



[Wilbraham Primary School](#)

[Reading Policy](#)

Wilbraham Primary School Reading policy.

At Wilbraham we understand that successful reading demands both word level reading and the ability to comprehend what has been read. We aim to move children from 'learning to read' to 'reading to learn' through a whole school approach.

Aims:

- To develop an interest in and a love of books; encouraging children to become attentive listeners; and independent, curious, reflective readers.
- To begin to develop a lifelong enjoyment and pleasure of reading.
- To develop a range of reading strategies and skills: accuracy, fluency, understanding and response to texts.
- To deliver a structured and progressive whole school approach to the teaching of reading.
- To create a reading culture by providing a rich learning environment within the classroom and throughout the school.
- To identify pupils who require additional support including those with SEND and GT.
- To monitor reading progression and levels of attainment closely.

Our philosophy is for '*Every child to become an active reader*'. As a community of readers we expect all adults to model and communicate their love of reading through classroom practice.

In the Foundation Stage the teaching of reading is based in the areas of Literacy (the Reading strand) and Communication and Language in the EYFS. In KS1/2 the teaching of reading is based on the National Curriculum for English and in line with the guidance from the National Curriculum. Our teaching objectives cover 3 strands:

1. Word reading skills & strategies (phonics)
2. Understanding & interpreting texts
3. Engaging and responding to texts.

Word reading Skills: Phonics and Spelling.

Everyday each child will be engaged in:-

- Speaking, listening, reading and writing activities which allow them to explore and practise their phonic knowledge, blending and segmenting skills independently.

- Phonics is taught explicitly in Foundation Stage and KS1 and where necessary in KS2. Read Write Inc Phonics is a powerful teaching tool which ensures that young children will be well-placed to read and spell words with fluency and confidence by the time they reach the end of KS1. Phonics is taught each day in a fun way but also with rigour and pace and following a clear teaching sequence.

Shared Reading:

All teachers promote a love for reading throughout the school day. Teachers model reading processes and the children are actively involved; listening to the text being read aloud, joining in and following the reading, and contributing to discussion and response. The teacher leads discussion about the text to help children develop their understanding. Children learn to interpret and make sense of what they read.

Guided Reading

Guided reading is taught by the class teacher. In KS2 it is taught 4–5 times a week and in KS1 it is taught 2–3 times a week through a combination of whole class guided reading and targeted small groups at a specific book band level. The lessons directly teach skills that the children need to be able to decode and comprehend a text. The skills taught are known as ‘DERIC’ – Decoding, Explaining, Retrieving, Inferred/Interpreting and Choice (author’s intent). Teachers provide pupils with opportunities for individual reading and reading aloud in order for children to put into practice skills they are learning.

Independent reading/ Home reading

All pupils should take home a reading book, suitable to their level, either of their choice or their teachers’ choice. Classrooms have well-resourced reading areas and children have the opportunity to select books which interest them to read independently. All pupils in Reception take home 2 books – 1) decodable and 2) a reading for pleasure book. Children in KS1 take home 3 books a week – 1) decodable 2) one that links to their current phonics lessons 3) a reading for pleasure book

Reading in the school environment:

Classroom Library:

All classrooms throughout the school have a designated reading area and displays actively reflect a love of reading. Class libraries should be well organised and include fiction and non-fiction books which are inviting to the reader.

Dual language opportunities:

There is an EAL lending library open every morning where children can choose from a range of books, many of which are in different languages. *This has currently been put on hold due to Covid-19.*

Corridors

A range of authors, illustrators and poets are represented on the tops of all the children's lockers throughout school – 50 are covered in total.

In the corridors, books are available in book banded shelves to provide a rich reading environment.

World Book Day

We celebrate World Book Day every year by using the same picture book throughout school to create a reading community from Nursery to Y6. This also helps informal book talk be taken into the home environment as all children have the same shared knowledge.

Resources:

A choice of differentiated texts are available throughout the school.

- Reading books (independent and guided) are colour banded. The books will be replenished with new titles as often as possible.
- Teachers have class budgets with which they can buy books for a particular topic. These can then be shared with other key stages.
- New resources will be purchased by the Literacy Team as often as possible and when funding is available.

Assessment and tracking of children's progress. Also see assessment policy

Pupils' reading should be assessed informally by the teacher on a regular basis. This will be done through observation/ assessment of pupils' reading and reading related tasks. Pupils will be given the opportunity to discuss and reflect upon their learning and progress.

Summative Assessment:

- Individual Pupil Profile (EYFS)

- Guided Reading books
- Termly reading assessments
- Data input (termly)
- Tracking for Phonics (at least every 6 weeks)
- PM Benchmarking (as and when required.)

Intervention:

When a child has not achieved Early Learning Goals for reading at the end of Foundation Stage they receive Early Literacy Support. When pupils are not making the expected rate of progress with phonic and reading skills they receive appropriate targeted support which the class teacher can implement or seek further guidance from the SENCO. Children in KS1 are also chosen for extra support using the reading intervention BR@P – Boosting Reading at Primary.

Pupils with SEND will work towards suitable targets set by the teacher using support, either extra 1:1 sessions or small group focuses. They will also be tracked on PIVATS.

Pupils who work at a greater depth will be working to deepen or broaden their understanding of the objective which will be taken from the next level descriptor.

Pupils who are EAL will receive appropriate support from the EAL team.

Communication with home:

We recognise that children make better progress when they are supported at home and when there is a good relationship between the school and home.

We communicate to parents by:

Parents meetings

Stay and Reads (on hold due to Covid-19)

Workshops

School website

Literacy Team January 2022