

LEYS FARM JUNIOR SCHOOL
Reading Policy 2021

At Leys Farm Junior School (LFJS), we believe that English and communication skills are vital tools for all aspects of life.

Aims and Objectives of English:

Through the English curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. We want children to enjoy and appreciate literature and its rich variety.

English is at the heart of all children's learning. It enables children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order and meaning. Because English is central to children's intellectual, emotional and social development it has an essential role across the curriculum and helps children' learning to be coherent and progressive.

Intent:

To enable children to:

- develop positive attitudes towards reading so that it is a pleasurable and meaningful life-long activity;
- read and respond to a variety of texts whilst gaining increased level of accuracy, fluency, independence and deep understanding;
- develop different strategies for approaching reading and be able to orchestrate the full range of strategies – becoming active readers that can quickly gain meaning from increasingly complex texts;
- Use reading skills as an integral part of learning throughout the curriculum.

Implementation:

Teachers use the National Curriculum 2014 as a starting point for creating their medium-term English plans. These medium-term plans help develop interesting and engaging lessons which are frequently linked to other areas of the curriculum and/or interesting texts that will capture the children's attention. When teaching reading, skills that the children need to develop become a focus for the lesson or lesson sequence and are modelled for the children before they begin a task or activity. Children are to become familiarised with the different skills they need to become successful readers and are encouraged to recognise the skills independently. Classroom displays highlight the importance of these skills.

Much of the Programme of Study will be taught through English lessons. However, additional time is provided on a regular basis for reading at other times. There is time set aside for independent reading, practicing decoding and fluency skills, listening to whole class stories and research linked to other subjects.

Teachers promote and value reading as an enjoyable activity and a life skill. Teachers plan for a range of comprehension strategies that allow children to engage with text in a variety of ways to suit different learning styles.

In shared reading, the teacher models the reading process to the whole class as an expert reader providing a high level of support. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and collaboration. Texts are rich and challenging, beyond the current reading ability of the majority of the class.

Teachers use the Class Study Book approach, in which a book is chosen as the centre of an engaging English curriculum. Chapters, characters, plotlines, themes and language choices are analysed and unpicked as the children become fully immersed. Creative writing activities are then linked to this, as a way to further explore the content.

In addition to this, teachers read good quality story text every day to their classes to encourage a love of reading, reading for pleasure and develop vocabulary knowledge. Unknown vocabulary is added to class working walls and later added to a Vocabulary Floor-book for children to re-engage with.

Many other opportunities are provided for children to practice and extend reading in other subjects. Children select texts under the guidance of the teacher for independent and home/school reading. Teachers monitor independent reading and discuss progress with individual children on a regular basis using a fluency rubric to develop personal targets. All children have the opportunity to participate in small group activities with Teacher/TA support, with an emphasis on all aspects of being an active reader.

All teachers are responsible for providing a stimulating reading environment, promoting book ownership and recommending books to children. Classroom bookshelves should not be overwhelming, with front-facing books to allow for recommendations. All books should be banded with a 'fluency' level, as per the school system and categorised into genres. Children should have freedom when choosing books to read independently, in order to promote a love of reading.

Reading at home is regarded as an important part of reading development. Parents are encouraged to hear their children read five times a week and respond to their child's reading through Home-School Planners. A reading rewards system has been set up to encourage this. Children also have home access to Reading Plus where the teacher can monitor progress.

Reading Frequency:

All teachers are responsible for hearing children read weekly and setting clear targets for them to improve. Teachers try to listen to the lowest 20% in their classes daily in order to

boost progress. It is the teacher's responsibility to know which gaps these children have and to use this to inform one-to-one reading sessions with these children. Some children will read with Reading Champions and members of the community where possible to support and build confidence.

Fluency and Comprehension:

In response to Covid-19, phonics is taught throughout school. We use Bounce Back phonics with an emphasis on difficult phonemes and alternative spellings for faster word recognition. Some children may be in an additional phonics intervention group, planned for their current phase. These children are matched to a Big Cat phonics-based book and are expected to practice reading this both at school and at home.

All children will have at least two reading books– a fluency book in which to practice fluency skills and in order to practice their pace, word recognition and intonation/expression and a comprehension book in order to increase their understanding of more complex texts, introduce them to unknown vocabulary and increase their love of reading. Teachers will ensure fluency books are matched well to children's current abilities and clear targets will be set for them to increase their band level.

Impact:

Children have access to a wide range of reading opportunities that include:

- shared reading of a whole class text;
- regular independent reading;
- home/school reading;
- hearing books read aloud on a daily basis;
- selecting own choice of texts for research;
- reading in other subjects.

Children are taught a range of reading skills in order to develop both their fluency and comprehension in order to reach the expectations of the National Curriculum for their age, taking into account their underlying ability level.

Throughout school, all children are listened to frequently reading aloud either by a class teacher or TA in order to promote good fluency, including pace, intonation and expression. Some children might be given extra opportunities to read to an adult, in line with our SEN-D policy. This allows children opportunities to further develop their fluency with one of their peers.

In LKS2, our children are introduced to VIPERS (Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising/Sequencing) reading skills. These are often taught as stand-alone lessons in which the children can practice one specific skill. When these skills are embedded, particularly in UKS2, teachers will develop the connections between each

skill and children will be expected to use evidence to justify their opinions. Children will then be expected to develop detail further explaining their viewpoints in line with our Reading Progression document. Each class has VIPERS displayed in their classroom to support the children when using these skills.

As a child's English develops at LFJS, children will begin to really understand the link between the author and the reader, understanding how own experiences can change connotations of language choices and being able to understand others' point of views.

Monitoring and Reviewing:

We monitor and review the implementation and impact of the teaching of reading at LFJS by:

- Learning walks/ Lesson visits (by subject leaders and headteacher);
- Sharing and scrutiny of planning;
- Scrutiny of work produced in children's books across the curriculum linked to reading;
- Scrutiny of class reading records kept by class teachers;
- Discussions and sharing of good practice through necessary CPD and staff training;
- Termly assessments including test analysis;
- Pupil Voice (English ambassadors).

Reading Curriculum Planning:

All Reading planning begins with the National Curriculum. Teachers take these objectives and consider their class' current attainment and how these skills can be built upon each term. Texts are carefully planned and chosen in line with other aspects of learning: including children's interests, thematic learning and current world events and are listed in our Reading Long Term Plan. A medium-term planning proforma is used to ensure consistency across the school. Writing opportunities are often created based upon chosen texts in order to promote the link between reading and writing. From this, weekly plans with consideration for the needs of all children in the class (including SEN-D, EAL and G&T) are created in order to identify appropriate activities and consistent outcomes across year groups/phases in line with the National Curriculum. We use a Bronze/ Silver/ Gold/ Platinum system, with all activities linked to the lesson's challenge, but with considerations put into place based on current ability. Children are expected to deepen their level of understanding and confidence when progressing onto more difficult challenges.

Assessment:

We assess reading in line with our school's Assessment Policy, using a combination of evidence and teacher assessment (including marking and feedback). Children's targets, adapted from our Reading Progression document, are shared with the children in their English books. These are frequently updated so that children are aware of their current reading stage and how to further develop. Children are given reading-out-loud fluency-based targets which are kept in teacher's reading folders. Records are frequently filled in with strengths and a targeted area for development which is shared with them - this allows children to take ownership of their own development. Marking and feedback of reading-based activities provide a valuable form of formative assessment, this includes weekly comprehension-based tasks. Children are encouraged to read and respond to feedback. Termly reading tests are conducted to provide summative data which can be combined with teacher assessment and recorded in line with our Assessment Policy.

Impact of Reading on Teaching in Other Areas of the Curriculum:

Children are exposed to different text-types and genres in all areas of the curriculum and teachers are expected to plan in reading opportunities within all subjects. Comprehension skills are developed in Maths with modelling of problem-solving and reasoning challenges.

British Values:

Children are expected to identify the moral of stories, developing Respect and Tolerance within all children at LFJS and in line with our work on Strengths. We aim to include a range of texts that will reflect the diversity of the world we live in.

Cultural Capital:

Teachers are passionate about reading and giving children the valuable knowledge to help them advance in their understanding. Texts are carefully considered in order to ensure that children receive a wider, more diverse view of present-day life. We also introduce children to classical and historical texts/texts from other cultures in order for them to gain an understanding of contexts that they may not otherwise come across. Teacher's subject knowledge and the understanding of knowledge gaps is of paramount importance.

Resources:

All classrooms have a well-stocked book area with a range of books. Children also have opportunities to read educational magazine. All children are taken to the local library

(Riddings) twice per half term, here they have access to a huge choice of books – with the ability to order in a book of their choice for collection. Teachers have access to children’s library cards to encourage loaning.

Selection of graded reading books in each class (a range of genres including diverse and classical texts), linked with a reading-age appropriate banding guide which all teachers have access to:

- Reading is used amongst all children and teachers can monitor impact;
- Spelling Shed/Literacy Shed+ are used throughout school to provide engaging resources that link with our skills' focus;
- Sets of class books are available for whole-class guided reading.

Reviewed Date: November 2021