

Reading Policy

"Reading is the gateway skill that makes all other learning possible." - Barack Obama



Intent

We aim for the children at Wigginton Primary School to:

- Develop a positive relationship with the written word and enjoy reading for both pleasure and information
- Become fluent, confident readers who read with expression, fluency and understanding
- Read at a level that is at least at age-related expectations

Implementation

The teaching of reading at Wigginton Primary School takes a phonics-first approach. To teach this, we use Pearson Bug Club Phonics which is a Systematic Synthetic Phonics programme. Children have daily lessons, from the first day of Early Years. Throughout school, quality, age-appropriate texts are used to teach reading and inspire children to be life-long readers. Intervention sessions are used to prevent children from falling behind.

EYFS	
	• Daily phonics session which are assessed at the end of each unit • Children read twice a week with an adult in school • Children take home two reading books each week which are linked to the phonics they have learnt in class to date. They will keep these for the entire week • Bug Club phonics games are assigned online at the end of each unit so the children can practise with the new sounds they have been taught • Exception words are taught in phonics sessions using the Bug Club Phonics language session • Daily story times • Regular visits to the school library
KS1	
Y1	• Daily phonics session which are assessed at the end of each unit • Children read twice a week with an adult in school • Phonics books are assigned online and match the sounds that are being taught in school • Exception words are taught using the Bug Club Phonics language session • Children take home 2 books - one familiar with taught graphemes and one new at their fluency level each week. They will keep these for the entire week • Reading journal, one guided reading task per week. This begins with comprehension skills practise before moving to comprehension questions about a familiar book • Regular visits to the school library • Daily story times

Y2	• Children read each twice week with an adult in school • Reading journals, one guided reading task per week. This begins with comprehension questions about a familiar book and moves to whole class guided reading sessions with a variety of texts. • Strong vocabulary focus • High presentation standards • Tasks should evidence specific reading objectives • Children take home 2 books - one familiar and one new at their book band level each week. They will keep their books for the entire week • Reading journal work does not need to be marked daily but teachers should keep a check on the quality and quantity of work being produced • Regular visits to the school library • Daily story times
KS2	
	• Whole class reading sessions which use high quality texts that engage and excite the children. • Strong vocabulary focus • Reading journals form an integral part of whole class reading sessions • Each activity must be dated and titled. The book title should be recorded for each activity. • High presentation standards • Tasks should evidence specific reading objectives • Where appropriate, responses should provide evidence of understanding (answer it, prove it, explain it) • Reading journal work does not need to be marked daily but teachers should keep a check on the quality and quantity of work being produced • Regular story times and visits to the school library.

Reading at Home

It is vital that children read regularly at home to help them foster a love of reading and achieve their full potential. Depending on the age of the child, this may be listening to an adult read, reading aloud to a member of their family or, as children become more confident, reading independently.

At Wigginton, it is an expectation that all children read at home at least three times a week. Books used for home reading will be from Bug Club until children have completed grey books. We ask that pupils have their reading records completed and signed by an adult at home each week. Reading records will be monitored in school: praise will be given to those who read regularly and support offered to any who are struggling to do so.

Reading for Pleasure

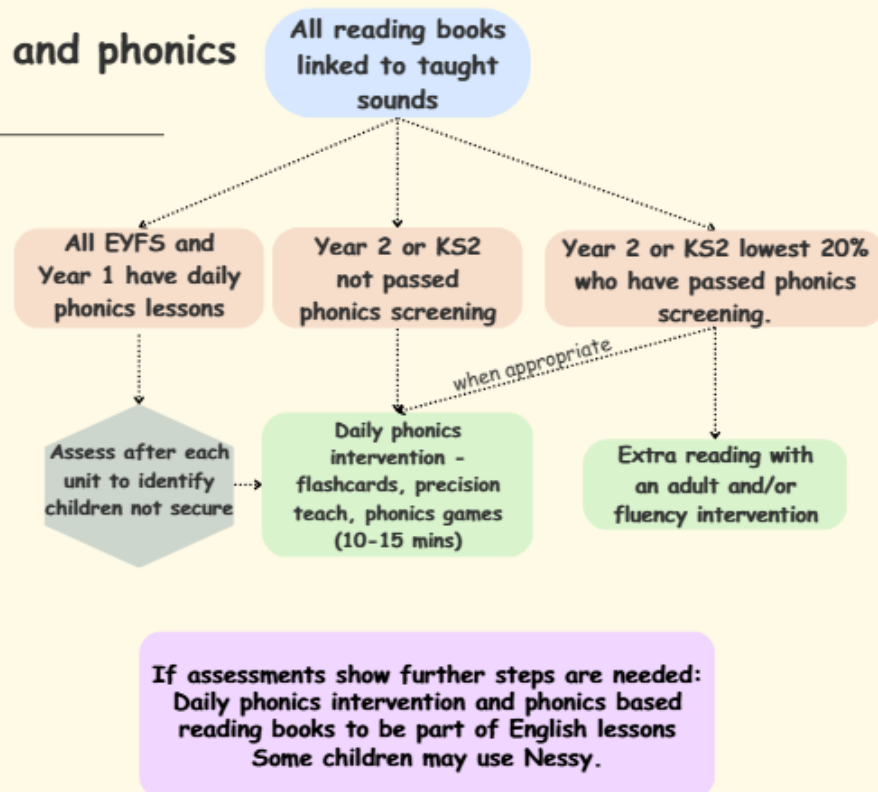
We believe that reading for pleasure is core to everyone's learning. All staff actively promote a love of reading. This is achieved by providing engaging reading activities, well-resourced book areas and dedicated reading displays around school. Reading areas are book-centred spaces which encourage a love of reading. Books should be age-appropriate, in good condition, organised and displayed well. The school library provides an additional range of books which can be borrowed by the children. Children visit the library each week and can read any book of their choice. Every class has time to read quietly alone and also time to read with others and discuss books with their peers. Reading for pleasure is developed further through regular author visits, involvement in the summer reading challenge, book fairs and whole school reading events.

Impact

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

- Children are continuously assessed against appropriate objectives during reading sessions and planning adapted accordingly using a whole class record sheet
- A fluency rubric is used to monitor reading expression, accuracy, rate and smoothness for all pupils who have passed phonics screening in the Autumn term and repeated at each assessment point for those requiring intervention.
- PIRA reading tests are used to provide summative assessment. Whole class and individual reports are used to identify whether children are achieving age related expectations and target areas. These are saved in the Assessment folder for each assessment point. For Year 2 and Year 6, previous SATs papers are also used.
- For those children requiring intervention, extra reading sessions are provided in school with additional adults

Reading and phonics support



To evaluate our effectiveness:

- The class teacher will monitor the assessments and outcomes over the year in order to feed into subsequent units of work.
- The subject leader will monitor the assessments and outcomes over the year in order to provide support for staff and raise attainment.
- The subject leader will conduct moderation sessions with staff, work trawls, pupil interviews and lesson observations to monitor attainment and progress.
- The subject leader will produce and implement an annual action plan to develop the subject. This will outline the main strengths of reading and highlight key areas for development.
- The subject leader will support staff and ensure that they follow the school's assessment policy.

Date Ratified:

Signed: _____ Headteacher

Signed: _____ Chair of Governors