



Policy written Summer 2023

Next Review 2026

Intent

At Water Orton Primary School, we believe 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 pupils' love of literature through widespread reading for enjoyment whilst also increasing cultural capital.

Our aim across the school is for children to:

- read easily, **fluently** and with good **expression**, responding to punctuation
- have a good level of **comprehension** of what they are reading
- 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**
- increase cultural capital by experiencing a wide range of **text types** and **genres**
- use **discussion** to elaborate and explain clearly their understanding and ideas
- 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
- develop the habit of reading widely and often, for both **pleasure** and **information**
- be able to discuss a range of **authors** and know their own **preferences**
- make **connections** and **inferences** within and across what is being read
- make plausible **predictions** and understand how authors use **language devices**

Implementation

How reading is planned:

Long term planning

Teachers currently are able to choose the texts they wish to teach in line with their class's needs and the wider curriculum. This will be altered by Sept 2023 where a long-term plan for reading will be established, using a range of text types, genres and authors.

Medium planning

Teachers are expected to map out the objectives they wish to cover from the National Curriculum, dependent on the needs of their class. Classes cover one content domain as a focus per week with leeway for additional texts dropped in.

Short term planning

Teacher's plan by making notes within the book they will teach from. It is expected that lessons are planned onto powerpoints in very simple terms. Each lesson begins with a review slide/ question or 'Learning Link' followed by a discussion around the objective for the lesson. On a reading day, vocabulary is introduced and briefly explained, followed by question prompts for silent reading. On a task day, a Learning Link will be provided, followed by a review of the objective then small steps and modelling for how to achieve the task.

How is reading delivered:

Pupils read every other day and are read to every day by an adult. We employ strategies to develop fluency, stamina and to build confidence with texts as well as providing opportunities to develop vocabulary, comprehension and explanation and inference skills. In Years 3-6 Water Orton plans for whole class reading using a text exploration approach. Classes complete one book per half term or term, with other genres of related content dropped in to support and broaden understanding. This allows the satisfaction of completing books and understanding plot direction whilst also enabling pupils to be exposed to a wide range of text types. Pupils focus on one skill per week, alternating between reading and tasks each day. On a 'reading' day, pupils will ask and answer questions, have expression, fluency and prosody modelled by the teacher and be taught a specific reading skill. They will also echo read, partner read and silent read in order to build fluency, stamina and confidence, whilst learning how to respond appropriately to punctuation. The following day is a 'task' day where pupils will embed the skills they have learnt through a task-based activity. This activity aims to deepen understanding and engagement. 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 currently 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. Through consultation with staff, a text long term plan is being developed for the next academic year. In Year 2, pupils follow this same structure but with much shorter texts. These texts may last one or two weeks depending on the context. As fluency and decoding is still developing, this allows for such skills to be addressed more easily, building on the knowledge and understanding of Rec and Year 1. In Years Rec and 1, pupils read phonetically decodable books in small groups three times a week linked to our Little Wandle phonics scheme. Each class across school has 4 reading slots, with the fifth slot being a scheduled library slot where children are able to read for pleasure.

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 SENDCO. 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.

Intervention for reading in later key stages is provided through adult support, using a variety of Little Wandle books aimed at older year groups. These are phonetically decodable 7+ books suitable to their age group.

Within lessons, some tasks may be scaffolded to ensure that those who are not as fluent in their reading skills are still able to access the lesson and tasks. Children may work with an adult

Impact

Reading monitoring and assessment:

Water Orton use Sonar on a termly basis to input Reading data based on NFER Reading tests and teacher judgement combined. Regular, ongoing 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:

- Marking of books
- Learning walks
- Pupil voice 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