



HORSLEY C of E PRIMARY SCHOOL

Together, we can

Jesus said, 'Love one another as I have loved you' (John, 13)



Our Reading Policy

RATIONALE

We believe that all children should have the opportunity to be fluent, confident readers who can comprehend and understand a wide range of both fiction and non-fiction texts. We want them to develop a love of reading, a good knowledge of a range of authors, and understand more about the world in which they live through the knowledge they gain from texts. We achieve this through a consistent approach to phonics and reading teaching. At Horsley, we strive to provide reading materials from various cultural backgrounds and authors. In addition, we encourage a home school partnership that enables parents and carers to understand how to support the skills taught in school.

INTENT

We intend to immerse every child in a world of books. At Horsley, we believe that a quality reading curriculum should develop children's love of reading. Our curriculum closely follows the aims of the National Curriculum for English 2014 to enable all children to:

- Read easily, fluently and with a good understanding
- Develop the habit of reading widely and often, for both pleasure and information

IMPLEMENTATION

Our reading scheme has strong links to our phonics teaching as we believe it is essential for children to become fluent readers. All of our books have been reviewed to ensure that they are a decodable match to the sounds and high-frequency words that have been taught. Books not meeting these criteria have been retained to act as a challenging book where children can practise the other reading skills such as picture cueing and using context to identify unknown words. These books are still tightly matched to phonic teaching. Although not, they have a few additional words with which the children may need support as they are not 100% decodable.

EYFS

We want to ensure that children can confidently use their phonic knowledge to sound words out and that they also recognise some high-frequency words. The expectation is that these books are repeatedly read at home to embed the sounds that they have been taught and have the opportunity to develop their fluency skills.

Key Stage 1 and 2

At Horsley, in KS1 and KS2, we have dedicated reading sessions – reciprocal reading – during these sessions, children have opportunities to read as a whole class reading session, with activities linked to the text selected by the class teacher. During sessions, the aims and objectives of the national curriculum will be embedded and give all children the opportunity to read aloud to adults and their peers, ask questions, develop their vocabulary, and embed punctuation and grammar through VIPERS reading comprehension questions.

Our School Library

During designated library sessions, give all children an opportunity to read for pleasure and promote a love of reading is promoted throughout the school. Our library is packed with inspirational books, which are updated regularly. Our school librarians (from Year 6) help to maintain, order and recommend books.

IMPACT

At Horsley Primary School, the teaching of reading is led by the class teacher and supported by the Maths Leader. The class teaching continually assesses the children against small steps and end of unit outcomes to ensure progression across the curriculum. At the end of each unit the children are assessed against the objectives on INSIGHT and this is used to inform future planning, including for pre and post teaching. Across the academic year children are assessed using the NFER assessment tools and this is then used to track and monitor progress across the school by the subject lead, SLT and class teachers. Statutory Key Stage Assessments take place in EYFS, Year 2, Year 4 and Year 6. The following assessments are used:

- EYFS – Early Learning Goals Teacher Assessment
- Year 2 – Statutory End of KS1 Assessment is used to support Teacher Assessment
- Year 4 – Statutory Times Tables Assessment used to inform Teacher Assessment
- Year 6 – Statutory End of KS2 Assessment

On-going assessment of children's learning ensures progression across the curriculum. Alongside the formative assessment detailed above we also use the following approaches:

- PM Benchmarking
- Immediate feedback during learning time
- Pupil conferencing alongside book looks
- Internal and external moderation with colleagues
- Learning walks
- Discussion with subject leaders via pupil progress meetings

This assessment process is used to inform parents of their child's progress and attainment across the year through Parent's Evening Meetings and their annual report.

Monitoring of the teaching and learning of mathematics at Horsley School is led by the Maths Lead and SLT and supported by the subject Governor. Children are encouraged to contribute to this monitoring through pupil conferencing, allowing stakeholders to ensure that children at Horsley Primary school are confident and courageous mathematicians.