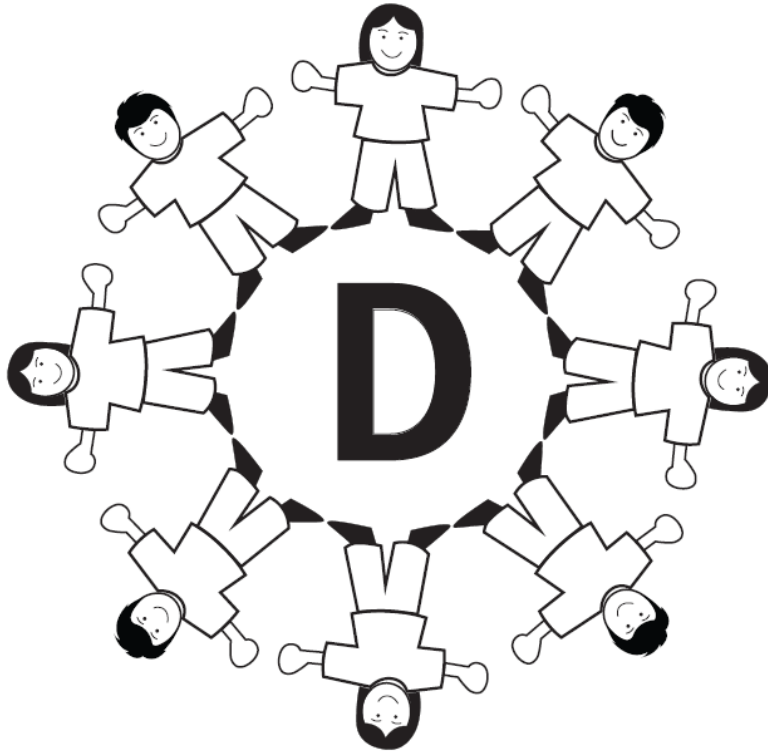


Dalestorth Primary and Nursery School



Reading Policy
November 2024

Reading Intent

At Dalestorth Primary and Nursery School, we teach reading by meeting the requirements of the National Curriculum. We aim to deliver a high-quality education which teaches pupils to read accurately and with good comprehension so that they can effectively access the world in which they live. We want them to develop a love of reading, reading with good pace, fluency and expression in a range of contexts. We aim to deliver quality first teaching that follows a carefully planned sequence of lessons through exposure to high quality texts. We provide the children with opportunities to explore precise and enriched vocabulary to use within the context of the lesson and to connect to wider subject areas. Reading is taught in each year group progressively, using a wide variety of quality texts. We want children to become independent readers who choose to read for pleasure. Teaching is designed to take account of our progression documents to ensure age appropriate content. Where appropriate, links are also made to ensure that children's social, moral, spiritual and cultural development is enhanced through their reading experiences.

The sequence of teaching involves:

- Selecting and reading high quality texts which enrich children's knowledge and experiences.
- Teaching challenging vocabulary with cross curricular links.
- Developing pace, fluency and expression when reading.
- Teaching and developing the skills of understanding and using vocabulary, inferring, clarifying, summarising and sequencing, predicting, retrieving and questioning.

To become confident and proficient readers we develop both phonic knowledge and comprehensions skills.

To develop our pupils as Readers we:

- Provide progressive, discreet daily phonics sessions for all children in EYFS and Key Stage 1, and to children who still need it in Key Stage 2.
- Provide opportunities for children to apply their developing phonic skills through the use of carefully matched phonic reading books.
- Develop early comprehension skills in EYFS and Key Stage 1 through daily story time and guided reading groups.
- Teach specific reading skills individually in early Key Stage 1, before incorporating mixed skills later and into Key Stage 2.
- Teaching allocated reading lessons, focusing on comprehension skills, pace and fluency.
- Provide high quality texts for the children to read independently and to listen to during timetabled whole class story sessions.
- Ensure a breadth of age-appropriate texts, exposing the children regularly to fiction, non-fiction and poetry.
- Give feedback to reading tasks immediately wherever possible.

Equal Opportunities and Inclusion

- All children are given access to a broad and balanced reading curriculum regardless of gender, ability, race or religion.
- Provision will be made for individual needs (SEND).
- Equal opportunities are provided for boys and girls, also for children with special needs, those who are talented or gifted and children from different cultural backgrounds.
- Children with English as an additional language (EAL) will be given access to additional resources and teaching to support their learning and to ensure they make maximum progress from their individual starting points.
- A feeling of self-worth will be engendered throughout the activities.

SEND

Wherever possible, all children should access the same teaching and activities, but may need additional support in the form of pre/post-teaching, scaffolding, additional adult support or additional intervention. In exceptional circumstances, where children are working at a level that is significantly below the level expected for their age (i.e. children working on B-Squared), a bespoke curriculum may be provided to enable the children to make progress on their targets. These children will be identified and will work with support under the direction of the class teacher. A range of English intervention programs run throughout school to support this. See SEND policy for further details.

Curriculum Organisation

Foundation Stage

In FS1, Phase 1 phonic activities and daily story time will take place.

In FS2, children will have daily phonic sessions to develop their phonic and decoding skills. They will also have daily story time and will take place in small group reading sessions where they will discuss books to develop their comprehension skills. They will also read 1:1 with an adult at least once per week.

A wide range of high-quality texts are used, and there is a list of core texts for FS1 and 2 which will be read numerous times throughout the year so that the children are very familiar with them. Talking and story-telling is an integral part of each day, along with drama and role-play.

Children in FS1 will have:

- A library book of their choice

Children in FS2 will have:

- A phonic reading book, carefully matched to their phonic level when they are ready for them
- A library book of their choice

Key Stage 1

In Key Stage 1, daily discrete phonics lessons continue and are taught in differentiated groups. Children take part in both whole class, small group and 1:1 reading sessions and have daily story times and regular library visits to develop a love for reading. High-quality texts are used throughout the curriculum and story times. Fiction, non-fiction and poetry is studied each term, with high-priority being given to 'book talk' and the explicit modelling of reading strategies. Pace, fluency and expression should be taught, modelled and practised within each reading unit. New vocabulary will be explicitly taught each week.

Children will have:

- A phonic reading book, carefully matched to their phonic level or book banded book
- A library book of their choice

Key Stage 2

In Key Stage 2, children have specific reading lessons twice per week and are taught reading skills through whole class reading. Priority readers will read 1:1 at least weekly. Other children should read 1:1 monthly, but will be heard individually during the fluency part of whole-class reading sessions. High-quality texts are used throughout the curriculum and story times. Fiction, non-fiction and poetry is studied each term, with high-priority being given to 'book talk' and the explicit modelling of reading strategies. Pace, fluency and expression should be taught, modelled and practised within each reading unit. New vocabulary will be explicitly taught each week.

Children will have:

- A phonic reading book matched to their phonic level while still needed
- A book banded book
- A library book of their choice

Provision is made for children who require extra support through targeted teaching; intervention programmes and differentiated class teaching. All children should access whole-class reading lessons unless there are exceptional reasons e.g. Global delay. Interventions and phonics should be timetables at a different time.

Each year group has a focus author for the term, to ensure a breadth of reading experience by the end of their primary education. Books are carefully selected and reviewed to ensure they provide the best in terms of enriching the curriculum and providing high-quality literature.

Though extracts may be used within whole-class reading lessons, the whole text should be read to the children at other times.

See the subject expectations document for more information.

Teaching and learning

When staff are planning and delivering reading sessions, they will use the guidance set out in the Teaching and Learning Framework. This may include teachers modelling their thoughts as a reader, using retrieval of knowledge and subject specific sentence starters for writing and oracy work.

Assessment

In EYFS, children will be monitored using the EYFS curriculum tracker.

In Key Stage 1, assessments are carried out using 1:1 reading, guided work, whole-class work and using book band expectations and age-related expectation statements. Occasional informal comprehension tasks are set and Year 1 children will complete an NFER reading test in the summer term. From Year 2, the same approaches are used as well as NFER assessments each term.

In Key Stage 2, assessments are made through 1:1 reading, whole-class work, individual comprehension tasks and termly NFER testing, using the age-related expectation statements for each year group.

Daily formative assessments will inform future planning and work in all year groups.

See the Whole School Teaching and Learning Policy and subject expectations for more information. The assessment data is stored on the school tracking system Eazmag.

Monitoring this Policy

SLT will ensure that staff are clear on the policy. Curriculum leaders will scrutinise work in reading to ensure the policy is being followed and feedback to the Head with regards effectiveness and issues that have arisen. It is the responsibility for all staff members to ensure they are clear on the expectation and ethos behind the reading policy and to seek clarification from SLT if unclear.

The policy will be evaluated and reviewed with staff having an input into any changes.

Parents and Stakeholders

Any parent wishing to read the reading policy will be directed to the school's website.

The policy will be shared with the governing body and all members of staff to ensure all are clear on the expectations.

POLICY REVIEW

This policy is to be reviewed every two years.

Policy written by J Debic

Policy adopted: February 2021

Policy reviewed by J Debic November 2024

Policy due to reviewed: November 2026