

Reading Policy

CAPTAIN WEBB PRIMARY SCHOOL

Curriculum

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Intent

At Captain Webb, we value reading as a key life skill and are dedicated to enabling our pupils to become lifelong readers. We want all of our children be confident fluent readers who read widely, read often, read for pleasure and read to learn. We want them to be exposed to a variety of literature, genres and authors. We believe that the teaching of reading is integral to a child's understanding and appreciation of the world around them. We aim to provide children with experiences that will lead to rich language development so that at the end of their primary education with us, they are empowered with a breadth of vocabulary that they can build on in their future prospects.

Our reading curriculum strives to foster a love for reading and we believe that that all children should experience an abundance of quality, engaging texts across the curriculum.

We want reading to be the golden thread running through a child's journey at Captain Webb. When they leave us, we want pupils to possess the reading skills and love of literature which will help them to enjoy and access any aspects of learning they encounter in the future.

Implementation (Planning an inclusive curriculum).

Our inclusive knowledge-based curriculum plans for success. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. This enables our pupils to know more and remember more. End points within objectives are identified for each year group through a whole school reading progression plan. Please refer to the whole school reading progression map for further information.

Phonics & Reading

Through the delivery of our reading curriculum we ensure a consistent and robust teaching and learning of early reading and phonics in FS and KS1, so that pupils are able to read with increased speed and fluency and access the wider curriculum. We follow the Read, Write Inc Phonics programme; a systematic, synthetic phonics scheme that is validated by the Department for Education. Skilled staff deliver daily sessions to ensure rapid progression. Children's progress through the scheme is assessed continuously to ensure that gaps are addressed quickly and effectively. Books that children read match their level of phonetic knowledge. Skilled reading depends on both fluency and phonic knowledge alongside language comprehension. For more information, please follow this link. www.ruthmiskin.com

Once children have graduated from the RWI scheme, and are able to decode accurately and speedily, reading a lot is the principal way they develop as readers. Putting in the 'reading miles' allows pupils to practise their reading, building experience with increasingly complex texts, encountering new knowledge, gaining new language, including vocabulary, and developing their fluency.

Over the course of year 2 and into key stage 2, the focus of the teaching of reading therefore shifts from decoding towards ensuring pupils get this print experience and support with spoken language, both through teacher-led whole class reading sessions and independent reading. Children explore a broad range of challenging texts including fiction, non-fiction and poetry by having purposeful and in-depth discussions with the teacher and their peers to enable them to access the vocabulary, themes and content.

Please see the whole class reading long term overview for your year group.

Pupils listen to the expert in the room read with the fluency and intonation they learn to discover in books for themselves become ever-more fluent and confident readers who can demonstrate their understanding of vocabulary and comprehension. Pupils develop resilience by reading and re-reading to develop their understanding of challenging vocabulary. Specific comprehension skills are taught using VIPERS reading domains (vocabulary, inference, prediction, explanation, retrieval and summary)

Assessment

At all stages, reading attainment is assessed to ensure that gaps are addressed quickly and effectively so that pupils' progress is accelerated. Targeted support and intervention for reading is a priority – we have a dedicated reading team who ensure any child falling or a risk of falling behind their peers is identified. RWI Fast Track tutoring breaks phonics into small steps to support every child with decoding, including those with SEND. There is a sharp focus on ensuring pupils gain fluency and phonic knowledge alongside language comprehension as modelled by the Scarborough Reading Rope (2001).

In KS2, reading fluency is assessed at the beginning of each half term using oral reading fluency (ORF) measures. ORF assessments measure reading rate and accuracy and are expressed in terms of the number of words read correctly per minute (wcpm). On average, pupils should read at least 90 words per minute. Any pupils who require further support with their reading fluency are provided with additional reading practice. During these interventions, the pupils re-read passages using strategies such as echo read and timed reads. Our aim is to ensure all pupils leave our school fluent, confident readers as we oral reading fluency has consistently been found to have a high correlation with reading comprehension.

During whole class reading sessions, formative assessment takes place daily, while termly summative assessment takes place in the form of NFER testing which allows analysis of gaps in learning to be quickly addressed.

All pupils are also assessed on their reading of the common exception words for their year group. Please see the spelling policy for these word lists.

Daily Story Time

We place reading at the heart of the curriculum, so it is prioritised allowing pupils to access the full curriculum offer. All pupils receive daily story time sessions with an adult modelling fluency and intonation. The pupils listen to a wide range of stories that have all been carefully selected and chosen for their year groups. To find out more about the rationale behind our reading curriculum and the exciting texts your child will be reading, please refer to our whole school reading spine.

Reading for Pleasure

Embedding a school culture that values and supports reading for pleasure is extremely important to us. Pupils develop a love of reading; a good knowledge of a range of authors; understand more about the world in which they live to widen their horizons and raise their aspirations. To enable this, we set aside time for pupils to enjoy and read books independently, discuss texts they are reading and share recommendations. The love2read session is timetabled for all classes once a week and also sets time for pupils to visit our newly refurbished school library. The children can enjoy the freedom of enjoying texts in a tranquil, child centered environment. All classrooms have attractive book corners where the children have access to 100 quality books, both fiction, non-fiction and poetry books to help embed their love of books, stories and reading. Around school, you will find displays which celebrate authors - including our author of the term displays, pupil's favourite books, authors and recommended reads.

Reading across the curriculum

Reading is prioritised across our broad and balanced curriculum allowing pupils to read and understand all subjects. Pupils are also expected to read in other subjects to access new information and build their subject knowledge. This reading will also contribute to reading miles and fluency.

All subject areas have a recommended text list for all year groups attached to their subject curriculum map.

Poetry and Rhymes

Through sharing, reading, writing and performing rhymes and poems, we aim to build children's emotional connection to language and the world around us.

Poems are used throughout our curriculum to develop vocabulary, fluency and prosody, imagination and empathy. We also encourage children to review poetry – to form opinions about their own likes and dislikes and to understand and explain their preferences and respect the thoughts and feelings of others.

We are committed as a school to developing a love of reading and to reading aloud each day. Alongside our class reading texts, we have four class poetry books to be shared throughout the year. Of course, teachers can add to the core books to further develop children's exposure and enjoyment of poetry.

We have identified a core set of poems for each year group. Each year group will learn by heart poems to be performed for assembly or to be shared with parents or visitors. Children will also be encouraged to revisit poems previously learnt.

Each year group will also study a varied selection of poems during guided reading lessons, where vocabulary and meaning can be explored and explained, together with the development of children's wider reading skills.

Poetry also forms part of our writing curriculum and each year group has different forms of poetry to explore and create. This allows children the opportunity to learn more about particular structures of poetry and allows them to write their own poems using a wide range of poetic devices. Children are encouraged to perform their own poetry alongside the poems learnt by their year group.

We also seek opportunities throughout the year for children to watch or hear poets reciting and discussing their own work. Please see our Poetry Curriculum Map for further information.

How do we enrich the curriculum?

Book recommendation boards are displayed throughout school to inform pupils are new and popular texts across the age ranges. The children are given the opportunity to loan these books from Mrs Passey and write reviews on these books for our school newsletter.

At Captain Webb, we also have a range of opportunities within the academic year to further enhance reading opportunities for our children. Regular trips to the local library, engaging with national reading events including World Book Day, Roald Dahl Day and National Poetry day. Each year we invite external theatre companies into school to deliver whole school productions and drama workshops for our pupils, recent examples of which are Christmas Carol and Jack and the Beanstalk.

We have also had Dance workshops based on 'Bringing Books to Life'. Year 3 story focus was Charlie and the chocolate factory, Year 4 focus was Alice in Wonderland and Year 5 focus was The Jungle Book.

An Inclusive Approach-Adaptive Teaching

Curriculum Considerations

Adaptive teaching is when teachers "adapt teaching to respond to the strengths and needs of all pupils". Specifically, adaptive teaching requires teachers to:

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively.
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn and how best to overcome these.

- Demonstrate an awareness of the physical, social and intellectual development of children and know how to adapt teaching to support pupils' education at different stages of development.
- Have a clear understanding of the needs of all pupils – including those with SEND, those of high ability, those with English as an additional language – and be able to use and evaluate distinctive teaching approaches to engage and support them.

Phonics

Teaching Considerations

EYFS

- Provide plenty of phonics resources in the reading area and writing area to help make phonics links within literacy explicit.
- Be consistent with resources, i.e., the same sound mats used in carpet time as at tables, with the same pictures.
- Provide plenty of opportunities for learners to explore instruments and listening activities to develop phonological awareness.
- Encourage learners to listen in the outdoor area and explore the environmental sounds.
- Teach phonics through adult-led games and independent tasks.

Key Stage 1

- Phonics is taught discretely, daily. Further opportunities are provided every day for pupils to practice what they have been taught.
- A working wall that is used and updated daily, alongside lessons that includes HFWs, GPCs, key skills, and new vocabulary.
- Consistent use of resources, i.e., use of the same sound mats across all curriculum areas.
- Adults support phonetically plausible attempts and use the same vocabulary and questioning from phonics lessons to support in reading/writing tasks.
- Segmenting and blending skills are modelled throughout the curriculum.

Reading & Phonics

Key Stage 1

- In Key Stage 1, learners should be part of daily reading lessons in which they are reading texts closely matched to their phonic knowledge.
- In addition to these daily reading lessons, in Year 1, and if appropriate, in Year 2, learners should be accessing daily phonics lessons, where teaching is matched to learners' individual phonics knowledge. Phonics groups may need to be streamed, and learners with a higher level of need may need small group focused teaching. During and outside of phonics teaching, learners should have opportunities to apply their phonics knowledge and skills to reading texts which are matched to their phonics level.
- Learners should also be hearing stories being read out loud, developing their knowledge of language patterns, text structures and broadening their vocabulary, in addition to developing their enjoyment. Re-read class favourites to help them learn the rhythms and tunes of language and to develop their knowledge of syntax which will support with reading skills. Becoming familiar with texts will also deepen their understanding.

Key Stage 2

- Once learners are secure with the alphabetic code, they should read books which are an age-appropriate level. For learners who have not cracked the phonics code, books should match their phonic knowledge until they can read familiar words speedily and unfamiliar words accurately.

- For learners in Key Stage 2 with gaps in their phonics knowledge, continuation of phonics lessons at their phonics level are key to enabling them to read new words and increase reading fluency.
- During daily reading lessons, explicitly teach individual reading comprehension skills, e.g., asking questions, drawing inferences, predicting, or summarising (refer to the National Curriculum for age-related-expectations for individual year groups). Explicitly teach these through defining each skill and modelling during reading aloud and thinking aloud. For learners to be able to effectively apply reading comprehension skills, they will need to have background knowledge, vocabulary knowledge and grammatical knowledge, as well as knowledge about the structure, genre and form of a given text.
- Learners should listen to texts being read aloud by adults, continuing to develop their knowledge, and understanding of language and broadening their vocabulary.

Strategies to Scaffold Learning

How can I support learners who struggle with developing fluency (including phonics knowledge and word recognition)?

- Where learners are not yet secure with phonics, their phonics knowledge must be assessed. Phonics teaching can then be correctly pitched for developing learners' knowledge of phonics and skills such as blending for word reading. Use the same scheme or approach which is used for whole-class teaching in EYFS and Year 1 – this will support learners with making links and building on prior phonics knowledge.
- Whilst phonics should be the first strategy for common exception words, if learners have difficulty retaining words consider using precision teaching interventions or flashcards. Games can be used to engage learners such as Bingo, Pelmanism (matching pairs) or Snap. Learners could also have further opportunities to consolidate through playing these games during break or playtimes. Consolidation can also come through learners being able to independently revisit through accessing word mats on their tables or accessing these words on display in the classroom.
- Re-reading taught or familiar texts is key to building learners' confidence; have a box of taught or familiar books for individual learners to independently revisit during reading lessons, reading for pleasure, paired reading or if reading with volunteers.
- Ensure that learners have sufficient practice in reading, and re-reading, books matched to their phonic knowledge so that they can build up their bank of words that can be read speedily.
- Identify and pre-teach tricky or new words – find them in the book and tell the learner to look at them carefully. Write them on a whiteboard or on a flashcard and practise reading them before reading the text.

How can I support learners who struggle with comprehending texts (including vocabulary, reasoning, and print-concepts)?

- Talk about the book before reading; make predictions and ignite prior knowledge by talking about what they may already know about the genre, the author, or other books they have read with a similar or the same setting. Making links with other books will support learners with understanding the text they are preparing to read, whilst making predictions will support with building enjoyment

– they will want to read on to find out what happens next!

- Practise deepening comprehension of shorter extracts of the text, e.g., looking closely at small chunks such as sentences or paragraphs to discuss between reading. Discuss reading at smaller intervals, e.g., after each sentence or paragraph, rather than at the end of a chapter; looking for inferences and authorial word

choices within sentences rather than inferences related to broader reading such as characters' motivations or themes.

- Giving learners opportunities for re-reading following book talk will deepen their understanding as they will be able to give greater attention to the meaning.
- Support readers with understanding and retaining new vocabulary by pre-teaching new words prior to tackling the text.
- Have class 'read-alouds' which gives all learners access to age- appropriate texts. Plan for discussions at key points which will deepen all learners' understanding. Listening to texts being read out loud will also extend learners' vocabulary.
- Use drama and role-play activities to enable learners to explore the meaning of text through first-hand experience thereby deepening their understanding. Drama and role-play also provide engaging activities which are accessible to all learners.

Teachers refer to the 'Whole School SEND Teacher Handbook' and Captain Webb's Strategies for Supporting SEND Document for guidance and support.

<https://www.wholeschoosend.org.uk/resources/teacher-handbook-send>)

How can you help your child?

EYFS and KS1

To support their reading journey your child will bring home two books home. The first book will be a fully decodable book matched to your child's phonic knowledge. When your child is in the early stages of learning to read you can help by encouraging them to sound out the letters in words and then to 'blend' the sounds together to make a whole word. Please refer to the Phonics Curriculum page on the school website for further support on early reading strategies.

The second book will be a picture book for you to share at bedtime. This is an opportunity to share a love of reading with your child, talk about the story and offer opinions.

KS2

All pupils in KS2 will bring home a copy of their whole class novel to read at home. The class teacher will provide information in regards to homework expectations for reading the guided reading text. E.g. We would like you to read chapters 1 – 3 tonight. We also encourage all pupils to loan books from our school library to enjoy at home.

The school's Homework Policy states that all children are expected to read at home every day. This is for a maximum of 10 minutes. Reading regularly at home helps to develop children's reading skills.

Making the time to talk to your children about the books they choose and listening to them reading aloud regularly can make all the difference. Children need to understand why we read. They need to experience the range of feelings that a book can create or the power that can be gained from accessing information. Reading must not only be confined to stories. Many children love reading comics, magazines, newspapers, information books and poetry. All of these reading activities should be encouraged.

Children in Key Stage 2 will all be at very different stages of development, but even for the most fluent readers there is a need for parental support. Most parents or carers are able to create quality time to share a book individually with one child. This is the time when children can develop a much deeper understanding of the books that they are reading. Rather than reading at home being 'reading practice', it should extend and enrich the reading experiences of school.

One of the most powerful ways in which parents can do this is to show real enthusiasm themselves. Your sense of excitement about books and stories, your anticipation about what will happen next in a story and a discussion about your own likes and dislikes, will greatly influence your child.

Teachers will check the Home School Reading Record daily and record for our end of term reading rewards including books, book vouchers or an author visit .

Impact

By the time children leave Captain Webb, they are competent readers who can recommend books to their peers, have a thirst for reading a range of genres including poetry, and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader. They can also read books to enhance their knowledge and understanding of all subjects on the curriculum, and communicate their research to a wider audience.

'I go to Phonics every day to learn my sounds. I can now read words and I've just moved to Yellow phonics books.' – Year 1 pupil.

'I've read many books since I've been at Captain Webb. Some of my favourite texts are Stig of the Dump by Clive King, Harry Potter by JK Rowling and Street Child by Berlie Doherty.' –Year 6 pupil.

'This year, I've enjoyed reading lots of different non-fiction texts. I'm currently reading a non-fiction text on the heart and circulatory system which has helped me answer questions in Science.' Year 5 pupil.

Attainment in reading is measured using statutory assessments such as the end of EYFS and Key Stage 2 and following the outcomes in the Year 1 Phonics Screening check.

Assessment data shows that..

90% of children passed the Year 1 Phonics Screening check in 2023.

72% reached ARE at KS2 with 28% reaching greater depth.

The impact of this implementation was also noted in our 2019 OFSTED:

The teaching of reading is done very well. Staff are trained in how to teach phonics and daily routines and systems make sure everyone gets what they need. Whether reading in class or at home, staff check that pupils have books they understand. If any pupil needs a helping hand, adults find extra time straight away and this stops them from falling behind. As pupils' confidence grows, teachers introduce them to new books and authors. Most days, teachers read to the class during 'page-turner time'. They encourage pupils to talk about books and share their views.