committed to safeguarding and promoting the wellbeing of all children and expects our staff and volunteers to share this commitment.

Kirkstall St Stephen's Primary School

Reading Policy

KSS School Vision:

We are cherished, we are challenged, we are children of God.

- We are **cherished** – we aim to create a caring environment where all children and staff feel welcome, valued, supported and respected.
- We are **challenged**- through a stimulating and challenging learning environment, where achievements are recognised but it is also safe to fail, increasing our resilience.
- We are **children of God** – we recognise the value of each and every individual, encouraging every-one's unique spiritual development and potential.

In the light of the Mission Statement, Inclusion and Assessment Policies and intent, this is the policy statement for the delivery of Reading and Phonics at Kirkstall St Stephen's Primary School.

Intent

It is our intent at Kirkstall St Stephen's C of E to provide pupils with a high-quality education in Reading that will teach pupils to read fluently so that they can communicate their ideas and emotions to others effectively.

With regards to Reading, **systematic synthetic phonics** will be taught using **Twinkl Phonics** when children start in Reception class and continued throughout KS1. Fluency in reading will be developed once children are secure in their phonics knowledge and high frequency words. All children will be given the opportunity to read with an adult to progress their fluency across all year groups.

We encourage all pupils to read independently and widely across fiction, poetry and non-fiction as well as listening to good quality stories in class story time which develop their knowledge of themselves and the world in which they live. This is to establish an appreciation and love of reading, and to gain a wider range of vocabulary and knowledge across the curriculum and develop their comprehension skills. Across school children are given independent reading time between 10:45 and 11:05 where teachers can focus in on a group or individual readers to ensure children's needs are identified.

Children have daily teaching or provision of reading from Reception to ensure that their fluency, vocabulary and comprehension skills are routinely and consistently enhanced. As children move into year 2 specific reading skills are taught in whole class 'Love to Read' lessons and the children begin to identify question types and experience a wide section of genres through age appropriate texts with a high level of vocabulary. We strongly believe that every member of staff should be confident in their delivery of reading skills. We support new and experienced staff in becoming reading experts through training, research and regular discussions with our Literacy coordinator and SLT.

It is our intention to ensure 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.

Objectives

Every child will be given the opportunity to reach their full potential. They should:

- Develop lively and enquiring minds.
- Formulate, clarify and communicate confidently in speech.
- Have an interest in words, their meanings and a growing vocabulary.
- Understand the sound and spelling system and use this to read accurately.
- Read with enjoyment, fluency and understanding.
- Read and evaluate a wide variety of texts.
- Listen with sustained concentration and respond understandingly to others.

Staff responsibilities

Role of the Reading coordinator

The English Reading Coordinator is Mrs Coverdale

The subject leader has a responsibility to:

- Have a clear and up to date knowledge of the National Curriculum across the Key Stages.
- Attend training, meetings and courses.
- Provide INSET.
- Support the head and SLT in implementing the curriculum.
- Support colleagues in the implementation of the curriculum.
- Monitor the teaching of Reading within the school including planning, lessons, work sampling and interviews with the children.
- Monitor assessments and support staff in the use of Assessing Pupil Progress materials.
- Audit and purchase resources.
- Analyse school and national data and use this information to identify targets, support children and raise standards.

Equal opportunities

At Kirkstall St Stephen's everybody is treated fairly and equally. All children are given the opportunities to reach their full potential through a varied and differentiated curriculum. A curriculum that meets not only the needs but the interests of the children is delivered at the level required by each individual. Literature available and used in school reflects a wide range of interests and cultures. Differences are celebrated and encouraged. Bilingual children are identified immediately and given the extra support needed to feel welcomed and included.

Special Educational Needs

Children who need extra support in any area of Reading are quickly identified, and according to their stage on the special needs register, will receive support as outlined in their Individual Educational Plan which is then reviewed on a termly basis. The support available ranges from;

Individual and group interventions from teaching assistants for reading, writing, phonics and motor skills work in KS1. These interventions are identified on Edukey and are regularly reviewed and adapted. Children across school also receive speech and language therapy which will be implemented by the teaching assistant and will be tailored to the child's individual needs. The Deputy Head is responsible for pupil premium interventions which include phonics, reading and writing across school. For phonics interventions for those children who are working behind age related expectations we streamline phonics across school. There are phonics groups x3 a week for levels 2-6 which are taught by TAs across school. Termly assessments of these children are carried out and inputted onto our Twinkl phonics tracker so that we can ensure children are placed in the correct level for their needs.

More able

Children identified as 'more able' for reading are entered on a whole school register. Where and when appropriate, they receive differentiated work during lessons and extra challenges to stretch them further.

Assessment and reporting

Assessment is viewed as a priority in relation to the children reaching their potential by assessing what they can do and using this to plan for next steps. The assessment that takes place is relevant to each Key Stage.

- The Foundation Stage formally assess in accordance with the Foundation Stage Curriculum.
- Across the school children are assessed in reading with the use of an assessment framework for each year group containing all NC objectives per Year group as well as the KSS 10 key skills document for the core subjects in each year group.
- Each child has their own assessment sheet detailing the objectives in Reading which is updated termly when the children are assessed and then inputted on the class tracker which shows attainment and progress.
- Children in Year 1 are assessed using the Phonics Screening check to see whether pupils meet the national requirements. If a child does not meet the required standard they are provided interventions in Year 2 and they re-take the test.
- Year 6 children are formally assessed in the final term through SATS in Reading.
- Children in years 1, 2, 3, 4 and 5 and 6 are also assessed in reading through ongoing teaching and teacher assessment.
- In addition to this, children across school sit the PIRA test 3 times a year to track their progress and allow the teachers to attain a standardised score per child.
- All children are assessed through teacher observation, which is used to inform planning and the children's next steps.
- Phonics is taught daily in Reception and KS1 and children are assessed and tracked to ensure interventions are targeted for any children falling behind.
- Marking in children's Love to Read books is related to the lesson objective and we use pink to highlight the positive things as well as an area for improvement which is often related to the steps for success or success criteria.
- Clear 'ways forward' are given to the children through marking where appropriate or verbal feedback (VF) is given and children are given opportunities to act on feedback.

Provision

All children are given clear learning objectives and success criteria which are based on the children's prior attainment and targets. Through training and guidance we ensure that teaching assistants make a valuable contribution to the learning in order to accelerate the progress of the children. They work with groups and individual children and are able to familiarise themselves with planning before the lesson by being given a copy to the planning and through discussion with the teacher.

Monitoring, evaluation and review

The Reading policy will be reviewed every two years. These are some questions that will be considered. These questions will be considered by looking at the long term, medium and short term plans throughout the school and through pupil interviews.

- Is Reading in the school enjoyable?
- Are teachers and support staff still following every aspect of the policy?
- Are we making the best use of resources?
- Are we seizing opportunities to make cross-curricular links?
- What new equipment and resources do we need?
- Has there been an improvement in standards in the subject?
- How much progress is being made by pupils of all abilities?
- What are the strengths and weaknesses of Reading and Phonics in school at present?
- What are the staff development needs?
- Are we aware of new Government guidance in Reading and how far are we following this?

Reading and Phonics

Rationale

Implementation

The systematic teaching of phonics has a high priority throughout Foundation Stage and Key Stage 1; we use a synthetic phonics program called 'Twinkl Phonics'

All children in Foundation Stage, KS1 and, where necessary, KS2 have daily phonics sessions in small ability groups where they participate in speaking, listening, spelling and reading activities that are matched to their current needs. The teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify children who may need additional support. Timely intervention is planned for those children who are working below expected levels as soon as their needs are identified.

We recognise that systematic, high quality phonics teaching is essential, but additional skills and opportunities are needed for children to achieve the goal of being a well-rounded reader. Interventions are in place for children who have not met the standard in phonics screening. At Kirkstall St Stephen's we streamline phonics interventions so that children are grouped by levels so that the teaching is much more focused to their need. This happens three times a week and is delivered at the same time across school by Tas. When children have completed the 'Twinkl' phonics program, reading is developed during 'Love to Read' lessons, using high quality texts and focused skill teaching. We ensure that a range of text types are covered across each year group and lessons are differentiated to meet the needs of the individual. During these lessons children study a range of texts and teaching is tailored to incorporate the key reading skills such as prediction, inference, visualise, question, retrieval, vocabulary and summarise. Children have the opportunity to read independently, read to others and read in front of the class. Children are not always grouped by ability in these lessons to ensure that the children requiring support are encouraged by the more able and those children can use the skills they have learnt to support others. All children have a reading exercise book in which they complete comprehension challenges as well as work around the key skills.

All children are regularly given the chance to read aloud or independently; if a child is not yet fluent then they will read to an adult on a timetabled basis up to three times a week. Each child has a reading record that stays in school and teachers fill in focusing on fluency and the reading skills. These aid assessments and ensuring children are accessing texts matched to their ability. Every child in school reads to an adult at least once a week but also has the opportunity throughout every day to read for pleasure during times such as register, morning work or if they have completed the assigned tasks and challenges. Each class also has a reward system in place which rewards children for reading at home and these are tailored to the age and interests of each class.

Each class has a 20 minute 'reading time' from 10:45-11:05. Children have the opportunity to read independently while the teacher either listens to 1-1 readers or works with a group of children focusing on reading skills such a vocabulary or comprehension questions around a shorter text. Other children may also be given short extracts and questions to focus on a specific need.

We understand that vocabulary is a key component of the reading curriculum and that every classroom has an ethos that means children feel comfortable asking for words to be clarified. We work closely with our speech and language team to support any child that has a limited vocabulary. The texts we use are chosen carefully to expand the vocabulary of all our children and aim to widen their understanding and experiences, New vocabulary is taught and displayed on the working wall in each classroom. Teacher's also make time for class story time in which children hear texts which contain new words and ideas to broaden children's understanding and language.

Children also have access to our new library so that they have a wider selection of books they can take home and read for pleasure. The library is timetabled so that all year groups have access throughout the week.

Impact

Through the teaching of systematic phonics, and a structured approach to fluency, our aim is for children to become fluent and confident word readers by the end of KS1. We want to instil a love for reading through exciting texts and lessons that engage and encourage independence.

As a Year 6 reader, transitioning into secondary school, we aspire that children are fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning and all areas of the curriculum.

We ensure that every child at Kirkstall St Stephen's is able to discuss the books they love, and have had chance across their school career to experience texts that challenge and surprise them.

We firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments.

Principles for inclusion

In planning and teaching reading, teachers will have due regard for the following principles:

Setting suitable learning challenges

Responding to pupils diverse learning needs

Overcoming potential barriers to learning and assessment for individual and groups of pupils.

Reading is taught by:

- Daily phonics sessions in FS and KS1 using a systematic, Synthetics phonics program which has been government validated. Twinkl Phonics.
- Love to Read lessons taught weekly from Year 2 to 6.
- Teaching of a whole class text incorporating reading skills
- Listening to readers on a 1-1 basis daily so that each child has read at least once a week
- Class-based incentives and rewards for each year group to encourage reading at home.
- Children have access to levelled phonics reading books from of Rhino readers scheme which is part of our Twinkl Phonics. A good variety of texts after level 6 for children to access and take home for readers in class book corners and the school library.
- A strong and systematic emphasis on the teaching of phonics and other word level skills
- Reading aloud to children and discussing texts

- Teaching children to use a range of strategies to understand the meaning of a text
- Building up a sight vocabulary from reception class onwards using flash cards and games
- Ensuring each class has a range of books available for their topic to encourage children to read independently and engage further with their topic using the SLC (School Library Service)
- Providing daily opportunities for reading (1-1, group and reading for pleasure)
- The class teacher modeling the reading process and strategies
- Access to a range of media such as audio books, internet, and relevant ICT software.
- Building upon links between reading and writing
- Reading competitions run by Mrs Coverdale
- Competitions and author visits during World Book Day
- Providing a range of books and encouraging independence
- Dinner time reading buddy schemes (Covid permitting)
- Regular assessment which is recorded on each child's assessment sheet and tracker
- The use of practice test style questions and children given chance to sit tests like PIRA to prepare them for SATS.

Role of Governors

Our governors determine, support, monitor and review this policy through:

- Effective allocation of resources
- Ensuring that the school premises support the policy
- Monitoring the effectiveness of teaching and learning in terms of raising pupil attainment
- Ensuring that staff development and performance management promote good quality teaching and learning
- Monitoring the effectiveness of the policy through the school's self-review process
- Meetings with the subject coordinators

