



HIGHFIELD FARM PRIMARY SCHOOL

Reading Policy

Date of Policy approval _____

Date of Policy review _____

“Reading is the skill.

Teaching students to unlock the full meaning of the texts they read is the single most powerful outcome a teacher can foster.

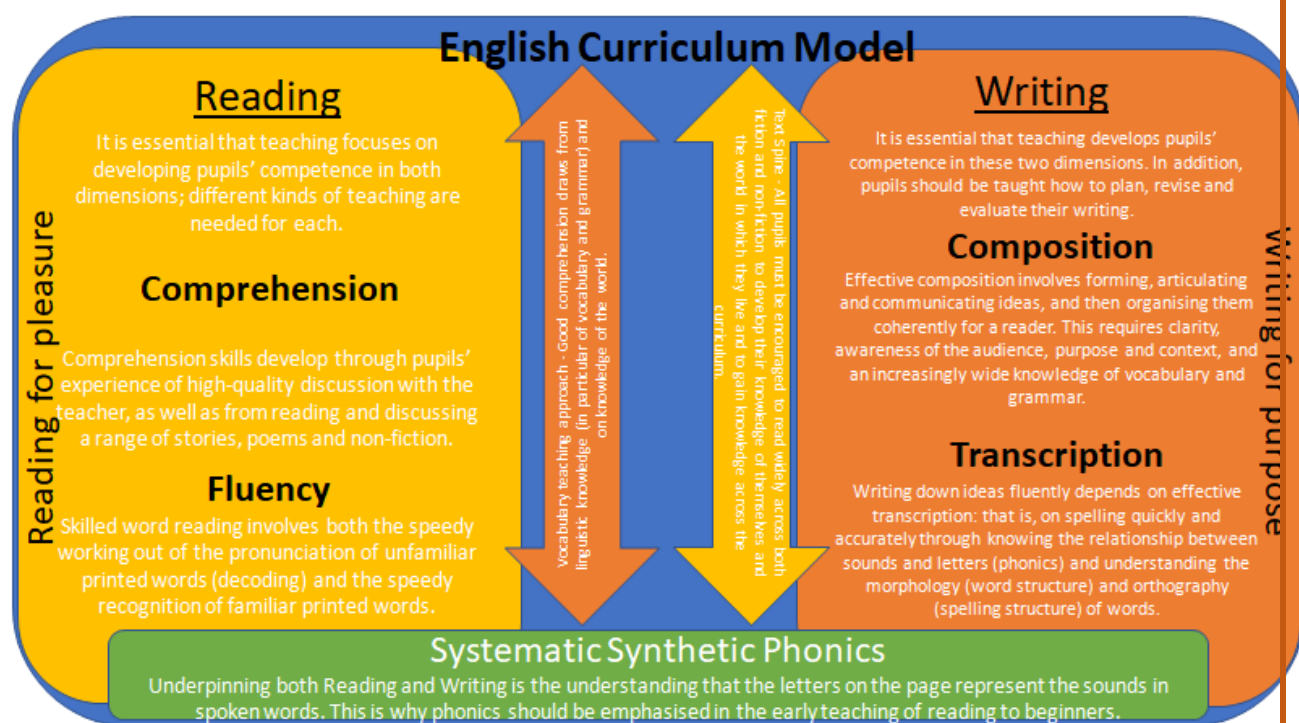
If your students can read well, they can essentially do anything.”

Doug Lemov

Intent

At Highfield Farm Primary, reading is our key endeavour: driving our purpose, linking together our entire curriculum, encompassing all of our teaching and learning. Our aim is to equip every child with the knowledge, drive and character necessary for success at every stage of their development from their individual starting points and as they move on to secondary school and beyond. In order for every child to meet their challenging targets and reach our high aspirations, they must become highly proficient, fluent readers, able to read effectively and productively. Our ambition is to systematically cultivate in our children the habit of reading, to develop their confidence in reading, and to ensure that they acquire a love of reading that will last a lifetime. We aim to inspire and engage readers through our vocabulary and language rich reading curriculum that meets the diverse needs of every child. We believe that the study of reading develops a child’s ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. We encourage and expect children to express themselves clearly, creatively and imaginatively. This enables them to become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. They use their knowledge, skills and understanding in reading and discussing a range of different texts, for various purposes and audiences.

We believe that reading is the keystone of our English Curriculum Model, providing opportunities for our children to ignite their imaginations and fan the flames of their curiosity. We aim to underpin the strength of high quality texts and our children’s response to reading them by building in opportunities for reading into writing and applying the use of taught vocabulary. Our English Curriculum Model has been carefully designed to combine our cohesive approach to the teaching of English as a whole, whilst recognising the various component strands (see our ‘Writing’ and ‘Vocabulary’ policies for more details). All of the strands complement each other and support our children’s development and success. The diagram below illustrates how the teaching of systematic synthetic phonics and reading for pleasure are woven around writing for purpose:



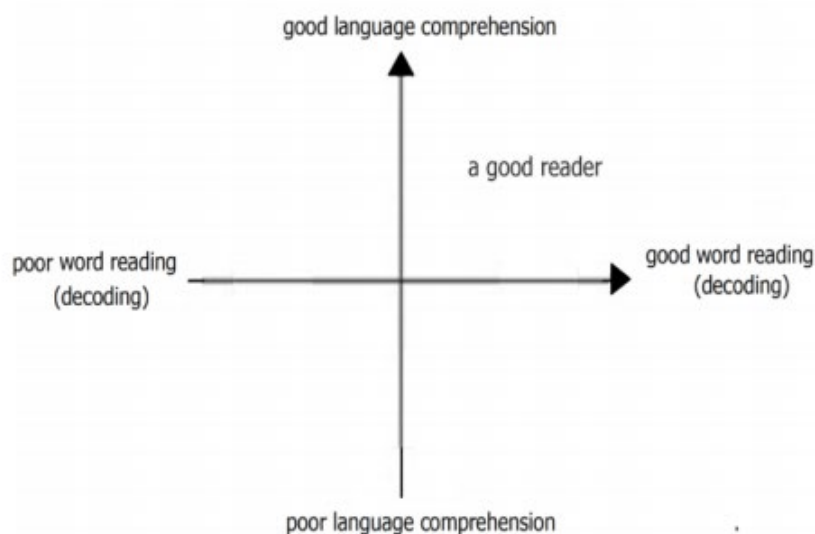
With a knowledge of the very best that has already been thought and said, exposure to a wide range of high quality, age appropriate texts and media, opportunities for discussion and debate, appreciation of the intent of authors and the range of techniques used to harness the power of words, our children will thrive and achieve whilst sailing on a raft of possibilities and opportunities to learn about the world around them.

At Highfield Farm we aspire to provide every child with opportunities to:

- Decode and read fluently, with prosody and confidence;
- Read with enjoyment and engagement;
- Achieve at least expected standards that match, or exceed, their individual targets;
- Have access to a range of quality texts across genres and curriculum areas;
- Develop a love of reading and read for pleasure.

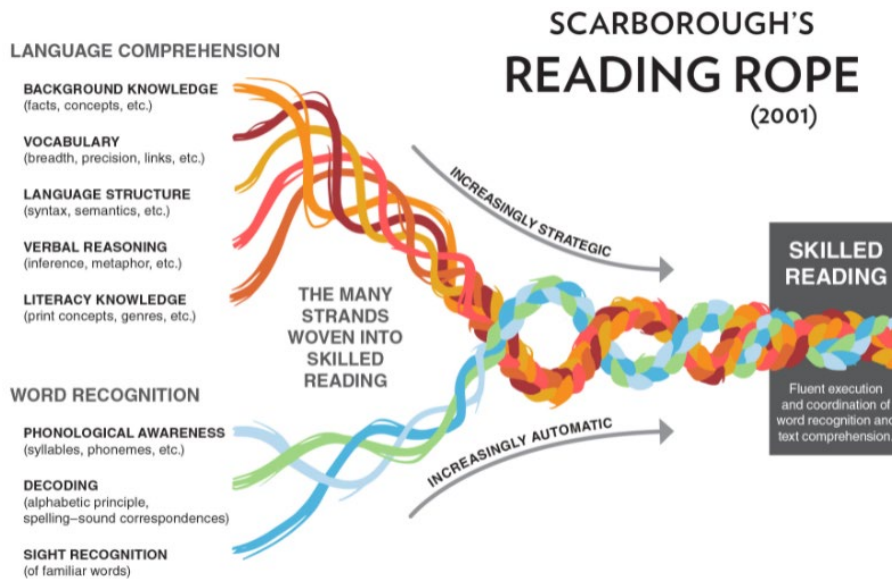
Implementation

A range of strategies are employed in order to teach reading. These strategies are organised and managed by the teachers. We recognise the need to balance the teaching of decoding and develop fluency and prosody through increasingly challenging, quality texts, whilst developing comprehension skills and fostering a love for reading. To ensure progression and a cohesive approach, we aim to develop good word reading (decoding) and good language comprehension. The following model informs and guides our reading practice model and illustrates the importance of both decoding and comprehension in order to develop strong readers:

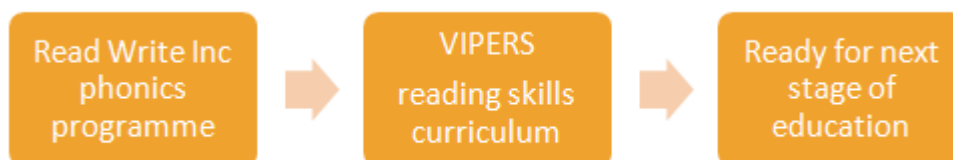


'The Simple View of Reading'

Building upon this model, we recognise that word recognition and language comprehension are complex and multifaceted. At West Melton, we believe that Scarborough's Reading Rope (2001), presented below, highlights the intricacies of each component essential for children to become proficient readers. Our reading curriculum supports our children learn to read with fluency and prosody, read for meaning and read to investigate the nuances of texts over time, preparing them for the demands of the wider curriculum, the end of Key Stage assessments and beyond.



Reading is a core subject in the National Curriculum and we use the English Programmes of Study as the basis for implementing the statutory requirements of the programme. The National Curriculum informs what we teach in the long-term in reading and supports the planning of the reading skills and content domains. For our developing readers we use the Read Write Inc programme. Once children have completed this, they move on to our reading VIPERS skills curriculum. Children joining school are assessed and provided with the appropriate teaching to support their development from their starting point. The diagram below illustrates the progression of our reading curriculum:



Read Write Inc: phonics and early reading lessons

We are committed to ensuring that every child has the best foundation for reading success through the development of decoding strategies. We aim for every child to keep up from the start, whilst recognising that some children, for example those requiring the provision of special education, may require more time, support and practise. We teach phonics through the Read Write Inc scheme every day across the Early Years and KS1, and in Key Stage Two depending on the children's needs. Children take home a 'book bag book', which matches the Read Write Inc

level they are learning in class and encourages them to practise reading at home. We ensure fidelity to our phonics programme by only using Read Write Inc strategies and resources to provide consistency for our children, thereby maximising the likelihood of their success. See Appendix One, our phonics progression, for more details. Child at risk of falling behind their peers, and those with special educational needs, are identified quickly and provided with additional practise in the afternoons in order to recap taught sounds.

VIPERS reading curriculum: reading skills lessons

When children successfully complete the Read Write Inc phonics programme, they progress to our VIPERS reading curriculum. We explicitly teach reading skills, including vocabulary, inference, prediction, explain, retrieval, sequence and summarise. VIPERS reading skills lessons are taught daily, using a range of strategies. Children practise and apply their learning through a wide variety of texts and genres, which are linked to our English curriculum. Our ‘Gather Practise Apply’ approach to the teaching of writing centres around high-quality, age appropriate texts that are carefully sequenced by their increasing complexity, themes and potential to inspire children’s creativity, curiosity and opportunity (see our ‘writing policy’ for further details). These texts provide the springboard for learning from which our reading diet and curriculum has been meticulously designed and developed.

Teachers ensure coverage of reading skills throughout the year. They plan for each half term of learning and focus on coverage and mastery of key skills over time, with particular ‘weighting’ for fluency and prosody, vocabulary, inference and retrieval. This provides our children with the opportunity to keep up with their peers, access a wider range of texts and achieve well.

An example of how our reading sessions may be planned over a half term is shown below:

VIPERS Reading skills weekly timetable						
Autumn 1	Text	Monday	Tuesday	Wednesday	Thursday	Frid
Wk 1	Grimm Tales	Fluency & prosody	Vocabulary	Retrieval	Inference	Inde appl focu 20%
Wk 2	Chaperon Rouge (short film)	Fluency & prosody	Vocabulary	Prediction & summarise	Explain	Inde appl focu 20%

Wk 3	Sleeper and the Spindle	Fluency & prosody	Vocabulary	Inference	Retrieval	Inde appl focu 20%
Wk 4	Robot Girl	Fluency & prosody	Vocabulary	Retrieval	Prediction & summarise	Inde appl focu 20%
Wk 5	Tom's Midnight Garden	Fluency & prosody	Vocabulary	Inference	Retrieval	Inde appl focu 20%
Wk 6	Hansel & Gretel	Fluency & prosody	Vocabulary	Explain	Retrieval	Inde appl focu 20%
Wk 7	Caged Bird	Fluency & prosody	Vocabulary	Inference	Prediction & summarise	Inde appl focu 20%

VIPERS reading skills lessons are taught as a whole class, ensuring that every child is exposed to a wealth of literature and opportunity to develop their comprehension. Teachers support progression and challenge through the use of modelled examples, targeted questioning, scaffolded resources and prompts, directing their focus and deploying Learning Support Assistants according to the needs of the children. Planning slides may be used and include learning objectives, vocabulary, examples of strategies and worked examples required for teaching lessons. The teacher may change their lessons daily and responsively based upon formative assessments to ensure that every lesson gives the children the best opportunity of being successful and ignite a lifelong love of reading. Children working below their year group, and those at risk of falling behind, are provided with additional daily practise of their target skills.

SEND

We recognise and encourage the effort of every child so that they all have the opportunity for success. Children make progress through access to high-quality teaching in the first instance. Children are supported by the teaching staff to access whole class learning. In all classes children have a wide range of abilities and we seek to provide learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. Teachers and Learning Support Assistants support children and help to remove barriers to learning. Working walls and help desks are used in all classrooms to support children to be independent in their learning. Children with learning difficulties may

need longer and extra practise. If a child's needs require the provision of special education, the class teacher is responsible for identifying and providing this, together with support from the SENDCo and Fusion Consultants, our Learning Support Service. A Special Educational Need support plan is created, which identifies individual targets which are worked on through high quality teaching, together with Wave 2 and Wave 3 support as required. The Senior Leadership Team, the SENDCo and every teacher take responsibility for ensuring that these children make progress. If a child is reading below the expectations for their age, we investigate whether this is a difficulty with word reading (decoding), language comprehension or both of these. We use the Simple View of Reading model (outlined above) as an initial means of identification of need and provide the right support to suit what the children need to learn to read, through discussions with families, teachers, SENDCo and other professionals as appropriate. See our SEND policy for more information.

Reading for Pleasure

All of our teaching staff are 'reading leaders'; they work extremely hard to provide the most effective teaching strategies and equip children with the tools to succeed. We encourage every child to choose texts that will enable them to 'read for pleasure' and support their development as a reader. National Literacy Trust research findings show that:

- of those children who never read outside school, just 6% are above the expected level of reading for their age;
- 8–11-year-olds who enjoy reading very much are four times more likely to read at the expected level for their age than children who do not enjoy reading at all;
 - children who don't enjoy reading at all are ten times more likely to have fallen behind and be reading below the expected level for their age than children who enjoy reading.

To help facilitate 'reading for pleasure', every class has a daily reading session that is planned for by the teacher. Texts are read aloud to the children. This could be from a class novel or other texts that link and build on age-appropriate themes, topical issues or to follow interests. This provides children with opportunities to listen to the writing of key authors, stories, articles, reports, poem, interviews – the possibilities are endless and exciting!

Children have access to high quality texts in their classroom, either to read on their own or listen to adults read them. Teachers carefully plan and choose these texts based on children's reading

age, abilities and interests. In order to provide children with a wide range of texts that not only have high interest but challenging themes, content and vocabulary choices, a 'reading spine' (attached for reference) has been established for every class, which changes and develops each term, to support their love of reading. This is a dedicated list of books that we at Highfield Farm firmly believe the children have a right to be exposed to and appreciate.

We encourage families to listen to their child read regularly and to develop a love of reading through reading to and sharing books together. Children have a home-school reading book which matches their reading ability. This may be from the class reading spine if children are accessing their year group standard or from books carefully matched to their reading ability. To encourage children to read more and develop a love of reading, we have a reading reward system in place from FS2 to Year 6 called 'Leading Reading'. Children are rewarded for effort in our weekly 'celebration' assembly by being nominated by teaching staff and this is recognised with a certificate.

We offer regular workshops to provide support for parents and carers, including phonics and how to support with reading at home. Please see Mr Scotton or Mrs Feetham Stow for more information.

Impact

For our developing readers, we rigorously track children's development in phonics. This process supports children to progress quickly through the Read Write Inc programme and provide them with phonically decodable texts, matched to their phonic level. We use the Read Write Inc phonics assessments every half term to track progress, and identify and respond to needs as early and quickly as possible. Once our children have successfully completed the Read Write Inc phonics programme, we use the PIRA testing system on a termly basis. Teachers interrogate the standardised scores and chronological reading ages, and analyse the skills strands in order to respond to need, adapting and developing planning as required. This is in addition to the daily formative assessments teachers make and use during lessons in order to adapt teaching to support children's needs, remove barriers, provide scaffolds and ensure progress. Progress and attainment in reading is monitored through termly Pupil Progress meetings. The Senior Leadership Team, SENDCo and English Leaders ensure that actions are implemented and impact monitored. Children working below the year group expectation, including the lowest attaining 20% of children within each year group, are closely monitored by the class teacher, SENDCo and

Senior Leadership Team, and intensive support is provided as necessary to enable children to make rapid progress.

Impact from the teaching of our reading curriculum will be triangulated through our continuous and flexible monitoring capture through the Nautilus school management system. This will include drop-in observations, book scrutiny, pupil interviews and summative assessments. The Interim Headteacher and English leaders, alongside subject leaders for other areas of the curriculum, will conduct such activities to ascertain the extent that reading is developing generally in the school, within year groups and specifically within their respective subjects that they lead. Upon completion of such monitoring, action planning for the ongoing development of reading will occur over subsequent years, including regular and effective continuing professional development. At West Melton, we use ongoing monitoring and evaluation systems to embed a culture of ongoing professional development and improvement for all, thus maximising the impact of high-quality learning for every child. We firmly believe that:

“The purpose of evaluation is not to prove but to improve.”

Appendix One: Phonics Progression at Highfield Farm

FS1

Term 1: Children are taught to listen for environmental sounds and to listen to each other.

Term 2: Children are taught Read Write Inc Set 1 Sounds.

Term 3: Children recap Read Write Inc Set 1 Sounds and begin to segment and blend orally.

FS2

Term 1: Recap Read Write Inc Set 1 Sounds, and segmenting and blending skills. Begin teaching reading through Red Ditty books to allow children to practise reading short decodable passages. They include practise of the Set 1 sounds. Linked reading activities help children to develop accuracy, fluency and comprehension and prepare children for the longer Read Write Inc books.

Term 2: Children are taught the Read Write Inc Set 2 Sounds, developing the skills of segmenting, blending and spot the digraph, and progressing through the books.

Term 3: Children are taught the Set 3 Sounds. Segmenting and blending and spot the digraph, while progressing through the books.

Set 1 Sounds

m	a	s	d	t	i	n
p	g	o	c	k	ck	u
b	f	e	l	h	sh	r
j	v	y	w	th	z	ch
qu	x	ng	nk			

Set 2 Sounds

ay	ee	igh	ow	oo	oo
or	ar	air	ir	ou	oy

Set 3 Sounds

ea	ea
ea	ea
ea	ea
ea	ea