

Victoria Road Primary School Reading Policy



POLICY DOCUMENT

Approved by: HT

Date: October 2022

Date of next review: September 2025

Staff Responsible: Reading Leader - Jill Evans

At Victoria Road Primary School we are passionate about reading and aim to inspire a love of reading within every pupil. We believe that reading has the power to improve a child's future academic achievement, wellbeing and success in life. There are many studies which find positive correlations between regular positive engagement with reading and academic achievements (Clark 2011, PISA 2009) and that reading may be a greater indicator of educational success than a family's socio-economic status (OECD 2002). This drives the high aspirations that we have for all our pupils, to not only meet the National curriculum aims of being able to...

- 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

...but also to perceive themselves as a reader. To achieve this for our pupils we have a carefully crafted reading curriculum which starts as soon as the children enter our school to minimise any impact of early life disadvantage.

Teaching reading

The teaching of Phonics has a high priority throughout Foundation Stage and year one. Phonics is taught daily using Phonics Bug, an approved structured synthetic phonics programme. Phonics Bug is a fast paced, fun, multisensory scheme which also supports our children with the encoding skills needed for writing. Children are taught the relationship between sounds and the written graphemes or spelling patterns, which represent them. Phonic lessons start the second week of Term One in EYFS, usually through whole class teaching to ensure that no child falls behind. Where needed interventions are planned swiftly, using data as a starting point to ensure that pupils can keep up with the whole class pace of learning.

In EYFS and Year 1 One (and where appropriate beyond) guided and individual reading texts are matched exactly to the class phonic teaching. The use of Phonic Bug reading books and ebooks ensures that all words are phonetically decodable or previously met high frequency words and that every child can become a successful reader. These books have a range of genres and the children find them very appealing and engaging.

Towards the end of year one the children are introduced to Pathways to Read through whole class reading sessions. Pathways to Read is a progressive reading scheme which focuses upon comprehension and vocabulary. It is used throughout years 2-6 to teach specific reading skills through structured whole class reading lessons, group reading and follow on tasks every week. Pathways to Read uses high quality texts with a rich vocabulary to hook our readers. Texts have a broad range of

genres and are progressively more complex across the year groups with vocabulary and comprehension skills also being built upon in the same way. We use Pathways to Write in our school, the two schemes are cohesive resulting in consolidation of skills and understanding in reading and writing genres.

Assessment is key to accurate teaching, thus ensuring that children are suitably challenged and that pupils do not fall behind. Phonic and statutory assessments provide data that is analysed for gaps and used to inform class teaching and, if needed, individual interventions to be put into place. Teacher assessments on a daily basis inform the next steps when planning and or adapting the teaching and learning sequence. Summative and formative assessments form the basis of our rigorous pupil progress meetings and target setting meetings with senior leaders.

If an intervention is needed to support a pupil, it is data driven for precision and monitored by the SENCO for impact. These are the reading interventions that we draw upon to support our pupils' learning...

- Pre and post teaching with phonics
- Additional practice with high frequency words
- Daily or regular reading to an adult
- Christine Cork reading intervention
- Reading to Oscar, our Reading Dog
- Toe-by-Toe
- Phonographix
- BRP

Where pupils have complex learning needs, individual learning approaches and structures may be put into place to best support that individual child and their learning style. This will be implemented by the class teacher and TA's and monitored by the SENCO and SLT.

Inspiring readers

Pupil voice is so important to how we meet the needs of the pupils that it is regularly sought through face to face discussions, questionnaires or mentoring sessions. information gained from this is used to tailor our provision accordingly.

To foster a reading culture within our school we ensure that our class reads / story time are planned carefully in advance with quality texts, many from the Pi Corbert or Power of Reading book lists. These are selected to compliment the class learning, to broaden childrens' exposure to a range of text genres and to inspire. Every class has a dedicated informal reading for pleasure time each week, during which children are encouraged to bring books or magazines from home, to share, discuss and recommend to their peers.

Our book corners are monitored regularly to ensure that they are enticing and reflect the interests of our children. Our school library is open at lunchtimes for children to enjoy and borrow books. It is another opportunity for informal book talk to take place outside of the classroom.

There are many enrichment activities that are embedded into the fabric of our school year including book swaps, library trips, reading partners, dress up days and

storytelling events to ensure that books, stories and language are always a consistent priority.

Reading at home

We highly value parental support in helping children to practise reading at home and developing a love of literature. Parents are invited to reading workshops which are held to support parents to understand how we teach phonics and reading at school and how they can support their child at home to develop a love of books. We actively encourage parents to come into school to listen to children read and to talk about their books.

Pupils are encouraged to read at home and again the books and ebooks provided by school match the phonic scheme of work to ensure a consistent approach in learning to read where this is appropriate. Reading books are changed weekly or as appropriate and this is tracked in Reading Record books, every child in the school has one, they facilitate a good communication system between home and school. Children in EYFS also borrow books from the book corner to share with adults and siblings at home to increase their exposure to a range of literature and to develop comprehension skills.