

Cockerham Parochial C.E. Primary School



'Where a love of learning grows'

READING POLICY

I can do all things through Christ who strengthens me. Philippians 4:13

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Cockerham Curriculum Intent

At Cockerham Parochial Church of England Primary School our intention is to develop happy young people with enquiring minds, a spirit of curiosity and respect for others. Pupils learn to take responsibility for themselves, their actions and for the environment. Through developing the ability to challenge themselves, take risks and persevere, we encourage them to develop the knowledge, skills, resilience and adaptability which will equip them to thrive in a rapidly changing world and contribute to the well-being of their community. Through careful planning which follows the National Curriculum, we aim to equip our pupils with learning skills which will embed enthusiasm and develop a lifelong love of learning. An engaging and creative approach, rich and varied experiences, including learning beyond the classroom, enable every child to achieve and flourish in all areas of school life, making the progress of which they are capable. This is underpinned by our school Christian vision:

**'I can do all things through Christ who strengthens me'. Philippians 4:13
'Where a love of learning grows.'**

Through our Christian ethos and values, we encourage pupils to be ambitious, achieve their aspirations and become the best they can be. We celebrate the uniqueness of individuals and promote the physical, emotional, and spiritual well-being of all within a harmonious, enabling, and empowering whole school family.

"I have a passion for teaching kids to become readers, to become comfortable with a book, not daunted. Books shouldn't be daunting, they should be funny, exciting and wonderful; and learning to be a reader gives a terrific advantage."

Roald Dahl

Intent

- We aim to enable our pupils to read confidently, fluently, accurately and with understanding
- We aim to encourage a love of reading and an appreciation of books and to foster an interest in words and their meanings
- We aim for pupils to be exposed to a variety of genres, cultural contexts and authors.
- We aim to enable the children to read with discernment and to evaluate and justify their preferences.
- We aim to develop a suitable technical vocabulary through which to understand and discuss their reading
- We aim to develop reading skills in tandem with those of writing, so that they may function in society, as literate adults and readers for life
- We aim to create reading opportunities across all areas of the curriculum, to make it more meaningful and relevant to the children

Implementation

Children at Cockerham Parochial Church of England Primary School are taught to read using a range of reading resources, including phonetically decodable books. Books are finely matched with our children's reading ability which is continuously assessed and refined based on teacher observations and assessments. We plan to meet the objectives outlined in the 2014 National Curriculum in each year group. Staff ensure that all children are given opportunities to study a range of high quality fiction and non-fiction texts from a variety of genres.

Strategies to support implementation of the teaching of reading

Reading is taught alongside the daily teaching of phonics which follows the validated systematic synthetic phonics (SSP) programme Twinkl Phonics. As part of this scheme the children will be taught to:

- Discriminate between the separate sounds in words;
- Learn the letters and letter combinations most commonly used to spell sounds;
- Read words by sounding out and blending their separate parts;

Children are taught phonics from level 2 (Reception) to level 6 (Year 2) in groups within their classes with teachers and learning support assistants. These sessions are engaging and interactive and follow an agreed structure of revisit and review, teach, practise and then apply. All staff have received training on teaching Twinkl phonics and monitoring is carried out on a regular basis. A phonics tracker is completed termly in order to monitor progress and ensure the children are receiving extra support where needed.

Reading is taught through guided reading, active reading and shared reading. Opportunities to practise and consolidate skills through independent reading are also planned for and provided. Children in key stage two have a daily 'drop everything and read time' and children in key stage one are heard read by an adult in school at least twice weekly. During these sessions, teachers and learning support assistants will use a wide range of strategies to enhance the teaching of reading. Some of these are outlined below:

- Discussing the features, themes and structures of written texts through shared and guided reading of texts.
- Giving targeted praise and feedback in order to focus on reading skills and reading domains.
- Modelling, e.g. how to use punctuation when reading out loud, using a shared text questioning to probe pupils' understanding of a text, with a focus on both literal and inferential question styles.
- Discussion and argument to justify a preference; supporting children to take direct references from the text to explain and justify their point or preference.

Reading tasks/books will be appropriately matched to individual abilities and needs in the classroom. This is determined through teacher observation and teacher assessment. We ensure that the books that children read are carefully matched to the letter-sound correspondences they have learnt, enabling them to confidently apply their phonic knowledge.

Teaching staff follow a whole school agreed format for guided reading sessions, which is consistent in each year group and with all members of staff. Teachers plan using the Lancashire LAPS to ensure learning is progressive and sequential.

All children from Reception to Year 6 participate in small group guided reading sessions and whole class active read sessions on a fortnightly rotation. All staff teaching guided reading have received training and have access to continuous professional development.

The teacher or teaching assistant shares the learning objective(s) for the guided reading session, assesses pupils' progress within the session and uses this information to inform book selection and tailor learning objectives specific to the needs of pupils for the next guided reading lesson.

Other activities during guided reading sessions:

A range of activities reinforce reading skills. All independent learning activities have a reading focus and are designed to extend or consolidate prior learning.

They may include:

- Comprehension activities based on the text
- Reading for pleasure using a book which is accessible to children
- Follow up activities based on the text
- Pre-reading activities/tasks
- Inference activities

Opportunities for reading beyond guided reading lessons

Shared reading across the curriculum:

The whole class shares a text, which is beyond the independent reading level for that age group, often using an enlarged text (paper or ICT based). Shared reading provides a context for teacher modelling, teaching and applying reading skills. Shared reading is planned for in English lessons as well as across the curriculum so that reading skills can be applied in other subject areas.

Story Time/Class Novels:

We believe that giving children the opportunity to hear an adult read to them, develops a child's ability to comment on and respond to events and experiences within a text and also to hear what good reading sounds like. These sessions also allow the teacher to check a child's comprehension, by asking literal and inferential questions, which aid deeper understanding of the plot and themes of the story, also increasing their vocabulary. It also provides an essential opportunity for children to listen to an adult role model who has developed skills in expression, phrasing, intonation and reading for effect. In addition, the subject leader for English works closely with parents to support story-time at home. This is facilitated through reading workshops, targeted homework tasks and our whole school reading challenges.

Initiatives to promote reading:

- Class novels, which are quality texts
- Weekly school library sessions
- World Book Day events
- Whole school reading challenges
- Book swap events
- Reading buddies link up with younger children to promote a love of reading through sharing stories
- Visitors such as authors and illustrators
- Vocabulary dress up days
- Vocabulary stations in each class
- Close links with our local library including librarian visits and trips to the library
- Community reading events

Our school library

We are very fortunate to have a welcoming school library. We invest in new books every term with the support of our school PTFA to ensure that our book selection is of a high quality and meets the children's needs.

Each class has a weekly library session where all children have the opportunity to come and choose a book to take home to read. A teacher or teaching assistant is available to assist those children who require support in making an appropriate selection. The library books are in addition to their home readers.

We participate in reading initiatives such as the 'We are Reading' campaign which was a fantastic opportunity to share ideas and raise the profile of reading alongside other schools in the local area.

Home/School Reading:

All children take home a reading book directly linked to their reading ability to support their learning at home. The reading scheme starts in reception with picture books to encourage a discussion and vocabulary focus moving onto 100% decodable books to support the teaching and learning of phonics. Initially, children take home reading books of a level which is lower than they are currently working on with their teacher or teaching assistant. (These books are from a range of reading schemes). When children have progressed through the phonetically decodable books and book bands, they move onto 'Free Readers' ('real', non-scheme books, suitable for their age). Books are changed at least weekly for the children throughout the school. This is rigorously tracked in class reading folders to identify children who are not reading enough at home. The children also have the opportunity to select a library book to take home during their weekly library sessions.

Parental Involvement:

Parents and carers are urged to share books with their children and hear their children read at home. They are encouraged to make a written comment in their child's home-school reading record and are welcome to seek advice and support from their class teacher with regards to their child's progress in reading and ways that they can support at home. We hold parent workshops where parents can find out more as to how they can support their children at home. We have volunteers who offer support with reading across the school to assist us with our intent for every child being a reader.

Special Educational Needs:

Children with special educational needs are encouraged to take full part in reading sessions, both inside and outside the English lessons. All pupils with special educational needs will follow the same educational curriculum as their peers, differentiated where necessary to meet their individual needs. Pupils who need it, are withdrawn for short periods, to participate in individual and small group programmes, based on their needs as written in their Individual Education Programmes (IEPs) and as recorded on the school's provision map. Care is taken not to disadvantage pupils by this withdrawal. This may consist of an intervention such as Lancashire Better Reading and precision reading activities.

Use of resources

Teachers provide a language rich environment with an inviting and well- resourced reading area, in order to promote and create an enthusiasm for reading. Reading resources (for shared, guided, active read and home reading) will be updated yearly, as necessary, following an audit of need by the subject leader for English.

Impact

The impact of the Reading curriculum is measured through a variety of assessment opportunities. In class, Reading, is formatively assessed on a lesson-by-lesson basis through the use of verbal feedback, written feedback, peer and self-review in line with the school's Feedback Policy. At Cockerham Parochial Church of England Primary School, we understand that regular reading and being read to, is key in enabling pupils to achieve age related expectations. Therefore, we rigorously track pupil assessment, to identify which pupils need additional support. In key stage one and two we use the NFER reading tests termly alongside the Lancashire KLIPs to inform teacher assessment of reading. Standards and progress are tracked and discussed during Pupil Progress Meetings. Additional support is identified and put in place for children who are not achieving age related expectations or not making expected progress in reading. We also take part in external moderations with other schools to ensure that our assessment measures are consistent and accurate.

Support/Interventions:

Children needing additional support take part in the Codebreakers phonics and reading intervention through the validated Twinkl phonics programme, additional 1:1 reading with a trained adult at least three times weekly and in key stage two children take part in precision reading and spelling activities.

Strategies to ensure progress

Long term, medium term and short term planning (reflecting the National Curriculum), shows progress in knowledge, skills and understanding and ensures the continuity of and development of a range of text types.