

Yorke Mead Primary School

Reading Policy

September 2020



Our School Vision Statement

BRINGING LEARNING to LIFE

We are a school dedicated to creating an environment where children are able to grow into happy, well-rounded individuals with a love of learning through which they can achieve to the best of their abilities.

We want our pupils to enter the wider world as

- o Happy, positive individuals*
- o Responsible citizens who make a positive contribution*
- o Confident, resilient, healthy & life-long learners.*

D - Determination

A - Ambition

R - Resilience

E – Enjoyment

T - Trust

O - Openness

Rationale and Ethos

Reading is fundamental to children's learning – it is important that there is a good balance between reading to learn and reading for pleasure in school. Children need to learn to read before either of these can be achieved, though listening to others read is a key part of this. Reading is a vital life-skill. The ability to read will support children's learning across the whole curriculum.

Evidence suggests that children who read for enjoyment every day not only perform better in reading tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures. In fact, reading for pleasure is more likely to determine whether a child does well at school than their social or economic background.

Aims of the Curriculum at Yorke Mead

The curriculum at Yorke Mead is intended to ensure each child:

- Develops high self-esteem, confidence and a true feeling of self-worth.
- Develops a lively, enquiring mind and life skills so that he/she will have the ability to experiment, investigate, take risks, challenge, discriminate and make informed choices.
- Is enriched, motivated and challenged by a broad and balanced curriculum and recognises the value of all areas of learning, including literature, sciences, the readings and humanities.
- Is valued for their individual contributions, recognises their role and develops a positive attitude towards everyone in the life of the school and community.
- Develops the positive skills and attitudes necessary to work both independently and collaboratively.
- Will be given equal opportunities to participate in all aspects of school life, with high expectations and ambition for every child and appropriate levels of challenge and support to enable them to achieve.
- Develops an understanding and respect for other races, cultures, gender, people with disabilities, religions and associated points of view.
- Understands the importance of and develops responsibility for keeping themselves physically and emotionally healthy.
- Acquires a set of moral values and attitudes including honesty, respect, sincerity, trust and personal responsibility.
- Is supported in their spiritual, moral, social and cultural development.
- Is equipped with the knowledge and cultural capital they need to succeed in life.

Aims of the Reading Curriculum

As a school, we will aim to teach every child to read with accuracy, fluency and understanding through a variety of discreet and cross-curricular learning opportunities. Our aim is for children to become enthusiastic, capable and reflective readers who read for both knowledge and pleasure.

The national curriculum for reading aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage

- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the readings of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Curriculum Design

At Yorke Mead we aim to link key texts to the cross curricular teaching or theme where this will allow effective and engaging teaching. If cross curricular links do not allow the teaching to be the best it can be, we will teach skills in isolation. Curriculum planning maximises cross curricular links, ensuring a strong, engaging curriculum which develops skills across the primary phase. Key skills for each year group are clearly identified in the long term plans including skills that need to be reinforced, as well as those that are age related and those that are designed to extend children in their learning.

Long term and medium term plans are linked clearly to opportunities for cross curricular activities (including writing and reading), multi-cultural and extra-curricular links as well as projects and visits. All units of work contain questions and pupil evaluations to support both teacher and pupil assessments and enable the children to develop their ideas. Activities within the units are planned so that children build upon prior learning and opportunities for progression are built into planning so that there is an increasing challenge for children as they move up through the school.

All children, regardless of ability, have access to the reading curriculum and access to high quality texts . Special provision is made by way of additional support and specialised resources for those children where it is felt beneficial.

Teaching Approaches and Strategies: Reading is taught throughout the whole school discreetly as part of English and as an integral part of the school day. Our approaches and strategies are summarised below:

- From Nursery to Year 2 children will receive a short daily phonics lesson following the ‘Letter and Sounds’ synthetic phonics approach.
- Children take the phonics check in Year 1. Children who do not pass the check in Year 1 are supported through targeted phonics teaching in Year 2, before they retake the test in the summer term.
- In every year group, some of our English units are taught using, Power of Reading texts thus ensuring that teaching is centred around inspiring and challenging core texts. Often texts are chosen to provide a more cross-curricular approach. Alongside this, HGFL units are also used in some year groups, providing progressive learning opportunities.
- Using the HFL medium-term planning framework and assessment grids, ensures that a variety of texts types are read, analysed and discussed.
- Our reading curriculum shows progression in the key reading skills of: phonics, decoding, vocabulary, retrieving, summarising, inferring, predicting, analysing, comparing and exploring authorial intent.
- Children are encouraged to discuss and note any ambitious/ unfamiliar vocabulary for the working wall / magpie books.
- Teacher models are used and analysed carefully to develop an understanding of different text types and genres.
- Where children are struggling to read, the area of difficulty (decoding or language comprehension) is identified and specific intervention (phonics programme or reading fluency and vocabulary building) is used to narrow the gaps.

How the Reading curriculum meets the needs of children at Yorke Mead.

Yorke Mead is situated in an area of Hertfordshire that is predominately of low deprivation. However, the school does support a number of children who live in families on the edge of deprivation as well as a number of adopted children who may have aspects of life they are still needing to process. Yorke Mead is also extremely popular with parents of children with SEND needs and adopted children and we have a greater proportion of children with such needs than other schools nearby. The reading curriculum is designed with these wide ranging needs in mind and therefore aims to meet all children's needs by providing a broad, balanced and enriching range of activities to develop each child's interest, enjoyment and curiosity about books alongside their core reading skills. Self-esteem is enhanced through regular opportunities to celebrate and recognise the achievements of each child. Active learning strategies and the opportunity to take learning outside of the classroom are fundamental to the long term planning and recognised as a vital part of enriching children's experiences.

How the Reading curriculum supports the development of children's love of reading.

We use the following initiatives to help develop a love of reading:

- Library- Each class has the opportunity to visit the KS1 and KS2 library each week. In addition, the KS2 library is manned by Year 6 librarians on a daily basis at lunchtimes to enable Year 2 and KS2 children to access it.
- Book stamps and certificates incentive scheme – KS1
- Book badges incentive scheme – KS2
- Book teaser assemblies – ensuring new books are added regularly to the children's reading materials
- Book swop bookcase available at all times
- Book off's and book recommendations by peers
- Paired buddy reading across phases
- Scholastic Book Fair visits
- World book day

How the reading curriculum supports children's spiritual, moral, cultural, social development.

Spiritual – Through a well-balanced curriculum the reading curriculum provides plenty of opportunity for children to reflect on their thinking and that of others. All units of work contain questions and regular moments of evaluation to support and enable the children to develop their own ideas as well as to understand the choices and thinking of others throughout the years as well as their peers. They learn to respect and understand each other's differences and ways of viewing the world.

Moral – Long term planning enables the children to encounter a range of texts which evoke a range of emotions and raise questions. Through discussion and exploration children learn to recognise how reading can express differing viewpoints of right and wrong as well as the inner feelings and thoughts of others.

Cultural – The reading curriculum is designed to enable learners to develop an understanding of their own culture as well as that of others locally, nationally and internationally. Children learn to value diversity and cultural development through the exploration of historical and contemporary writers from around the world. As they progress through the school they explore meaning and symbolism in reading and learn how to communicate their own understanding of the world around them.

Social – The teaching of reading offers opportunities to support the social development of each child through the way they are expected to work together in lessons. Planning frequently allows for children to work together in groups, giving them a chance to discuss their ideas and feelings about their own work and the work of others. Through collaborative projects they learn to support and respect others as well as how to co-operate and share their own expertise, thus developing a better understanding of themselves and the wider community.

How the Reading curriculum supports children's emotional well-being.

The reading curriculum strongly supports children's personal development, it enables children to develop the key skills of critical thinking, communication, resilience, creativity, teamwork, self-understanding and growth mind-set.

Children are given the opportunity to give and justify their opinions about their reading and that of others and to learn that people can have similar and differing points of view. Through the exploration of a wide range of different authors, cultures and writing styles they learn to value and respect diversity as well as develop an understanding of their place in the world.

Mindfulness and teaching about the brain is incorporated into lessons so that children are prepared to learn and have positive strategies to draw upon when they are challenged in new ways. They learn the importance of developing the right hand side of the brain for the creative process and develop the ability and confidence to look more closely and make connections about the world around them before capturing what they see.

Unit planning enables the children to develop a growth mind-set and the positive attitude to learning needed to succeed in later life. Teaching and learning allows for children to take risks and face new challenges in their work. Through the teaching process teachers actively seek to build children's confidence by acknowledging their own need to developing skills or by celebrating mistakes as 'happy risks'.

Resilience and determination is strengthened through opportunities to work on projects over a number of weeks, in order for each child to become actively involved in their own learning and to have the chance to explore and develop new skills. Regular opportunities are created to enhance each child's self-esteem through the recognition of each child's reading achievements within the classroom and across the whole school.

Organisation and planning.

Organisation

At Yorke Mead we value the team approach and with this in mind we aim to group subjects together so that consistency across similar subjects is maintained as far as possible. This also means subject leaders are not working in isolation. Reading through the English curriculum is part of the **Create** team along with Music.

Children will have access to the following reading books / sessions to help develop children as readers:

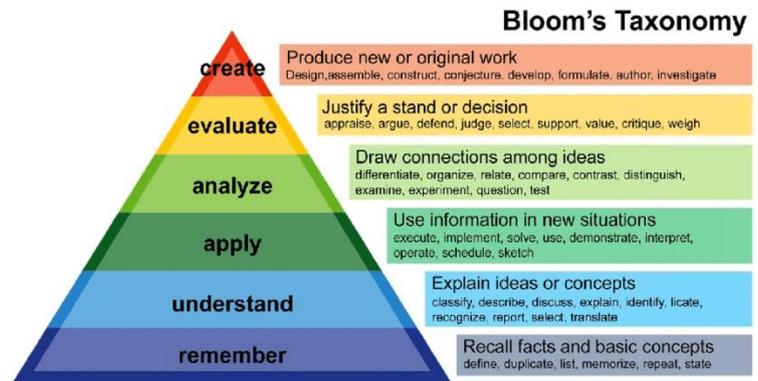
- Reading books to take home- begins in Nursery with children taking picture books. In Reception children take home books matched to their phonic ability with the aim of all children reaching Yellow band, by the time that they leave Reception.
- Home reading books continue through KS1 using the book band system, with children's books matching their independent reading ability at 95% independence.
- In Ks1- children will be heard reading at least once a week and their progress will be monitored. When children need to be assessed for book band levels- the PM benchmark kit will be used. Once children become independent readers, they will choose books from the classroom book corner or library. They are also allowed to bring in books from home. The suitability of the books chosen will be monitored regularly by the class teacher (at least every half term) and supported by the TA when checking reading records.
- During guided reading, most children will read a class text which is pitched to be slightly challenging. Challenge and support will be provided through differentiated questions and tasks, or manipulation of the reading materials. Some groups will read their own guided reading text if the level of the class text is not suitable.
- Opportunities for reading will also occur as a discrete activity and across the wider curriculum.
- Classroom book corners will hold a variety of print such as newspapers, poetry and books written by pupils etc.

Guided reading

- Each child will take part in at least one guided reading session per week with the class teacher: with PPG and children who have more progress to make being 'double-dipped,' with additional sessions led by class teachers and teaching assistants.
- Children will have the opportunity to experience a wide range of good quality texts (both fiction and non-fiction) and are encouraged to respond and reflect on these.
- During Guided Reading, children will discuss the questions set by the adults- with the adult modelling the reading strategies needed such as decoding, predicting, retrieval, questioning, skimming, scanning, comparing, visualising, clarifying and inferring.
- A text that is one book band higher than the children's independent reading book will be used as the guided reading text in KS1, so children are ability grouped.
- Usually a whole class text that fits in with the English or another class topic, will be used as the Guided Reading text in KS2.
- In addition, children who need additional support and meet the criteria will be selected to take part in the Reading Fluency Project, which is a 6-week intervention programme run by teachers and TA'S.

Planning

Teachers at Yorke Mead are provided with a broad long term plan by the English subject leader outlining the curriculum content and learning intentions to be covered throughout the year. Medium term plans in paper format as well as PowerPoint are also provided by the subject leader which can be adapted by the teacher depending on class needs. There is no need for teachers to produce individual lesson plans as the daily powerpoint makes the learning clear.



In planning or adapting units of work the subject leader and teachers are mindful of the **Bloom's Taxonomy**, recognising that we cannot expect children to apply or analyse skills or knowledge unless we have given them time to both remember and understand this. Bloom's also supports differentiation of learning within the curriculum.

Progression and Sequence of Learning.

The reading curriculum is designed to focus on skills teaching in order to ensure effective progression of key skills from year to year. Detailed long term planning show the sequence of learning across the curriculum allowing for teachers and children to know how learning is built up and what key skills the children have prior to units as well as the skills they will be working towards at the end of each year group. Planning is supported by the Herts for Learning structures and formats.

Early Years.

All aspects of our curriculum for Key Stage One and Two build from the Early Years curriculum, which is centred around the needs and interests of the Early Years children at Yorke Mead. Whilst this policy is relevant to all stages of education at Yorke Mead it is essential this is read in conjunction with the EYFS policy.

This reading curriculum policy should be read in conjunction with the following policies:

- Yorke Mead curriculum policy
- Teaching and Learning Policy

- Early Years Foundation Stage (EYFS) Policy
- Personal development at Yorke Mead

Assessment for Learning.

Assessment in reading is an ongoing partnership and communicative dialogue between teacher and pupil that allows the child to make progress and to recognise it themselves. Much assessment will happen during the guided reading sessions and teachers in Key Stage One also ensure they regularly hear and assess each individual child's reading. In Key Stage two, ongoing formative assessment is supported by a formal reading comprehension test.

Attainment in children's reading is monitored using the Herts for Learning assessment sheets that break down the attainment targets further to the specific reading skills; this allows monitoring of attainment against the age related expectations. Progress monitoring records allows for the progress of individual children to be tracked as well as the progress and achievement of year groups as a whole.

The subject leader enhances assessment practises through regular monitoring. Discussions with teachers, lesson observations, pupil voice as well as regular book scrutinies (which includes the books of those children identified on the individual progress sheets) ensures that coverage, standards, progress and teacher judgements are in line with the quality and impact of reading teaching and learning.

Visual evidence of the impact of children's work is captured on displays throughout the school as well as kept on the staff shared drive alongside the appropriate unit plans so that teachers have an indication of the expected levels of achievement.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- Currently higher attaining pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEND can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

Safeguarding and Safe Practise

In all areas, at all times, staff at Yorke Mead are aware of safeguarding responsibilities and health and safety. Some aspects of learning naturally require greater need to be aware of planning for safe practise than others. Where

there is any form of risk to children staff will have completed a risk assessment to manage this risk and ensure procedures minimise or remove the risk. The school has a number of generic risk assessments to cover those aspects where risk will be evident at all times such as:

- When handling tools and equipment
- Using specific materials
- Classroom set up

There are times when children may be more likely to disclose a safeguarding concern, for example as part of a discussion around a text/ story, where they might wish to relay a personal experience or personal feelings that a particular texts triggers. The calm and relaxed atmosphere of a reading lesson may also create an environment in which a child feels able to share a concern or worry. Should there be a concern or disclosure from a pupil, staff will always follow the school safeguarding policy.

The role of the English subject leaders

Subject Leaders will ensure that the school curriculum is implemented in accordance with this policy and specific subject and that:

- All required elements of the English reading curriculum have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- Long term planning is available for to support individual teachers in their planning
- The amount of time provided for teaching reading is adequate and the curriculum meets the aims and objectives for each year group.
- Standards within reading are monitored, meet the expectations and that the head teacher and phase leader is informed of any concerns around this.
- Resources required to deliver the reading curriculum are available and accessible to staff.
- The policy and practise within reading is updated to reflect current educational research in consultation with the Head teacher, SLT and governors.
- Supporting staff to have the pedagogical understanding necessary to successfully teach the reading curriculum, and any required training is brought to the attention of the senior leadership team.
- The school's procedures for assessment meet all legal requirements
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum, allowing the most appropriate individual curriculum needs to be met in consultation with the Head teacher and school SENDCo.
- Proper provision is in place for pupils with different abilities and needs, including children with SEND policies.
- Link governors are kept up to date with policies and procedures linked to reading.

This policy should be read in conjunction with the Yorke Mead Curriculum Policy. The following sections are as listed within this policy:

- **Legislation**
- **Roles and responsibilities**
- **Monitoring, reporting and evaluation**

Policy Review

This policy will be reviewed every three years *by* the head teacher, senior leadership team and governor curriculum team. At every review, the policy will be shared with the full governing board.

Links with other policies

This policy links to the following policies and procedures:

- Teaching and Learning Policy
- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives
- Inclusion Policy
- Relationships Education, Sex and Relationships Education (SRE) and Health Education Policy
- Pupil Premium Policy