

# CRACKLEY BANK PRIMARY SCHOOL

CARE  
BELIEF  
PRIDE  
SUCCESS



## Reading Policy

### Contents:

#### [Statement of intent](#)

1. [Legal framework](#)
2. [Key roles and responsibilities](#)
3. [National curriculum](#)
4. [EYFS](#)
5. [Key stages](#)
6. [Parents and reading at home](#)
7. [Equal opportunities](#)
8. [Reading area](#)
9. [Planning](#)
10. [Resources](#)
11. [Assessment and record keeping](#)
12. [Teaching and learning](#)
13. [Monitoring and review](#)

## Statement of intent

Crackley Bank Primary School intent is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. We believe that sound English skills are essential for progress across the curriculum and to prepare pupils effectively for tasks of adult life.

All teachers have a responsibility to develop pupils' competence in reading and speaking and listening in their own subjects and to ensure that pupils become competent users of language, and can access the curriculum effectively and achieve their potential.

Reading is central to our ability to understand, interpret and communicate with one another. Furthermore, pupils who read on a regular basis, in school and at home, have a higher chance of fulfilling their potential.

The aims of this policy are:

- To instil a passion for reading in pupils, which they will carry on into subsequent education and their later life.
- To set out the school's intentions and approach to reading, in order to enrich and support the curriculum.

Signed:

Headteacher: *S Stevenson*

Date: June 20

Chair of Trust: *S Gribbin*

Date: June 20

## 1. Legal Framework

1.1. This policy has due regard to statutory framework including, but not limited to, the following:

- DfE (2013) 'English programmes of study: key stages 1 and 2' – Updated July 2014
- DfE (2017) 'Statutory framework for the early years foundation stage'
- 

## 2. Roles and responsibilities

2.1. The subject leader is responsible for:

- Ensuring staff are familiar with the Reading Policy document.
- Reviewing changes to the national curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of reading, providing support for staff where necessary.
- Ensuring continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in reading.
- Organising the deployment of resources and carrying out an annual audit of related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff and the senior leadership team (SLT), as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities regarding writing skills.
- Ensuring common standards are met for recording and assessing pupil performance.
- Advising on the contribution of reading to other curriculum areas, including cross-curricular and extra-curricular activities.
- Alongside the Headteacher and SLT evaluate assessment data and set new priorities for the development of reading in subsequent years.

2.2 The classroom teacher(s) is/are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' reading skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach reading.

2.3 The special educational needs coordinator (SENCO) is responsible for:

- Organising and providing training for staff regarding the reading curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' needs.
- Advising staff on the inclusion of reading objectives in pupils' individual education plans.
- Advising staff on the use of TAs in order to meet pupils' needs.

### 3. National curriculum

3.1. All pupils within KS1 and KS2 are taught reading in line with the requirements of the English national curriculum.

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

Word reading

Comprehension (both listening and reading)

### 4. Early years foundation stage (EYFS)

4.1 All pupils within the EYFS are taught to develop their reading skills as an integral part of the topic work covered during the academic year.

4.2 All reading objectives are underpinned by the areas of learning and development that are required to shape educational programmes in early years settings.

4.3 In accordance with the English area of the early learning goals outlined in the 'Statutory framework for the early years foundation stage' (2017), pupils will be taught to:

- Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.
- Answer 'how' and 'why' questions about their experiences and in response to stories or events.
- Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
- Develop their own narratives and explanations by connecting ideas or events.
- Be confident with speaking in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.
- Work as part of a group or class, and understand and follow the rules.
- Read and understand simple sentences.
- Use phonic knowledge to decode regular words and read them aloud accurately.
- Read some common irregular words.
- Demonstrate understanding when talking with others about what they have read.

### 5. Key stages

#### 5.1. Whole school

- Crackley Bank Primary School will observe national events, such as World Book Day and Children's Book Week etc., in order to help instil a passion in reading.
- Extra activities linked to genre/reading, such as school trips, will be organised sporadically throughout the academic year.
- Pupils have access to books from the school/class library. Pupils will also be encouraged to join their local public libraries and become enthused by reading.
- Daily Whole Class Guided Reading sessions take place across the school, promoting the love of reading.
- 1:1 Reading: All pupils will read with their class teacher at least once per week.
- All pupils will have a reading book to take home to read.
- EYFS, KS1 and pupils identified as needing support with phonics, will also take home a phonics book at the phonic phase they are working at in school.

- Staff should provide opportunities for all pupils to show they are developing an understanding of words, sentences, grammar and information they are using.
- All staff should be aware of the specific requirements of their subject and should prepare pupils where necessary. This could mean, for example, producing a glossary of specific terms used in a particular unit, topic or textbook.

## 6. Parents and reading at home

6.1. Crackley Bank Primary School believes that parental involvement and encouragement can play a crucial part in pupils' reading development and we promote a home-school reading partnership by:

- Communicating with parents and sharing information with them through: parent meetings, parent workshops, newsletters, leaflets and diaries
- Pupils each have a book to read at home each day to further the skills they have learned during guided reading, 1:1 and phonics reading sessions.
- Parents/Carers are encouraged to make notes in the pupils' diaries about reading progress made at home.

## 7. Equal opportunities

7.1. All pupils will have equal access to the reading curriculum.

7.2. Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing reading lessons.

7.3. Where it is inappropriate for a pupil to participate in a lesson due to reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.

7.4. Cultural and gender differences are positively reflected in lessons and the teaching materials used.

## 8. Reading areas

8.1. The school's library has a reading area and is furnished with cushioned chairs, beanbags and large cushions suitable for the floor. Pupils are expected to sit quietly in the library to minimise distractions.

8.2. All classes have a book box/library corner where children can choose a book to read – books are changed at the beginning of each term. Year 5 and 6 operate a library card system for their books.

## 9. Planning

9.1. Planning of the reading curriculum is focussed on promoting high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. read easily, fluently and with good understanding

9.2. The school creates long-term, medium-term, and short-term plans for delivery of the reading curriculum – these are as follows:

Long-term: includes the topics studied in each term during the key stage, suggested texts and genre coverage.

Medium-term: includes the details of work studied during each unit.

Short-term: includes the details of work studied during each lesson.

9.3. The subject leader is responsible for reviewing and updating long-term plans, and communicating these to teachers.

- 9.4. Teachers are responsible for reviewing and updating medium and short-term plans, taking into account pupils' needs and identifying the methods in which topics could be taught.
- 9.5. All relevant staff members are briefed on the school's planning procedures as part of their staff training.
- 9.6. In the school, reading is taught as: a discrete lesson, as a whole class guided read and as part of cross-curricular themes when appropriate.
- 9.7. Teachers will use the key learning content in the DfE's statutory guidance 'English programmes of study: key stages 1 and 2', published in 2013, updated July 2014.
- 9.8. Lesson plans will demonstrate a balance of interactive and independent elements used in teaching, ensuring that all pupils engage with their learning.
- 9.9. There will be a clear focus on direct, instructional teaching and interactive oral work with the whole class and targeted groups.
- 9.10. Long-term planning will be used to outline the units to be taught within each year group.
- 9.11. Medium-term planning will be used to outline the vocabulary and skills that will be taught in each unit of work.
- 9.12. Medium-term plans will identify learning objectives, main learning activities and differentiation.
- 9.13. Medium-term plans will be shared with the subject leader to ensure there is progression between years.
- 9.14. Short-term planning will be used flexibly to reflect the objectives of the lesson, the success criteria and the aims of the next lesson.
- 9.15. Schemes of work for phonics, grammar and spelling are used when developing lesson plans to ensure developmental learning, building on pupils' prior knowledge.
- 9.16. All lessons will have clear learning objectives, which are shared and reviewed with pupils.

## **10. Resources**

The subject leader is responsible for liaising with the school office manager to purchase further resources.

- 10.1. Reading resources, such as books, dictionaries and thesauruses, are stored in each classroom.
- 10.2. Display walls will be utilised and updated on a regular basis, in accordance with the topics being taught at the time.
- 10.3. Reading equipment and resources will be easily accessible to pupils during lessons.
- 10.4. The school library contains an array of resources to support pupils' learning.
- 10.5. The subject leader will review resources on an annual basis.

## 11. Assessment and record keeping

- 11.1. An EYFS Profile will be completed for each pupil in the final term of the year in which they reach age five.
- 11.2. The progress and development of pupils within the EYFS is assessed against the early learning goals outlined in the 'Statutory framework for the early years foundation stage'.
- 11.3. Assessment will be undertaken in various forms, including the following:
  - Talking to pupils and asking questions
  - Discussing pupils' work with them
  - Marking work against the learning objectives
  - Pupils' self-evaluation of their work and of their peers' work
  - Classroom tests and formal assessments.
- 11.4. Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.
- 11.5. In terms of summative assessments, the results of end-of-year assessments will be passed to relevant members of staff, such as pupils' future teachers, in order to demonstrate where pupils are at a given point in time.
- 11.6. Summative assessments are also used at the end of a unit of work, this will be recorded on the end of unit grid.
- 11.7. Parents will be provided with a written report about their child's progress during the summer term every year. These will include information on pupils' attitudes towards writing and understanding of the key concepts.
- 11.8. If required verbal reports will be provided at parent-teacher evenings during the autumn and spring terms.
- 11.9. The progress of pupils with SEND will be monitored by the SENCO.

## 12. Teaching and learning

- 12.1. Crackley Bank Primary School follows the six phases of the 'Letters and sounds' framework for teaching pupils how to read. Teachers will adapt their planning in order to meet the needs of the pupils in their group.
- 12.2. Pupils working below age related expectations, e.g. pupils with English as an additional language and pupils with SEND, will receive additional phonics lessons.
- 12.3. In KS1 and KS2, comprehension skills will be developed through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. The writing curriculum is delivered during English lessons.
- 12.4. Classroom teachers use high-quality texts and resources which model effective reading comprehension skills to demonstrate good practice.
- 12.5. During reading comprehension lessons, sufficient time is given for pupils to discuss and revise their work.
- 12.6. To widen pupils' vocabulary and improve understanding, classroom teachers employ the following methods:
  - Spelling lists and key words to take home and practise

- Using displays of key words linked to topics and subjects
- Practising using the correct vocabulary orally
- Encouraging the use of dictionaries and thesauruses
- Reading examples of text to explore vocabulary
- Providing feedback on written work
- Providing targeted small group work and one-to-one support, where required

12.7. The classroom teacher, will ensure that the needs of all pupils are met by:

Setting tasks which can have a variety of responses.

Providing resources of differing complexity, according to the ability of the pupils.

Setting tasks of varying difficulty, depending on the ability group.

Utilising TAs to ensure that pupils are effectively supported.

### **13. Monitoring and review**

13.1. This policy will be reviewed on an annual basis by the subject leader.

13.2. The subject leader will monitor teaching and learning in the subject at Crackley Bank Primary School, ensuring that the content of the national curriculum is covered across all phases of pupils' education.

13.3. A named member of the governing board will be briefed to meet with the subject leader to review progress. Any changes made to this policy will be communicated to all teaching staff.

13.4. The next scheduled review date for this policy is July 2021.