

Wybers Wood Reading Policy 2019-2020

At Wybers Wood Academy, we believe that **every** pupil has the right to access high quality literature from their very first day of school. In order to achieve this, we develop and promote reading across the academy in a number of different ways.

Our aims as an academy are:

- To equip all pupils with the necessary phonic knowledge and skills to allow them to access texts, at an appropriate level.
- To foster a love and appreciation of books across the school and beyond.
- To ensure that ALL children across the academy have access to challenging, quality, age-appropriate texts.
- To ensure that ALL children are being exposed to rich and varied vocabulary.
- To provide a consistent approach in the teaching of reading comprehension skills.
- To develop 'depth' in pupils' responses to their reading.
- To provide a clear structure for teacher's delivery of reading which ensures full curriculum coverage and a progression of reading skills across all Key Stages.
- To ensure that reading is given sufficient curriculum time across the academy

Phonics and Early Reading

Phonics is through the Read, Write Inc programme (RWI). This is a comprehensive phonics programme developing reading, spelling and writing skills. Our aim is to develop the children's phonological awareness, ability to segment and blend words and read tricky words by sight – in order to become fluent readers.

Our core principles of Phonics teaching are:

- That it is part of a broad and rich curriculum that engages children in a range of activities and experiences to develop their speaking and listening skills and phonological awareness
- That it is multisensory providing, encompassing activities to enliven core learning and to embed phonic knowledge.
- That it is time-limited, to promote confident readers by a minimum of the end of Key Stage 1
- That it is systematic- it follows a carefully planned programme reinforcing and building on previous learning to secure children's progress
- That it is taught discretely and daily at a brisk pace the RWI programme.
- That there are ample opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum.

All phonics sessions occur daily and for a minimum of 20mins.

For those pupils moving into KS2 who have not secured RWI Set 3 and achieved the Phonics Screening Check, additional intervention support is put into place to ensure that they catch up quickly.

Teachers plan clearly structured sessions following RWI documentation. This includes:

- Teach - Introduce new grapheme
 - Revisit/Review – known graphemes
 - Practise – green words and red words
 - Apply – Read a RWI book matched to their level
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- Phonics activities are available throughout the continuous provision to ensure reconsolidation of adult led activities.
 - As far as possible, pupils have access to fully decodable texts which match their phonic knowledge.
 - For those pupils who are unable to keep up in class, additional phonics support is offered and this is tailored to a particular child's/ group's needs.

Assessment of Phonics:

Pupils are assessed half- termly by their class teachers using the RWI assessments. The phonics leader monitors these assessments and provides support to class teachers in securing their judgement and next steps.

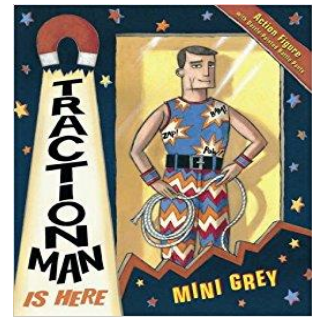
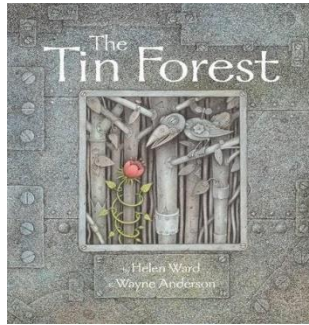
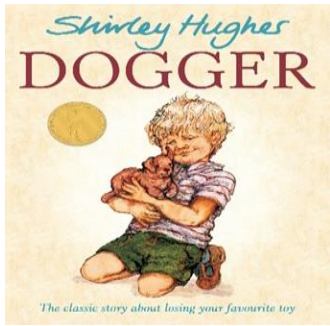
Y1 Phonics Screening Check

All children in Year One will be screened using the National Assessment materials in Summer Term. If children in Year One do not pass the screening test, they will be retested when they are in Year Two.

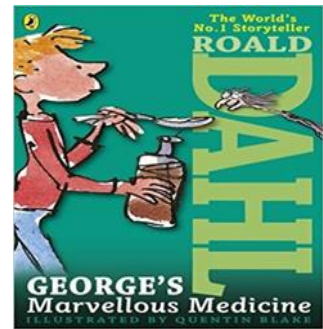
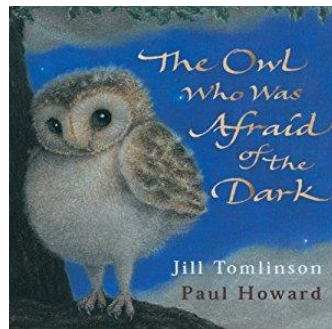
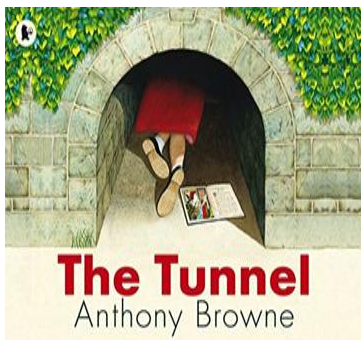
The Reading Strategy

The Reading Strategy is a trust-wide approach to develop reading comprehension skills. It takes place EVERY day from Y1-Y6. It incorporates age-appropriate, challenging texts, which are rich in vocabulary. The core texts are:

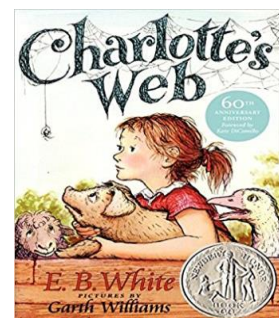
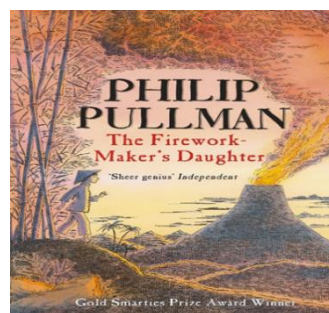
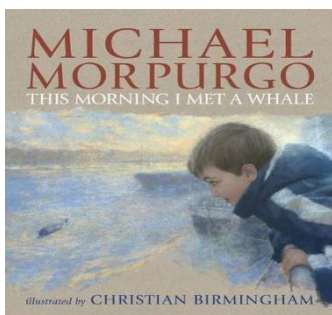
Year 1



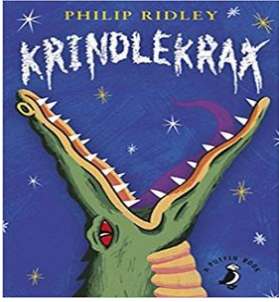
Year 2



Year 3



Year 4

		
<p>Year 5</p>		
		
<p>Year 6</p>		
		

The Core principles of the Reading Strategy are as follows:

- A 30-40 minute whole class text reading session (20 minutes Y1)
- Texts will generally last for one full term although no-fiction, poetry and play scripts are taught alongside this.
- All pupils are included in this lesson and are exposed to high quality texts and discussions, despite potential barriers to their word reading and comprehension.
- Teachers will identify children who are not yet on track to meet ARE for their year group and will plan sessions IN ADDITION to develop their decoding and fluency.

- All year groups will have a reading response book. There should be approximately 3 pieces of written response per week. These may be independent, guided, formal or informal responses to reading. These books should reflect the pride and importance of reading.
- All reading sessions have a clear learning objective so that pupils understand the reading skills they are practising. The children's written responses should reflect the learning objective.
- All reading sessions will begin with some form of direct vocabulary instruction. Teachers will focus particularly on Tier 2 vocabulary although Tier 3 words will most certainly be clarified too.
- Oracy is a key driver in reading sessions and is used to support children in forming well developed answers and opinions around reading.

Teaching Sequence

Teachers will plan a sequence of lessons that are focused around a single objective/ skill of reading, and will incorporate a graduated release of dependence as the sequence progresses. This allows children by the end of the sequence to be able to answer questions independently and form opinions.

Differentiation

- Whole class reading sessions should be planned carefully to ensure differentiation and challenge. One of the main strategies that the academy uses to differentiate is through cognitive demand (Appendix A).

The KS1 Reading Content Domains

- The content domain sets out the relevant elements from the national curriculum programme of study (2014) for English at key stage 1 that are assessed in the English reading test. The tests will, over time, sample from each area of the content domain. The following table shows the content domains, which sets out how elements of the curriculum will be defined for test development purposes.

Content domain reference	
1a	draw on knowledge of vocabulary to understand texts
1b	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
1c	identify and explain the sequence of events in texts
1d	make inferences from the text
1e	predict what might happen on the basis of what has been read so far

- Teachers may reference the domains or skills in their daily teaching to support pupils' understanding of these important skills for reading.
- Whilst the Content Domains cover many of the core skills set out in the Curriculum they **do not include the national curriculum programme of study for reading at KS1 in its entirety**, and therefore it is essential that teachers still plan their lessons using the national curriculum.

The KS2 Reading Content Domains

The content domain sets out the relevant elements from the national curriculum programme of study (2014) for English at key stage 2 that are assessed in the English reading test. The tests will, over time, sample from each area of the content domain. The following table shows the content domain, which sets out how elements of the curriculum will be defined for test development purposes.

Content domain reference	
2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text

- Teachers may reference the domains or skills in their daily teaching to support pupils' understanding of these important skills for reading.

- Whilst the Content Domains are based on the National Curriculum they **do not include the national curriculum programme of study for reading at KS2 in its entirety**, and therefore it is essential that teachers still plan their lessons using the national curriculum.
- **Reading opportunities across the curriculum**
Children must be given the opportunity to read and to apply the comprehension skills that they have practised in their reading sessions across the curriculum. This should happen daily with pupils drawing inferences from historical documents in history, to reading and following instructions in PE etc.

Home Reading

All pupils will have a reading book to take home with them. Children from EY-Y6 are expected to read a minimum of three times each week. This should be recorded in their reading records by their parents for younger pupils, but as the child gets older, they will document their own reading journey throughout the week.

Pupils can earn Dojo points if they meet the expectation of reading three times a week at home.

We endeavour to develop supportive relationships with our parents from the start of school. We offer regular events in school which parents are invited to attend. These events seek to provide parents with information about how they can support their child's reading at home.

If there is a concern around a pupil who is not reading at home, the class teach will seek to contact their parent and offer support as required.

Developing a reading culture

At Wybers Wood academy, we strive to instil a love of books and reading to all of our pupils so that they excel not only in school, but are equipped with a life long love of reading.

We have many ongoing initiatives throughout the school such as:

- Bed time book boxes in EYFS and KS1.
- New school library and book areas for pupils to relax and enjoy books.
- New reading displays.
- New reading books for home reading that link to phonics.
- New reading for pleasure for pleasure books.
- World Book Day with books taking priority.
- Dojo points for regular reading at home.

Policy Status and Review

Written By:	
Status:	
Approval Date:	
Review Date:	