

## Reading Policy



### Intent

At Havannah Primary School, we want all children to read well and to love reading. The reading curriculum is designed to provide a vast amount of opportunities to develop as confident readers who gain the skills to decode, analyse, understand and enjoy texts they are reading.

Our intent is for all pupils – irrespective of their needs, abilities or background – to learn to read written words and use a range of strategies to understand what they are reading. The quality of texts that the pupils are exposed to is vital for developing their vocabulary, deepening curriculum knowledge and giving them a broad range of fiction, non-fiction and poetry texts to analyse and enjoy. We believe that a clear pathway of progression throughout school is crucial for children to be able to focus on word reading then language comprehension to enable them to demonstrate excellent reading comprehension by the end of primary school. By teaching these tools, we will give our children the opportunity to participate fully as a member of society.

We cultivate a love of reading through vocabulary rich and high-quality literature, using **Ready Steady Comprehension** by Literacy Counts. By inspiring and developing an appreciation of our rich and varied literary heritage, we want children to be exposed to and excited by a wide variety of fiction, non-fiction and poetry books. Our aim is to not only teach children the skills and strategies needed to be a proficient and confident reader, but to also promote a life-long love of reading.

### Implementation

Following on from **Read, Write Inc.** teaching in EYFS and Key Stage 1, Havannah Primary School uses **Ready Steady Comprehension**, which is a sequenced, coherent and progressive way of teaching reading skills to include all elements of comprehension across academic years as well as across the school. Language-rich texts help with vocabulary teaching and the explicit teaching of comprehension skills (e.g. questioning, clarifying, prediction, summarising and inference) ensure that children become confident readers.

From Year 2 upwards, reading is taught daily in whole class reading sessions lasting approximately 30 minutes. These sessions are used to model and develop fluency, promote high-quality texts for engagement and to develop reading comprehension skills. The teaching sequence gives children the opportunity to build up their skills progressively when analysing texts with the aim of children being able to confidently and independently understand a range of texts.

The teaching sequence involves several steps:

1) Reading: active prior knowledge

share and discuss vocabulary from the text

share anchor questions to help read for a purpose

opportunities to develop fluency

2) Modelling: teacher explicitly models reading skills and strategies

modelling how to use textual evidence

3) Practise: explore and discuss new vocabulary

text marking to focus on vocabulary and evidence from the text

4) Apply: independently answer anchor questions through verbal or written responses


apply new skills and strategies which have been taught

### Resources

The Ready, Steady Comprehension programme exposes children to a range of fiction, non-fiction and poetry texts to help teach reading comprehension skills and strategies explicitly. By also linking this teaching to other curriculum subjects, it helps children connect knowledge needed to access their curriculum whilst providing full reading coverage. In all year groups, there is a balance of texts for several foundation subjects and texts that honour the Reading Breadth. This offers a rich vein of carefully selected texts across each academic year. This is exemplified through the Year 6 example below:



### Reading Curriculum Coverage Counts

	A: Autumn 1	B: Autumn 2	C: Spring 1	D: Spring 2	E: Summer 1	F: Summer 2
Y2	Geography: UK – Rivers and Seas	Reading Breadth: Fairy Stories & Poetry - Classics	Science: Living Things Habitats / Plants	Reading Breadth: Traditional Tales & Poetry - Contemporary	History: Events Beyond Living Memory – Great Fire of London	Reading Breadth: Stories and Plays & Poetry - Contemporary
Y3	Science: Forces & Magnets / Rocks	Reading Breadth: Stories & Poetry - Different Forms	Geography: Mountains and Rivers	Reading Breadth: Fairy Stories & Poetry - Different Forms	History: Egyptians	Reading Breadth: Stories and Plays & Poetry - Different Forms
Y4	Science: Living Things/Habitats/Animals/Humans	Reading Breadth: Stories & Poetry - Different Forms	History: Vikings	Reading Breadth: Myths and Legends & Poetry - Different Forms	Geography: Europe	Reading Breadth: Stories and Plays & Poetry - Different Forms
Y5	Science: Space	Reading Breadth: Modern Fiction & Poetry – Wider Range	History: Victorians	Reading Breadth: Myths and Legends & Poetry – Wider Range	Geography: North & South America / World	Reading Breadth: Other Cultures and Traditions & Poetry – Wider Range
Y6	History: War	Reading Breadth: Modern Fiction & Poetry - Wider Range	Science: Evolution and Inheritance	Reading Breadth: Literary Heritage and Plays & Poetry - Wider Range	Geography: Coasts	Reading Breadth: Traditional Tales and Poetry - Wider Range

The entire Reading curriculum is mapped out on progression documents (please see separate documents). The units include all of the resources needed for each teacher to plan and deliver lessons. There are a range of scaffolds and supporting resources and teachers tweak and shape the units to meet the specific needs of their children. There are also assessment proformas to track progress and help create next steps.

### **Equal Opportunities**

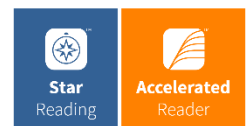
All children are encouraged and supported to develop their full potential in Reading. Some children may require extra support within the classroom and opportunities for consolidation and reinforcement. As well as using **Read Write Inc** and **Ready Steady Comprehension** to teach children how to read words and comprehend what they have read, we also use **Read Write Inc Fresh Start** as a catch-up programme to provide additional support to older pupils who need more support with their reading. This will help to improve decoding skills as well as work on fluency.

### **Assessment, Record keeping and Reporting**

Formative assessment is used to guide the progress of individual pupils in Reading. It involves identifying each child's progress in each area of the Reading curriculum, determining what each child has learnt and what therefore should be the next stage in his/her learning. Teachers, in the course of their teaching, usually carry out formative assessment formally and informally.

Both formal and informal assessments will come from a range of sources. They will include some of the following:

- Pupils' verbal responses within reading lessons
- Pupils' written responses within reading lessons
- Informal discussions with pupils
- Termly reading assessments (**NFER**) with analysis
- Reading records
- Progression on Accelerated Reader
- Star Reader tests



### **Accelerated Reader**

Once pupils have completed Read, Write Inc, they are a 'free reader' and can therefore access Accelerated Reader. Accelerated Reader (AR) is used to assess pupils' oral fluency, standardised reading score and their zone of proximal development. The Star Reader tests are taken by pupils each term to assess their reading level and monitor progress. Pupils choose reading books within their reading range to ensure there is some element of challenge without independent reading books being too difficult. Pupils are expected to complete a reading quiz at the end of every book (where possible) to evidence their reading and understanding of the text.

Assessment is recorded on DC PRO as part of monitoring the 'core' subjects within school. Progress is tracked and additional support may be provided if needed.

### **Impact**

Our Reading curriculum is high-quality and carefully planned to demonstrate progression. We focus on progression of skills with quality literature at the core. We will measure the impact of our Reading curriculum regularly throughout the year, ensuring we include input from pupils, teachers, the subject lead, SLT and the link governor. A

monitoring programme will allow subject leaders to gain a clear overview of the impact of the teaching of reading, as well as allow for development across the school through collaboration between teachers, subject leaders and SLT. Class teachers will use a range of methods to assess children's learning, ensuring that the key skills, knowledge and expectations are embedded in each year group and any gaps and misconceptions can be addressed.

### **Monitoring and review**

The Reading subject leader is responsible for:

Monitoring of lessons (learning walks) with feedback to ensure quality and consistency

Supporting colleagues in their development of their teaching

Ensuring relevant texts are available and build up 'wider reading' texts as supplements

Evaluating the strengths and weaknesses in the subject and highlighting areas for further improvement on the school action plan

Termly data analysis

Pupil voice

### **Reading for Pleasure**

At Havannah Primary School, we aim to foster a love of reading in all children. Alongside teaching phonics and comprehension skills, we promote reading for pleasure. We know that research indicates that reading for pleasure is one of the biggest single indicators of a child's future success.

#### **Resources**

Each class has a well-stocked library of engaging and appropriate books which children can choose to read. Children have the opportunity throughout the year to 're-stock' their class library by requesting new books they are interested in. We also have a well-stocked Reading Retreat which contains a range of fiction, non-fiction and poetry books for all children to borrow and enjoy.

#### **Reading Retreat**

We have a fantastic Reading Retreat which is open at lunch times for children to use. Children can either come and read, be read to or enjoy choosing a book to borrow. The Reading Retreat is run by the KS2 Reading Ambassadors.

#### **Reading time**

Each class has a half-termly book which is read to them by their teacher. In EYFS and KS1, books are shared and enjoyed on a more regular basis due to their shorter length. These books are carefully chosen by the teacher and pupils are texts which are engaging, enjoyable and make the children want to further explore that author or genre.