

Newquay Primary Academy



Reading Policy

Developed: **01/03/2022**

Review date: **01/03/2025**

At Newquay Primary Academy, we believe that English and communication skills are vital tools for all aspects of life.

Aims and Objectives of English:

Throughout the Read, Write, Inc. programme, and then the English curriculum, we will help pupils develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. We want pupils to enjoy and appreciate literature and its rich variety. English is at the heart of all pupils' learning. It enables pupils both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order and meaning. Because English is central to pupils' intellectual, emotional and social development it has an essential role across the curriculum and helps pupils' learning to be coherent and progressive.

Intent:

To enable pupils to:

- develop positive attitudes towards reading so that it is a pleasurable and meaningful life-long activity;
- read and respond to a variety of texts whilst gaining increased level of accuracy, fluency, independence and deep understanding;
- develop different strategies for approaching reading and be able to orchestrate the full range of strategies – becoming active readers that can quickly gain meaning from increasingly complex texts; • use reading skills as an integral part of learning throughout the curriculum.

Implementation:

Once pupils have completed the Read Write Inc. programme for reading, teachers will use the National Curriculum 2014 as a starting point for creating their medium term Reading plans. These medium-term plans help develop interesting and engaging lessons which are frequently linked to other areas of the curriculum and/or interesting texts that will capture the pupils' attention. When teaching reading, skills that the pupils need to develop become a focus for the lesson or lesson sequence and are modelled for the pupils before they begin a task or activity. Pupils are to become familiarised with the different skills they need to become successful readers and are encouraged to recognise the skills independently. Classroom displays highlight the importance of these skills.

Much of the Programme of Study will be taught through specific Reading lessons. However, additional time is provided on a regular basis for reading at other times. There is time set aside for independent reading, practising decoding and fluency skills, listening to whole class stories and research linked to other subjects.

Teachers promote and value reading as an enjoyable activity and a life skill and actively promote reading for pleasure by being teachers who read and readers who teach.

Once pupils' have completed the Read Write Inc. programme, they will continue to be taught reading via Whole Class Guided Reading. The teacher models the reading process to the whole class as an expert reader providing a high level of support. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and collaboration. Texts are rich and challenging, beyond the current reading ability of the majority of the class.

Teachers use the Whole Class Guided Reading approach, in which a book is chosen as the centre of an engaging English curriculum. Chapters, characters, plotlines, themes and language choices are analysed and unpicked as the pupils become fully immersed, in some classes writing activities are then linked to this, as a way to further explore the content. In other classes the Guided Reading book is separate from the text used for writing.

In addition to this, teachers read high quality texts to their classes to encourage a love of reading; this text is purely for them to sit and listen to and become immersed in the story, being read to by an adult: another way of promoting reading for pleasure.

Many other opportunities are provided for pupils to practise and extend reading in other subjects. Teachers monitor independent reading and discuss progress with individual pupils on a regular basis to develop personal targets.

All teachers are responsible for promoting book ownership and recommending books to pupils.

Reading at home is regarded as an important part of reading development. Pupils will take home books matched to their level which they can confidently decode. They will be able to select other books, in their age range. This may not necessarily be one from their 'level' but may be one that they wish to share with an adult, an old favourite or a specific area of non-fiction or poetry which they may want to explore in class. We believe that pupils should have freedom when choosing to read these particular books independently, in order to promote a love of reading. Pupils are also read to daily with a class book.

Reading Frequency:

All teachers are responsible for hearing pupils read regularly and setting clear targets for them to improve. Teachers/Learning Supports try to listen to the lowest 20% in their classes daily, through 1:1 tuition, in order to boost progress. It is the teacher's responsibility to know which gaps these pupils have and to use this to inform one-to-one reading sessions with these pupils. Some pupils may read with members of the community at the academy where possible to support and build confidence.

Fluency and Comprehension:

Phonics may still be taught as required in Year 3. In this instance, we will continue to use Read, Write, Inc. phonics with an emphasis on difficult phonemes and alternative spellings for faster word recognition. Some pupils may be in an additional phonics intervention group, planned for their current phase. These pupils are matched to a Read, Write, Inc. phonics-based book and are expected to practise reading this both in school and at home. Teachers will ensure books are matched well to a pupil's current abilities and clear targets will be set for them to increase their level.

Impact:

Pupils have access to a wide range of reading opportunities that include:

- shared reading of a whole class text;
- regular independent reading;
- home/academy reading;
- hearing books read aloud on a daily basis;
- selecting own choice of texts for research;
- reading in other subjects.

Pupils are taught a range of reading skills in order to develop both their fluency and comprehension in order to reach the expectations of the National Curriculum for their age, taking into account their underlying ability level.

Throughout the academy, all pupils are listened to frequently, reading aloud either by a class teacher or Learning Support/TAs in order to promote good fluency, including pace, intonation and expression. Some pupils might be given extra opportunities to read to an adult or to develop their fluency with one of their peers.

Our pupils will be introduced to Reading VIPERS (Vocabulary, Inference, Prediction, Explanation, Retrieval, and Summarising) reading skills, after they complete the RWI programme. These will be taught as stand-alone lessons in which the pupils can practise specific skills. When these skills are embedded teachers will develop the connections between each skill and pupils will be expected to use evidence to justify their opinions. Pupils will then be expected to develop detail further explaining their viewpoints in line with our Reading Progression document. Each class will have VIPERS displayed in their classroom to support the pupils when using these skills.

As a child's reading develops at Newquay Primary Academy, pupils will begin to really understand the link between the author and the reader, understanding how their own experiences can change connotations of language choices and being able to understand others' point of views.

Monitoring and Reviewing:

We monitor and review the implementation and impact of the teaching of reading at Newquay Primary Academy by:

- Learning walks/ Lesson visits (by subject leader and Senior Leadership Team);
- Sharing and analysis of planning;
- Book Looks, looking at the learning produced in pupil books across the curriculum linked to reading;
- Discussions and sharing of good practice through necessary CPD and staff training;
- Termly assessments including test analysis;
- Pupil Voice through conferencing

Reading Curriculum Planning:

All Reading planning begins with the National Curriculum. Teachers will take these objectives and consider their class' current attainment and how these skills can be built upon each term. Texts are carefully planned and chosen in line with other aspects of learning: including pupils' interests, thematic learning and current world events. A medium-term planning pro forma is used to ensure consistency across the academy. Writing opportunities are created based upon chosen texts in order to promote the link between reading and writing. From this, weekly plans with consideration for the needs of all pupils in the class are created in order to identify appropriate activities and consistent outcomes across year groups/phases in line with the National Curriculum.

Assessment:

From the summer term in Yr.1, we assess reading using a combination of evidence and teacher assessment (including termly PIRA test, marking and feedback). Marking and feedback of reading based activities provide a valuable form of formative assessment. Termly PIRA reading tests are conducted to provide summative data which can be combined with teacher assessment and recorded on INSIGHT.

Impact of Reading on Teaching in Other Areas of the Curriculum:

Pupils are exposed to different text-types and genres in all areas of the curriculum and teachers are expected to plan reading opportunities within all subjects. Comprehension skills are developed in maths with modelling of problem-solving and reasoning challenges.

British Values:

Pupils are expected to identify the moral of stories, developing Respect and Tolerance within all pupils at Newquay Primary Academy. We aim to include a range of texts that will reflect the ethnicity and diversity of the world we live in.

Cultural Capital:

Teachers are passionate about reading and giving pupils the valuable knowledge to help them advance in their understanding. Texts are carefully considered in order to ensure that pupils receive a wider, more diverse view of present-day life. We also introduce pupils to classical and historical texts/texts from other cultures in order for them to gain an understanding of contexts that they may not otherwise come across. Teachers' subject knowledge and the understanding of knowledge gaps is of paramount importance.

Resources:

All classrooms will have a well-stocked library area with a range of books.

Selection of reading books in each class (a range of genres including diverse and classical texts):

- Reading is taught consistently and teachers can monitor impact;
- After RWI, VIPERS from The Literacy Shed+ will be used throughout school to provide engaging resources that link with our skills' focus;
- Sets of class books will be available for whole-class guided reading.

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