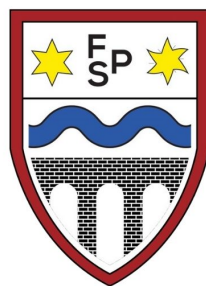




FENISCOWLES PRIMARY SCHOOL

'STRIVING FOR EXCELLENCE'



READING POLICY

SEPTEMBER 2021

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Revisions

Policy Written by : Bianca Cerami

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Next review date: September 2022

Context

This policy is based on the following:

- The National Curriculum in England, Key Stages 1 & 2 (September 2014)
- EYFS Framework (June 2021)
- The Reading Framework – Teaching the foundations of literacy

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf

Statement of Intent

Feniscowles Primary School has created a curriculum intent statement. This intent has been written to provide an overarching context for our school curriculum to allow **'A Feniscowles Child'** to **'Live Life in its fullest'**. **This document can be found on our website and should be read in conjunction with our subject specific intent statements.**

The English curriculum at Feniscowles Primary School has been shaped by the principles outlined in the National Curriculum and we aim to provide a high-quality English education which develops children's ability to listen, speak, read and write for a wide range of purposes and audiences. As a school, we are continually 'striving for excellence' and therefore we see the National Curriculum as forming only the starting point in the pursuit of our goal of allowing the **Feniscowles Child to live life to its fullest**. We have high aspirations for all our children and it is essential 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.

With our learners' starting points and the rise of digital media in mind, we recognise that speaking, listening and language acquisition is paramount to ensuring that our children access the whole curriculum effectively. We strive to be good role models as we interact with pupils and value quality dialogue so that our children have the oracy skills to communicate with confidence and respond appropriately to different audiences, in both formal and informal contexts.

We recognise that reading is an essential life skill and will enable children to embrace the opportunities that life brings. We strive to teach our learners the key skills to be able to read, as well as a passion and love for books and reading. Through our commitment to the delivery of excellence in the teaching of systematic, synthetic Phonics, we ensure that pupils gain the knowledge and skills to become confident, fluent readers with the

ability to use a range of reading strategies and skills. *Please refer to our 'Phonics Policy' which can be found on our website for further detail relating specifically to the systematic teaching of Phonics.*

At Feniscowles Primary School, the journey of literature begins as soon as our learners enter our school. Our EYFS curriculum is text-rich and forms the beginning of our reading pathway. Across each year group, our texts are carefully selected to ensure that the values that define our culture and ethos, shaping the Feniscowles Child are reflected. The texts are regularly reviewed to ensure that our children are exposed to the best of new literature. ***Please refer to our 'Literature Spine' which can be found on our website and has been created to provide further detail on how our texts contribute to developing the 'Feniscowles Child'.***

We prioritise reading for both enjoyment and purpose in all year groups. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. The use of quality texts across the wider curriculum further supports children's understanding of questioning, language and builds up a purposeful and meaningful vocabulary. This helps to develop children's understanding of concepts and knowledge in other areas of learning. In addition to this, we feel passionately that our children should be exposed to literary greats simply because they are influential in terms of literature, particularly as the cultural capital of our learners varies. Overall, we aim to develop a culture of reading in which children become readers rather than children who read.

In addition, we recognise the value of memorable experiences in nurturing love and knowledge with regards to the English language. As such, activities including Book Week and speech recitals are an integral part of our school programme. In summary, we aspire to deliver a rich and varied curriculum that enables pupils to develop into confident, literate and articulate members of the community who have a positive impact on the world around them.

Implementation

Working collaboratively with an English consultant, we have designed an exciting Reading curriculum in which knowledge, understanding and skills are progressively built. A text-based approach is used to deliver content within a meaningful context and strong links are made across other curriculum areas. This helps to enhance communication, language and literacy across the curriculum by fostering a deeper understanding of vocabulary and allowing our children to transfer knowledge and language across curriculum areas.

At Feniscowles Primary School, our bespoke Reading curriculum focuses and consists of three dimensions:

- Word reading
- Comprehension
- Reading for Pleasure
- Oracy and vocabulary acquisition

Our literature spine has been carefully chosen to ensure that the high-quality texts our children study include a range of fiction, non-fiction and poetry. As our learners have varying levels of cultural capital, with large gaps in

some areas, background knowledge and vocabulary are both taught explicitly within our reading lessons to aid children's reading comprehension.

In order to teach all our pupils to become fluent, confident readers, who have a love of reading, we deliver quality systematic Phonics teaching from EYFS until the end of KS1 (following the Letters and Sounds programme). From Year 2 upwards we teach whole class guided reading daily. Within these sessions, children are taught the skills of reading and strategies needed to become competent readers through the use of VIPERS which were created by Rob Smith (The Literacy Shed). VIPERS is an acronym for several key reading skills which are outlined in the National Curriculum and the KS1 and KS2 content domains.

KS1 VIPERS Domain Coverage

Skills	Content Domain reference	Content Domain Description
Vocabulary	1a	Draw on knowledge of vocabulary to understand texts
Infer	1d	Make inferences from the text
Predict	1e	Predict what might happen on the basis of what has been read so far
Explain		In KS1, 'Explain' is not one of the content domains, rather it asks children to explain why they have come to a certain conclusion or to explain their preferences, thoughts and opinions about a text.
Retrieve	1b	Identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
Sequence	1c	Identify and explain the sequence of events in texts

KS2 VIPERS Domain Coverage

Skills	Content Domain reference	Content Domain Description
Vocabulary	2a	Give/explain the meaning of words in context
Infer	2d	Make inference from the text/explain and justify using evidence from the text.
Predict	2e	Predict what might happen from the details stated and implied

Explain	2f, 2g, 2h,	Identify/explain how information/narrative content is related and contributes to the meaning as a whole Identify/explain how meaning is enhanced through choice of words and phrases Make comparisons within the text
Retrieve	2b	Retrieve and record key information/key details from fiction and non-fiction
Summarise	2c	Summarise main ideas from more than one paragraph

Whole Class Reading Lessons

Using the North Yorkshire Whole Class Reading planning tool, teachers plan and deliver reading sessions which are varied and engaging, rather than formulaic and ensure that children develop a range of skills of response. Each session typically lasts approximately 30 minutes. Teacher focus their questioning upon a key reading skill, however other skills are explored within the session. Each session contains either one or several key elements and sessions can vary depending on the needs of the children. Reading sessions are structured as follows:

Prepare – The teacher will prepare the children for reading. This may involve exploring technical or unfamiliar words and their meanings or pre-teaching the cultural, historical or geographical context.

Read – The children will have an engaging encounter with the text itself, either listening to it or reading it for themselves.

React – The children will be given the opportunity to react to it personally, as readers.

Explore – The children will participate in paired, group and class discussions and read closely for comprehension or to analyse language, meanings and effects.

Process – After discussion, the children will have a go at processing and recording their responses and understandings through writing, talk, drama, drawing or some other creative work.

Children are also given the opportunity to apply their reading skills and record written answers to questions about a text. At KS2, there is a taught comprehension lesson every two weeks at least. The lessons focus on the discussion of approaches to answering a comprehension question about the text read before the children attempt questions on their own. Areas for comprehension development are identified in the NTS reading assessment data.

Story Time

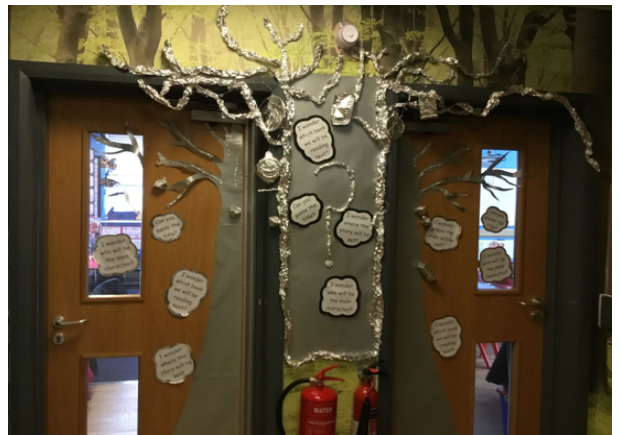
We recognise the value of reading to children and this dedicated time allows our children to experience and enjoy stories that they might not otherwise meet. In EYFS, picture books are regularly read to the children and reading preferences discussed. Comprehension questions are developed throughout each reading session.

At KS1 and KS2, a teacher reads to the children at least 3 times every week. Open questions are used to encourage deeper thought about what has been read. Sustained listening skills are also developed.

Our Reading Environments

At Feniscowles Primary School, we encourage a love of reading through inviting and attractive reading environments which are used regularly. Book areas within classrooms, outdoor reading areas, displays and libraries all contribute to encouraging our children to read. We invest in our infant and junior libraries so that our children have access to high quality literature. We also invest in the Lancashire Library Service each half term to ensure that our class library books link to our current topic.

We believe that there is no better way of inspiring children about reading than interesting displays throughout school. In each classroom, key learning is shared via the working wall. Each half term, 'doorways to learning' are created to engage the children in their English learning and spark their curiosity by encouraging them to ask questions. We also recognise the importance of exposing our children to good role models and one way in which we encourage the children to see teachers as readers is by having teachers' book recommendations on display.



Home Reading

From their earliest starting points at Feniscowles, our children are encouraged to develop good home-school reading routines in order to consolidate reading progress and involve parents/carers in their own child's reading. Each week in EYFS and once a fortnight in KS1 and KS2, children visit our library and spend time browsing, discussing and selecting a book from our wide selection with an adult. Parents/carers at home are encouraged to read these stories to children as part of a bedtime story routine. We also encourage parents/carers to access e-books at the stage their child is working within via the Oxford Owl online library. It is expected that all children will read to an adult at least three times a week at home and have their reading record signed.

Children in EYFS and KS1 take home reading books closely matched to their Phonics knowledge and reading ability. Our early reading scheme aligns closely with our synthetic Phonics programme of Letters and Sounds. We have invested in high-quality fully decodable books from the leading publishers: Oxford Reading Tree and Rising Stars, allowing the children to practice sounds they have learnt in class. To ensure depth and breadth of reading we integrate books from other schemes into our colour banded scheme. These include Collins Big Cat and Heinemann. Children will be moved up through the stages when their teacher feels that they are fluent with the words within that stage and they are confident that the child is making meaning from the text.

Time is dedicated to hearing/'teaching' children read on a 1:1 basis frequently by an adult in school, especially in EYFS and KS1, until their confidence, fluency and understanding has been developed. In KS2, children requiring additional practice continue to read on a 1:1 basis or in a guided reading group.

Celebrating Reading Events

At Feniscowles Primary School, we strive to build a strong life-long love of literature and promote reading for pleasure through exciting and inspiring activities. E.g. The talented local author Christina Gabbitas read her latest book to the children and pupils were given the opportunity to ask her questions. We have also held an English Festival linked to the theme of 'Hope and Aspiration'. The children's learning, from EYFS to Year 6, was based around the book 'The Barnabus Project' by the Fan Brothers. Our World Book Day celebrations were influenced by theme of 'Hope and Aspiration' and children were invited to dress up as someone they really wanted to be or a job they really wanted to do.

Impact

As a result of our curriculum, the proportion of children at Feniscowles Primary School, traditionally achieving the nationally expected standard, is above average when compared to national data. In addition our children have a rich text background and enjoy reading for pleasure.

The impact of our English curriculum is measured through the monitoring cycle in school alongside our assessment procedures. This includes:

- Lesson observations
- Book monitoring
- Learning walks
- Discussions with class teachers
- Discussions with pupils
- Formative and summative assessment data, including regular analysis and evaluation by class teachers and subject leaders

Monitoring and assessment data is used to measure whether:

- Learners enjoy and are inspired by the reading curriculum in our school.
- There is a clear progression of learners' work and teachers' expectations in our school.
- Learners' work shows a range of texts are explored and a range of reading skills are being taught effectively.
- Learners are able to express their views on the books, authors and genres they are reading and are able to read for pleasure.

Feedback from teachers has an impact on our pupils, often with next step questions to push learning on.

All learners are making progress with their reading, including EAL and SEND learners.

Pupils are able to use the knowledge and skills learnt to meet the challenges of the next part of their educational journey and to do so with confidence.

Monitoring is also used to identify gaps in the curriculum that may need to be addressed across the school, or within individual year groups. Monitoring is an ongoing cycle, which is used productively to provide the best possible English curriculum for our learners.

Recording of Work

We aim to ensure that pupils develop a range of skills of response. Pupils are able to process and record their responses after discussion in writing, talk and other creative modes. We have a dedicated Reading Journal in which children are encouraged to record in a variety of different ways. Adult scribing is also used and added to the Working Wall so that it can be referred back to.

Assessment, Reporting and Tracking Progress

Formative assessment is undertaken within lessons using evidence from the teacher assessment of class work and oral responses and evidence from the taught comprehensions. Teachers use our Management Information

System regularly to make formative assessments against key statements. This provides opportunities to identify gaps in pupils learning and informs future lesson planning.

Summative assessment of reading ability is collected using the NTS reading assessments on an end of term basis. Data is compared across the class and against national results. Data is analysed termly to ensure that those off track or underperforming are identified early and actions to support them put into place. NTS assessment data identifies where there are gaps in comprehension and all lessons are focused on closing those gaps and working towards or beyond year group expectations.

Staff make summative judgments on a half-termly basis. This data is analysed and reported on by the subject leader, who utilises the information to make strategic choices about development with the subject.

Performance is reported to parents on an annual basis as part of their school report. Work is showcased on displays and in books via parents' evenings.

Inclusion and Special Educational Needs

We have ensured that our curriculum meets the needs of all learners, including those with SEND. Difficulties are identified at the earliest opportunity and support is provided as soon as practical. SEND pupils may be supported by additional adults, different resources and/or differentiated activities. The class teacher and SENCO, where appropriate, ensure that these strategies are employed within the class. Where appropriate, individual or small group programmes of work will be implemented, using materials and strategies to aid the pupils' development. We have high aspirations and believe that all children are able to make progress with their reading from their initial starting points.

To support our SEND learners, we use visual symbols to accompany key vocabulary, which is evident throughout school.

Involving Parents and Carers (Co-Curriculum)

At Feniscowles Primary School, we believe that parents/carers have a vital role to play in supporting children with their reading skill development. We encourage parents/carers to be involved in the reading curriculum by:

- Holding induction meetings for new parents to promote the importance of reading
- Providing parents/carers with guides outlining what the expectations for R
- reading are in EYFS, KS1 and KS2 and how they can support their child at home.
- Inviting parents/carers to attend parents' evenings twice a year to discuss their child's progress and development.
- Inviting parents into school for Reading Drop-Ins to see Reading in action.

- Ensuring that class teachers regularly communicate with parents/carers with regards to progress in Reading and reading at home.
- Using our English page on the school website to provide information and useful resources for parents/carers.

Early Years Foundation Stage (EYFS)

At Feniscowles Primary School, children in EYFS are immersed in Phonics from the very beginning of their journey in order to develop the skills required for accurate word reading. We recognise the vital link between the development of communication and language skills and reading. This prime area of the EYFS curriculum underpins all of our early years learning and we believe that this is paramount for developing life-long readers. Working within small groups and individually, practitioners model quality vocabulary in order to enable children to access a variety of texts and the wider curriculum.

A range of texts and genres have been carefully selected to ensure that our children are exposed to a rich variety of literature beyond the children's current reading ability and allowing us to make purposeful cross-curricular links. There is also the freedom for children to develop their own reading interests and practitioners have the flexibility to incorporate these interests within their lesson planning. High-quality stories, poetry, rhymes, songs and information is shared with the children daily and children are motivated to talk and re-enact their encounters with texts during child-initiated play.

During group guided reading sessions, children are encouraged to develop positive early reading behaviours, Phonics teaching is reinforced and careful questioning is linked to the reading VIPERS.

Teachers prepare for story reading so that they can capture the children's attention and imagination. This involves dramatization with the children and repetition, helping children to develop expressive language skills.

In EYFS we recognise that the environment plays a key role in supporting the children's reading development. We aim to create attractive, welcoming and stimulating learning areas, both inside and outside the classroom, which are rich with texts, encouraging children to explore and select books independently.

Children feel safe, secure and confident to read for pleasure during independent learning time. From their earliest starting points, children are excited about reading and we feel this creates a strong foundation for a life-long love of reading.



Role of the Subject Leader

The English leader is responsible for:

- Ensuring continuity and progression in knowledge and skills across year groups from EYFS to Year 6
- Acting as a model of good practice and provide targeted support and guidance to staff
- Monitoring and evaluating the quality of teaching and learning in reading regularly and improving the standards of reading throughout school
- Analysing assessment data in order to plan whole school improvement in reading
- Working with senior leaders to develop the ongoing training and staff development activities to ensure staff have the skills and confidence to deliver high quality teaching
- Keeping up to date on national initiatives links to English and undertaking research into best practice
- Keeping the school's policy for reading under regular review

Training, support for staff and connected experts

Regular CPD is provided in line with the school's overall curriculum development cycle. Where further support is required, the subject leader provides bespoke 1:1 support. Collaborative work has also been undertaken with an English Consultant who has supported staff in the development of effective teaching and learning.