

# The Grange Community Primary School Reading Policy

***\*This policy was developed in order to ensure whole school consistency and understanding.***

***\*\*This policy should be read in conjunction with the 'Early Reading/Phonics Policy' and the 'English Long Term Plan'***

***\*\*\*As we are in COVID-19 times, library books may be taken home. When these books are returned, they will be 'quarantined' for three days. We will undertake guided reading in socially distanced groups with a discrete set of books. E-books will also be available via Oxford Owl and Cornerstones. As part of our 'Recovery/Catch up Curriculum' we will identify gaps in children's learning in reading to enable them to make timely progress.***

## **Our Intent**

At The Grange Community Primary School, we believe that the ability to read is fundamental to pupils' development as independent learners, during their time at school and beyond.

Reading is crucial to children's development and potential for success in life. Research shows that children who read books often at age 10 and continue to read through adolescence, gain higher results in maths, vocabulary and spelling tests at age 16 than those who read less regularly.

## **The School's Reading Culture.**

### **READING CURRICULUM OVERVIEW:**

Nothing is more important in education than ensuring that every child can read well. Pupils who can read are overwhelmingly more likely to succeed at school, achieve good qualifications, and subsequently enjoy a fulfilling and rewarding career. Those who cannot will find themselves at constant disadvantage.

Reading for Pleasure and Teaching and Learning must be at the heart of the Reading Curriculum so that our children can talk, think and read for meaning and write for meaning.

It is the moral duty of teachers and parents to promote reading as one's life depends on being able to read as it promotes;

- Critical Thinking
- Empathy
- Personal Reflection
- Imagination

Reading at The Grange must be for:

- Meaning
- Knowledge
- Connections
- Wisdom

Our school aims to:

- Provide all children with the skills and strategies to read with confidence, fluency and understanding.
- Provide all children with phonological understanding to read words accurately.
- Establish a love of books where children choose to read for pleasure.

- Inspire an interest in words and what they mean to enable children to develop an increasing oral and written vocabulary.
- Ensure all children read widely and experience a range of genres in fiction, non-fiction and poetry, and are able to discuss some of the ways in which narratives are constructed.
- Develop critical appreciation of what they read.
- Develop study skills so that the children can select appropriate fiction and non-fiction books from the library.
- Develop research skills, using library and class texts, in conjunction with the computing system.
- Analyse individual reading styles and needs and support these with appropriate teaching and learning strategies e.g., a phonic approach doesn't work for all early readers and alternative reading methods are needed.
- Encourage care and ownership of books.
- Engage with parents/carers to support the above.

**Our ultimate aim is for our children to become confident and independent readers with high levels of enjoyment, understanding and comprehension. To promote enjoyment of reading, we aim to provide the children with a variety of stimuli, including:**

- An annual book week;
- Theatre visits to promote pupil enjoyment of reading.
- Creative approaches. For example, The Gruffalo – Wendover Woods:
- A stimulating reading environment in school shared areas like the school mini libraries and and within class areas;
- Reading in our extensive school grounds. For example, creating an outdoor reading trail /zone in our Forest School;
- Reading ambassadors
- The Reading Trophy awarded to the class and individual for their performance in reading challenges across the school;
- Regular reading opportunities with parents. For example, reading workshops, Come to School with your Child Morning;
- Ensuring a comprehensive and stimulating stock of reading material for children both in school and via e-books. For example, ORT books, RWInc Books and e-books and within the school library.
- Access to the mini school libraries;
- Reading Challenges in school and in conjunction with Banbury Library, such as the holiday challenges;
- Resources on the school website to promote reading. For example, reading lists and booklets from the 'Book Trust'.
- Our CBG awards giving each child a reading book at 150 CBGs.

Specifically, we intend for our pupils to develop the two dimensions of reading:

- Word reading
- Comprehension (both listening and reading)

Speedy word reading is underpinned by phonological knowledge and the understanding that letters on the page represent the sounds in spoken words. Good comprehension follows on from the development of word recognition and linguistic knowledge (particularly vocabulary and grammar).

English and guided reading sessions provide the structure, which enables reading to be explicitly taught. The role of the teacher is:

- To foster a love of reading as an enjoyable, stimulating and worthwhile activity;
- To follow the school's English policies with the aim of helping pupils to become independent readers;
- To ensure that children read books of an appropriate level of challenge;
- To provide regular opportunities for children to read for pleasure;
- To promote regular use of the school library;
- To model the value and enjoyment of reading through whole class reading of a shared text;
- To model the act of reading through shared reading;
- To provide focused support through guided reading;
- To assess the pupil's progress as a reader and provide explicit guidance for their development;
- To create a supportive environment for reading;
- To encourage children to read regularly at home and connect with parents/carers in multiple ways in order to support home learning.
- To display, promote and provide a range of varied reading material in classroom book corners. These are rotated on a regular basis from the school library.

## **Implementation**

Teaching and Learning Approaches:

\*At certain times of the year there will be changes to the reading model to reflect changing priorities, for example, SATS preparation in Years 2 and 6.

### **Shared Reading**

In shared reading the teacher models the reading process to the whole class as an expert reader, providing a high level of support. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies as outlined in the guided reading Blended approach that covers vocabulary, inference, prediction, prediction, explanation, retrieval, summarise in KS2; sequence in KS1 model, oral response and high levels of collaboration. The teacher's role is that of the expert reader who models how the text is read. Where appropriate, the pupils join in with the reading of the text using the headings above. The texts selected are rich, challenging and beyond the current reading ability of the majority of the class. The teacher models the questioning to be applied in guided reading sessions by the children using the headings above.

### **Guided Reading**

In guided reading, the responsibility for reading shifts to the learner. We follow a reciprocal model where children develop a language for talking about and investigating texts and sorting out difficulties. The children become the teacher in small group reading sessions. As

stated above teachers' model, then help students learn to guide group discussions using the strategies outlined.

**Reciprocal Reading** is an effective and proven approach to developing reading and comprehension. It is particularly effective with children who can decode but do not fully understand what they read. The reciprocal reading approach and strategies are helpful for guided reading.

Reciprocal Reading will help children who:

- Can read but struggle to understand
- Can't explain their understanding to others
- Read very slowly because they are focusing on accurate decoding so never get the flow of the text nor grasp its meaning
- Read too fast and don't pay attention to what they are reading
- Only read for plot events not the details within the writing
- Lack confidence when reading new or unfamiliar texts
- Have a limited reading repertoire - who read only very undemanding texts or only texts by the same author for example
- Have impaired understanding through limited understanding of vocabulary
- Read text avidly but never question the meaning of words or what they have just read
- Find it difficult to cope with specialist texts from different curriculum areas

The teacher structures reading tasks with pupils, who are grouped by ability. The organisation of the session is flexible. For example, sessions can be organised as the whole class reading in guided reading groups or the teacher and TA working with a group whilst the rest of the class is completing a written group activity linked, for example, with SPaG or formal reading comprehension. Texts of graded difficulty are chosen and matched to the reading ability of the group. The group should not continually use Reading Comprehension cards. We have a range of texts that can be used for guided reading. For example, ORT guided reading sets, the texts selected should enable pupils to read the text with sufficient ease but also provides challenge. Guided reading is carried out once a week and is led by the class teacher in small groups from Foundation Stage to Year 6. Therefore, every child in the class is heard reading by the class teacher/TA at least once a week.

The essential key to unlock thinking through the Reading Experience:

# Reading Experience



## READING RESOURCES:

DFE: Research evidence on reading for pleasure

### What works in promoting reading for pleasure?

#### Strategies to improve independent reading

- **Resources**
  - Having access to resources and having books of their own has an impact on children's attainment. There is a positive relationship between the estimated number of books in the home and attainment (Clark 2011). Children who have books of their own enjoy reading more and read more frequently (Clark and Poulton 2011).
- **Choice**
  - An important factor in developing reading for pleasure is choice; choice and interest are highly related (Schraw et al, 1998; Clark and Phythian-Sence, 2008)
  - Literacy-targeted rewards, such as books or book vouchers have been found to be more effective in developing reading motivation than rewards that are unrelated to the activity (Clark and Rumbold, 2006).
- **Books are valued**
  - Parents and the home environment are essential to the early teaching of reading and fostering a love of reading; children are more likely to continue to be readers in homes where books and reading are valued (Clark and Rumbold, 2006).
  - Reading for pleasure is strongly influenced by relationships between teachers and children, and children and families (Cremin et al, 2009).
- **Relationship**

#### Library use and reading for pleasure

- **Library**
  - Research reports a link between library use and reading for pleasure; young people that use their public library are nearly twice as likely to be reading outside of class every day (Clark and Hawkins, 2011).

## **POSITIVE & POWERFUL:**

All children within the school must be represented and celebrated and the range of books available must be:

- Classic
- Modern
- Relevant
- Challenge stereotypes
- Diverse

## **THE MESSAGES OUR BOOKS GIVE:**

Research Evidence on Reading for pleasure DfE: 'One study reports that boys are reading nearly as much as girls, but they tend to read easier books' (Topping 20210)

## **DAILY READ ALOUD:**

It is important that we promote that we are a 'Love Reading' school and timetabling of reading must be carefully planned and followed. Allocated time for different types of reading has been allocated in all timetables with the new Reading Framework 2021 used as a guidance.

At minimum everyday direct reading and phonics practice:

Teaching staff read aloud to students, using a class novel or a story book. This text is chosen in line with the reading expectations of the year group and to also, where possible, tie in with the whole school topic at that point in the year. There is allocated time for this on the timetable to ensure that students are exposed to a range of texts and can develop their comprehension through listening, removing the need for personal decoding.

Class singing or poetry recital is timetabled for 10 minutes every day across the school. Teachers ensure that the songs, or the poetry, provided in these sessions remains topical (considering events such as Harvest or Remembrance Sunday) and allows the development of reading aloud in a whole class setting.

Reading is taught daily across the school. In EYFS and KS1, the skill of comprehension is taught through the implementation of the RWI scheme. The teaching of Reading in KS2 uses extracts of texts, poetry or non-fiction pieces. Students have the opportunity to delve into the text, whilst also considering the real-world context such as author information and the geography of the setting. Allowing the opportunity to explore the extract in detail, and provide context, develops Reading skills and promotes a curiosity and love of reading. Training has been provided to ensure consistency across the school.

Teachers must ensure that they have a good knowledge and understanding of what good reading looks like:

- Provide a wide range of literature
- Be aware of children's reading choices, taste and preferences
- Of how to be an enthusiastic and positive role model of reading

# The evidence on reading for pleasure

## Benefits of reading for pleasure

A growing number of studies show that promoting reading can have a major impact on children and adults and their future. Upon reviewing the research literature, Clark and Rumbold (2006) identify several main areas of the benefits to reading for pleasure:

- Reading attainment and writing ability;
- Text comprehension and grammar;
- Breadth of vocabulary;
- Positive reading attitudes;
- Greater self-confidence as a reader;
- Pleasure in reading in later life;
- General knowledge;
- A better understanding of other cultures;
- Community participation; and
- A greater insight into human nature and decision-making.

Instil a love  
of reading  
and love of  
literature

An integral part of our reading curriculum ensures that our children:

- Are exposed to and come to know beautiful sentences varied rich and ornate
- Develop their listening ear
- Show a rhythm of reading
- Model expressive and dramatic reading
- Show passion for book

**SLOW STORY** - What happens during the 10-minute reading slot - The Slow Story.

Following Rosenshine's principles of choral reading and creating the culture of Book Talk within the school so conversations about reading are at the heart of what we do.

- Set the scene – start with music
- Lighting – shut the blinds, lights of etc
- Screen – something to focus on – scene or twirling night sky etc
- Low: seating positions of children – lying down, cushions, heads on table etc...

**RESPONSIVE READ:**

**Reading sessions to include choral repetition so that children have strong, spoken scaffolds to meet new language.**

- Engaging: Choral repetition language scaffold
- Connecting: Hear & replicate phrases
- Compelling: Listen and mimic language patterns
- Enabling pupils: high attainers -bookworm curse- knowing the meaning of words without knowing pronunciation

**FEEL EVERY WORD!**

## RESPONSIBLE READERS:

### Making our pupils responsible for their own reading journey

Research(Adams 2006) shows that 20 minutes of reading a day put a child in the top 10 of readers, reading 1.8 million new words a year



## DEMONSTRATION READING:

What is demonstration reading and what role does it play in the teaching of reading?

It creates awe and inspiration. Teacher illuminating the text for the reader – bringing it to life – modelling the reading gives an impactful experience to children.

### The Three Zones of Reading:

- Ideas
- Understanding
- Competencies

Reading is the start of the process of:

Reading → Thinking and Talking → Writing

**The Blended Reading** approach is used at The Grange with Jane Considine materials used to ensure a comprehensive approach and coverage. 5 teacher reading sessions per week are delivered so that children can:

- practice taking complex ideas and describe them using precise language
- build their confidence and agility with words so they are deft at orally constructing their reading for meaning

## Individual and Paired Reading

Reading is not restricted to English lessons. Many opportunities are provided for pupils to practise and extend their reading in other subjects. Reading for pleasure and enjoyment is given a high priority and time is set aside for children to enjoy a range of texts. We encourage cross-phase paired-reading, where the children in older classes share books with younger children and engage in 'buddy reads'. Children are also encouraged to borrow a library book to share at home. The school libraries are available to all children and parents. E-books are also available via the school website. Classes attend library sessions in Banbury



Library and in groups across the school. Some whole school assemblies are also dedicated to reading.

### **Formal Reading Comprehension**

From Year 2 and above, children will engage in more formal written comprehension activities. There are a number of resources to support this. These include:

- Reading Detectives
- Cracking Comprehension
- Past SATS papers for Y2 and Y6
- Topical Resources (Years 1- 6)
- Twinkl Reading Comprehension resources
- Love to Read Cornerstones Resources
- RWI Scheme resources

### **School Website**

On the school website there are a number of reading resources including booklists, copies of reading/phonic presentations, parent guides and other resources.

### **Computing**

Computing is embedded within the curriculum and particularly in English. Pupils read and explore texts on screen in all key stages as part of their computing lessons and as a growing media culture through the use of computers and interactive whiteboards in classrooms. E-books are available. Pupils use the internet for research purposes and learn how to discern and evaluate the reliability of source material. Lessons that students undertake on the Purple Mash computing scheme incorporate reading across the platform. Students are required to, for example, read the instructions, or the names of different design features, to complete their activity. Writing tasks are also prominent within the Purple Mash Computing curriculum, allowing students to read and edit their own writing.

### **Progression in Reading**

**Oxford Reading Tree texts are levelled from 1 -20. It facilitates rigorous synthetic phonics teaching, giving children a secure first step on their reading journey**  
Within school there is a comprehensive range of books that provide a rich and varied choice of writing styles, genres and artwork styles at every level. The scheme is underpinned by Oxford Primary English Assessment so that we are able to assess and ensure the progress of every child.

### **Foundation Stage and Key Stage One**

Our phonics programme plays a crucial part in the teaching of reading at these stages through daily phonics teaching in which children learn to segment and blend and read high frequency words on sight. Regular shared and guided reading sessions enable children to apply their phonic decoding skills, as well as other reading cues, to read for meaning. Children consolidate their phonic knowledge and comprehension at home by taking home an individual reading scheme book and/or library book.

In Year One children listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. They become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. They learn to appreciate poems and learn some by heart. In Foundation Stage there are daily phonics sessions and story sharing sessions as well as guided reading sessions. Please see our 'Early Reading/Phonics Policy' for more details.

In Year Two children are introduced to books that are structured in different ways. They retell a wider range of stories, fairy stories and traditional tales and continue to build up a repertoire of poems learnt by heart. Word reading and decoding skills that promote fluency continue to be explicitly taught. Children take part in discussions about a range of texts and explain their understanding. Their comprehension skills are developed through careful questioning (both verbal and recorded) enabling them to show that they have fully understood the text by locating specific words or phrases, or by using what they have read to create viable answers

## **Key Stage Two**

At Key Stage Two children build on the good reading habits and reading fluency established at Key Stage One. teaching of reading skills is still addressed through English lessons or guided and shared reading sessions. Proficient readers are encouraged to extend their experiences and are guided by their class teacher in their book choices. Children who require support to develop their reading skills participate in small group phonics work. The principles of the RWInc programme is still endorsed throughout this Key Stage with intervention strategies put in place to support all children in becoming confident and competent readers.

By the end of Key Stage Two we expect all children to use the library books regularly to make their own independent book selections. In Years Three and Four children read books that are structured in a variety of ways and continue to listen to and discuss a wide range of fiction, poetry, plays and non-fiction. Children identify new vocabulary and check the meaning of words using dictionaries. They recognise different forms of poetry and prepare play scripts and poems to read aloud. Children demonstrate their understanding of what they have read independently in a variety of ways as recommended by the National Curriculum 2014 (p26). In Years Five and Six children continue to read an increasingly wide range of text types and recommend books that they have read to their peers, giving reasons for their choices. Children continue to prepare poems and play scripts to read aloud to an audience and learn a wider range of poetry by heart. Children demonstrate their understanding of texts in a variety of ways as recommended by the National Curriculum 2014 (p35).

## **Role of Parents and Carers**

Parents and carers are strongly encouraged to be actively involved in their children's reading routines at all ages by listening to their children read, reading to their children, and by promoting a home environment where books are valued. Information sessions are also provided for parents of pupils in the Foundation Stage and Key Stage One and Two, where parents are advised on ways of supporting their child's reading to enhance the reading and comprehension process. All parents and carers are provided with examples of questions that can be asked to enable children to show their understanding of the books they read at home.

## **Reading Journals**

Across The Grange, every child has a personal Reading Journal. Their Reading Journal is a collation of all the reading that is undertaken at school and at home, and it is in these Reading Journals that students are expected to record their reading and demonstrate their comprehension. We encourage parents and children to record their reading in these at least five times a week. The Journal gives guidance on strategies to look out for and encourage. Questions are provided in each child's Reading Journal to be answered Before Reading, During Reading and After Reading which can be used as a prompt for reflective comments. Upon completion of a text, students are provided with a linked task to further demonstrate each child's understanding of what they have read. It also allows parents to record positive comments to encourage their child, and to make a note of words children had difficulty reading or understanding. As students move through the school, we expect them to record unfamiliar vocabulary found in their reading, utilising dictionaries to support their

understanding of these new words. The Reading Journals are marked weekly, allowing teachers to gather a full understanding of every student's reading, comprehension and reading engagement.

We also have reading volunteers who support children with reading. Parents, carers and members of the community (including older students at the local Secondary School) are warmly invited to join us on a regular basis to listen to children read. All adults are subject to the regular school safeguarding checks and should not be recording reading in Reading Journals but on a post it that can be transferred to the pupil's Journal by the class teacher/TA.

### **Special Needs Provision**

While the majority of pupils will be functioning well at their appropriate Key Stage, it is acknowledged that some pupils will require additional support. Provision for this will be arranged initially by the class teacher and additional support will be provided through appropriate interventions to address gaps in learning. In Key Stage One, cued analysis is used to support children with speech and language difficulties. Within school, our learning mentor is a dyslexia specialist and initially screens children who show signs of language difficulty. We use a range of strategies to support children who show language difficulties. For example, 1:1 daily reading, phonics enhancement and spelling activities in Years 2, 3 and 4, individual programmes such as 'Toe by Toe'. Small group Reading interventions are also led to develop comprehension for students who require additional support with comprehending a text and with forming a response that meets the comprehension expectations for their year group.

### **English as an Additional Language**

Children learning English as an additional language will be assessed by the class teacher as soon as possible once joining the school. Once assessments have been carried out, any further special provision will be made with the support of the SENDCO (see EAL Policy).

### **Most Able**

Many children at our school derive great pleasure from their personal reading activities and demonstrate reading skills and interest in advance of their years. The school library is stocked with a plentiful supply of new and attractive reading resources to satisfy their increasing appetite for stimulation and challenge.

### **The Learning Environment**

#### **Classrooms**

All classrooms should have a reading display that motivates children to read. We encourage children to bring reading materials from home as part of their daily reading programme and share these books with the rest of the class. Class teachers take care to ensure that a wide range of text is available in terms of content, form and genre, e.g. texts that are accessible and challenging, show cultural diversity and avoid stereotyping of race, gender and class.

In corridors and other shared areas there are book resources which are laid out to promote reading as an important part of the learning environment. The school library is an attractive and well-resourced space that is used by all children to select and read books. It is expected that teachers in all year groups will regularly read stories (and other texts) aloud to enrich children's enjoyment of reading. This helps to give children opportunities to engage with whole texts rather than just extracts.

#### **Communal Area Reading Displays/ Whole School Reading Celebrations**

Communal area displays will promote reading for enjoyment. There is a shared display board that celebrates reading in the main school corridor. Also, on these boards we also celebrate children who have engaged in a special reading experience. For example, authors met at

book shops, engaged in the national summer reading challenge... Reading achievements will also be celebrated on the school FB account.

Reading certificates will be awarded to students who move up a reading level on the Oxford Reading Tree scheme to celebrate their accomplishment in front of the whole school. Reading will be celebrated as a school, and students who have demonstrated outstanding examples of reading in their classes will be invited to read aloud in assembly to promote enthusiasm and expectations of reading. In assemblies, for culturally relevant events, such as Remembrance Sunday, students will be asked to read in front of the school, whether this is reading something they have written or reciting a well-known poem.

## **A Reading Culture**

All adults should be good role models for children in modelling both reading aloud and silent reading. Teachers should promote a growth mind-set 'Yes I can!' approach towards reading. Teachers support a love of reading through story time and the sharing of class novels. Each class will promote reading, for example, through sharing favourite books and authors. Reading is celebrated on World Book Day with activities throughout the day and during the week for example visits to the library and dressing up

## **School Libraries**

Every class has the opportunity to regularly visit their class and the various book shelves around the school for pleasure, to follow more structured research and to develop library skills. Pupils have ample opportunities to browse and make personal selections, in addition to learning how to locate specific texts. Children have the opportunity to request new titles for the school by talking to their class librarians.

## **Book Promotion**

Book promotion is regarded as highly-important and we strive to create a culture where books are celebrated and our children are enthusiastic readers. Each year, we organise an annual Book Week, based around the national World Book Day. This typically involves a whole-school launch event with related activities throughout the week, including rich and purposeful opportunities for speaking, listening, reading, writing and drama tasks. Twice a year, The Grange holds a Scholastic Book Fair. We invite book fairs into school to share their texts by well-loved and well-regarded authors, promoting classic texts and newer releases. Year Six students are provided with the opportunity to volunteer at the Book Fair, allowing those with a passion for reading to support the running of the fair. We ensure that we promote Book titles on the school website, considering a range of authors that will engage a varied range of interests. When students reach 150 CBGs, they are awarded with a book. Students can choose a book from the year group expected texts list, to ensure they are reading a book appropriate for their age, and are presented with this book in Celebration Assembly.

## **Pupils as Leaders**

We have a group of 'Reading Ambassadors' in school. To be a Reading Ambassador, you have to be passionate about reading and write a letter explaining why you'd make a model reading ambassador. Ms Boswell and Miss Kempson will allocate the Reading Ambassador role based on the application letters. The ambassadors meet termly and are responsible for promoting reading in school. Their responsibilities include updating displays and running the Key Stage One reading shed at break and lunchtimes. Reading Ambassadors will be invited into classes to share reading or model outstanding examples of Reading Journals to inspire and motivate other students. Reading Ambassadors will play a part in our annual World Book Day events and will get involved with the Scholastic Book Fairs.

## **Reading Incentives**

Incentives for reading are in place at The Grange. We ensure that we hold up to date, high quality texts that cover a range of interests, displayed across the school to engage, inspire, and incentivise reading. Certificates presented in assembly will be an incentive to move up the Oxford Reading Tree Scheme levels. The public celebration in assembly of outstanding reading, or outstanding attitudes to reading, provide motivation to children to strive to succeed in their reading. Headteacher's Awards are given to students with outstanding Reading Journals in Celebration Assembly – providing students with positive praise and an incentive to develop their Reading Journal entries.

## **Impact**

### **Assessment**

#### **Coverage and Progression:**

Assessment is used to inform planning and teaching. The assessment of reading and how reading progression is mapped out across the school is done using RWInc and Oxford Reading Assessment materials that are part of the reading scheme. Reading ages are calculated using Salford Reading Tests. Jane Considine assessment materials are also used to enhance the depth of pupils knowledge and self - assessment.

#### **Reading Journals and assessment records are kept as evidence and as a record of reading.**

Teachers use assessment against year group statements to update the school tracking system systems. These statements are found in RWInc assessments, Oxford Reading Assessment and Jane Considine Toolkit. This formative assessment will inform future planning for reading sessions and gaps in pupil learning. Targets are set for each cohort using FFT 20 and 50 targets.

Summative assessment take place three times a year using Cornerstones tests for Years One, Three, Four and Five. National Curriculum test materials are used for Years Two and Six. In Early Years, children's reading skills are monitored and assessed through 1:1 reading sessions, phonics tracking and the ability to read high frequency and tricky words on sight. Phonics tracking document are also used in Years One and Two to monitor progress. Following the RWInc tests, Year One Phonics Test and Year Two/Year Six statutory assessment tasks/tests, question level analyses will take place annually to identify areas for development in the reading content domains. These content domains will inform future whole staff training needs and be a major focus for the teaching and learning in reading across the school for the next academic year.

### **Monitoring**

Phase teams and senior leaders will monitor the quality of teaching and learning termly through guided reading observations, phonics observations and reading lesson learning walks. Feedback will be provided following these observations allowing for consistency across the school. Staff will undertake a scrutiny of formal reading comprehension work and there will be regular Reading Journal scrutiny of reading where consistency and standards will be monitored. Pupil interviews, and reading with pupils, are implemented to gauge student interest in reading, providing opportunities to alter provision to meet the needs of all students. By assessing whole school reading progress, through the Oxford Reading Criterion Scale and through Reading Ages, class teachers will set targets appropriate to individual classes to address learning gaps where necessary.

There will be termly meetings with year group governors to share the reading action plan and governor visit evaluations. This information supports the whole school improvement plan. The school improvement plan reading targets, based on FFT targets, will be evaluated at the end of each data collection and annually. When presenting the intent, implementation and impact of our whole school approach to reading, this will be undertaken with a staff group

who include the English subject leaders and give a fair representation of impact of the teaching and learning of reading across the school.

**Review:**

The policy will be reviewed annually by the leadership team and governors. Also, shared with all stakeholders.

This policy operates in conjunction with the Early Reading/Phonics Policy, English Policy and English Long Term Plan.