Water Orton Primary School Reading Policy

Reading aims and intentions:

Water Orton Primary School believes that reading is an essential life skill that enables children to develop their learning across the wider curriculum and lays the foundations for success in future lines of study and employment. At the heart of our strategy is our drive to foster a love of reading, enriching children's learning through carefully designed teaching activities that utilise imaginative stories and thought-provoking texts. We recognise the importance of taking a consistent whole school approach to the teaching of reading in order to close any gaps and to target the highest possible number of children attaining the expected standard or higher.

What the children will learn:

Water Orton promotes high standards of language and literacy by equipping pupils with a strong command of the spoken and written word. We will develop their love of literature through widespread reading for enjoyment.

Our aim across the school is for children 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
- use discussion to elaborate and explain clearly their understanding and ideas during learning
- talk & write clearly, accurately and coherently about their reading through range of contexts, purposes and audiences
- develop sophisticated retrieval techniques, enabling them to articulate responses to questions from each of the content domains

How reading is planned:

In Years 2-6 Water Orton plans for whole class reading using a two-week text exploration approach. In week one the children will explore the text, ask questions, discuss vocabulary and apply phonic strategies with word recognition to improve fluency, build stamina and develop confidence. In week two the children will explore the text further using their VIPERS skills. This teaches children the skills and strategies they need to successfully explain their understanding of a wide range of texts, and offers to extend their enjoyment of, and engagement with, reading. Text exploration allows the children to further develop their knowledge of higher order questioning skills, author intention and using evidence from the text to support their

answers. It also allows them to discover new genres and authors and promote preferences for a wide variety of literature. Teachers are given responsibility for text choices so that they can make cross-curricular links where appropriate and encourage a love of reading by sharing texts that they also enjoy or are passionate about.

In Years Rec and 1 the children read phonetically decodable books in small groups three times a week linked to our Little Wandle phonics scheme (see below).

- **Phonics:**

In Reception and KS1, phonics is taught as daily discrete sessions, using planning and resources from the government approved scheme, Little Wandle (see separate policy). In Reception, KS1 and KS2 phonics is applied to whole class reading sessions as a strategy to aid reading of unfamiliar or tricky words. Across the school, taught phonic strategies are applied and discussions about phonemes and graphemes are encouraged when reading. Teachers model segmenting and blending to decode these words and sound buttons or phoneme frames are utilised by staff and pupils to help pronunciation of unfamiliar or nonsense words. All teaching staff across the school have been fully trained in Little Wandle to provide a consistent approach to the teaching of reading from Reception year to year 6.

Extra support for reading and phonics:

Those children who are identified as not having secure phonic knowledge for early reading development are monitored by the English lead and school SENCO. Phonics and early reading additional support is taught and monitored through intervention in the form of a ‘keep up’ program (Little Wandle). Children who do not pass the phonics screen in Y1 are given additional in-class support in Y2 and beyond. They also have access at school and home to phonetically decodable 7+ books suitable to their age group.

Reading monitoring and assessment:

Water Orton uses OTRACK formative reading assessment tools weekly and summative assessments half termly. Alongside these assessments, regular, ongoing and accurate class teacher assessment is essential to inform next steps in planning and ensure that all children make progress.

Reading is further monitored half termly in the following ways:

- Reading drop-ins.
- Monitoring of reading record keeping.
- Pupil discussions.
- Analysis of pupil progress and attainment in order to address underachievement for individuals or groups of children (termly)
- Discussions with teachers and TAs regarding progression and impact on the children’s learning.

- Sharing and monitoring of Reading Journals (book trawls).
- Sharing of good practice amongst staff.

Home Reading

Following formative assessments, Water Orton Primary teachers make judgements about the ability of each child and set home reading books accordingly. This takes the form of paperback reading books sent home to share (chosen by the child and often of a higher level from the school library) and subscription to the Collins Big Cat E-book Library Scheme which can be accessed by all pupils from home. In the event of a family requiring paper copies of chosen texts, we can supply this as an alternative. The online library enables all children to access phonetically decodable books matched to their phonics ability, as applicable, in addition to a wider variety of books to read for pleasure and to share at home. There are over 1000 books that are also updated regularly from Reception to Y6 for the children to read using the Big Cat provision. Accompanying comprehension tasks are available if parents wish to engage with the text further and there are suggestions for extension activities and guidance on the phonics involved as well.

Library

Water Orton Primary School has a well-resourced, engaging and extensive library contained in its own quiet space, using the Dewey system which provides the children with a vast variety of texts and reading experiences. It encourages the children to make their own choices about what they would like to read and to read purely for pleasure. In the near future, children will be able to use a booking system to take books home to share with an adult.

We also have made links with the local village library which is run by local volunteers. Starting with children in Reception a visit is arranged whereby children can hear stories, share information texts or discuss poetry and are also provided with a membership form in order to join and access the library in the future with family.

Reading Reward Scheme

In addition to the home reading provisions above Water Orton Primary School also runs a reading challenge reward scheme which is set for each individual year group in order to encourage further reading and to develop interest in a wide variety of fiction and non-fiction texts encompassing an array of authors and genres. Children complete up to 25 selected texts pitched to their age range in order to attain merit points/stars, gold/silver/bronze certificates and enter a prize draw if they can complete all 25 tasks. It is hoped that this will expose children to a more varied reading library, enable them to develop preferences in their reading and encourage a love of the subject.