



HORSLEY C of E PRIMARY SCHOOL

Together, we can

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



Our Reading Policy

INTENT

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 which **engages and TBC**. In addition, we encourage a home school partnership that enables parents and carers to understand how to support the skills taught in school.

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

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. Our reading books directly match the phonics teaching in class. 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 phonemic knowledge to decode words and recognise some high-frequency words in order to read fluently with automaticity.

Alongside this key skill we have a range of ways in which we strive to inspire a love of reading:

- Book corner that is stimulating and accessible, owned and loved by children
- Using core books to plan for children's interests and class topics
- Enthusiastic staff who share their excitement of books with children
- A range of high quality texts available throughout our continuous provision
- We use story props, story sacks, role play areas and displays to enhance core books
- Little Wandle group reading practice sessions take place daily
- Opportunities are provided for children to learn from clearly modelled 'reading behaviours', for example, the recognition that print conveys meaning, the left to right directionality of English text, the purpose of punctuation
- A bank of diversity texts to be read throughout the year
- Listening to and joining in a variety of genres, for example, non-fiction, poems, rhymes
- Opportunities to retell and to act out stories using props and story maps.

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.

Supporting the lowest 20% of readers at Horsley

We are informed of our bottom 20% of readers through Little Wandle assessments, mock phonic screening tests, Insight data and through our professional teaching judgments. In Key Stage 1, children are supported through 1:1, or small group, coaching with a Little Wandle trained member of staff each afternoon of the week for approximately 10 minutes. This is an intervention which is specific to each individual child depending upon their reading ability and next steps. For those children who leave Key Stage 1 having not achieved the statutory phonics screening daily phonics sessions continue, where appropriate. These children are also identified by the SENDCO and additional further support is put in place as needed to remove barriers to reading for that child. In Key Stage 2 children whose reading age is significantly below ARE (more than 2 years) are placed on our 1:1 daily fluency reading intervention to further develop their speed, accuracy, expression and phrasing.

Diversity

At Horsley Primary we have invested in a wide range of texts that celebrate diversity in its broadest sense, including cultural, sensory and neurodiversity. The children access these texts throughout school, starting in EYFS with the Big Cat Phonics Little Wandle texts through to the latest publications for our oldest pupils. These include book banded books as well as reading for pleasure texts. It's important that not every book that features a diverse character is written to highlight difference. We want the texts at our school to demonstrate that, whatever a person's background, gender or diversity, we share more in common than that which divides us. By reading a range of texts where differences are represented we can help our pupils to be more compassionate, caring citizens.

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.

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.

- ✓ 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:

- Little Wandle assessment tracker
- 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 reading at Horsley School is led by the Reading Lead, English 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.