

# West Jesmond Primary

## Reading policy

### Intent

West Jesmond Primary is an ambitious school and our Reading Curriculum reflects this.

There are three key aims of our English Curriculum.

Firstly, we are determined that **every child** will leave West Jesmond as **a reader**. Each West Jesmond pupil, regardless of background, will be supported and challenged in order to acquire both the decoding and the comprehension skills necessary to succeed in secondary school and beyond. We believe that being a fluent and confident reader is at the core of our Curriculum and is the key that unlocks future learning.

Secondly, our children will **love literature!** Pupils will be excited by, and immersed in, a wide variety of stories and different texts over the course of their 7 years at West Jesmond. They will have the opportunity to discuss and explore these texts, to form opinions about them and, most importantly, to lose themselves in the magic of stories. Therefore, alongside teaching every child the mechanics of how to read, we also aim to instil a profound enjoyment of reading in each child and to develop them into lifelong readers.

Finally, the West Jesmond children will leave us as **confident communicators**. Pupils will be able to communicate confidently and eloquently, using both written and spoken language, for a wide variety of audiences and purposes.

### Implementation

The West Jesmond reading curriculum consists of two key strands:

Floppy's Phonics, a rigorous systematic synthetic phonics scheme, is used in order to teach our youngest learners how to decipher the alphabetical code. Children in Reception and Year 1 are taught the grapheme to phoneme correspondences, alongside key blending, segmenting and letter formation skills, in order to enable them to decode text and become a fluent reader. More details of this can be found in Section 1 of this policy.

Alongside this, a text based learning approach is deployed across the school. Teachers in all year groups use high quality texts creatively as a stimulus to teach reading, writing and speaking in English lessons. Pupils are immersed in exciting, thought-provoking and inspiring stories, poems and non-fiction texts from a range of different cultures and historical eras to ignite a love of literature. More details can be found in Section 2 of this policy.

### Impact

Because we believe teaching every child to read is so important, the Assistant Head Teacher for English leads an English Team consisting of highly motivated and skilled teachers from across the school. Together, they drive the reading curriculum in our school and assess its impact.

# Section 1: Phonics at West Jesmond

## Intent

### Phonics (reading and spelling)

At West Jesmond, we believe that all our children can become fluent readers and writers. This is why we teach reading through Oxford University Press' Floppy's Phonics, which is a systematic synthetic phonics programme. We start teaching phonics in Reception and follow the Floppy's Phonics Teacher Progression (see Appendix A), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. As a result, all our children are able to tackle any unfamiliar words as they read.

At West Jesmond, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language and vocabulary development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

## Implementation

### Daily phonics lessons in Reception and Year 1

We teach phonics for 20 to 30 minutes a day. Children make a strong start in Reception with daily phonics lessons and opportunities across the provision to apply their learning. Each Friday, we review the week's teaching to help children become fluent readers.

We follow the Floppy's Phonics Teaching Progression which details the following:

- Children in Reception are taught to read and spell words using Level 1, 2 and 3 GPCs. These include single grapheme-phoneme correspondences, consonant digraphs, and vowel digraphs and trigraphs
- Children in Year 1 review Level 3, then are taught to read and spell words using Level 4 and 5 GPCs with fluency and accuracy. These include common alternative spellings and pronunciations.

### Daily 'Keep-Up' lessons ensure every child learns to read

Any child who needs additional practice has daily 'Keep-Up' support. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and hand signals, but in smaller steps with more repetition, so that every child secures their learning.

We timetable daily phonics lessons for any child in Year 2 or 3 who is not fully fluent at reading or has not passed the Phonics Screening Check. These children urgently need to catch up, so the gap between themselves and their peers closes. We use the *Floppy's Phonics* and *Phonics Tracker* assessments to identify the gaps in their phonic knowledge and teach to these using Floppy's Phonics.

If any child in Year 3 or 4 has gaps in their phonic knowledge when reading or writing, we plan phonics 'catch-up' lessons to address specific reading/writing gaps. These short, sharp lessons last 10 to 15 minutes and take place at least three times a week.

### Home reading

The decodable reading practice book is taken home to ensure success is shared with the family. In addition to a reading book, children will also take home library books to share and read.

We use the Oxford Owl Floppy's Phonics Extra Practice Resources to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online, via Seesaw and Tapestry and through workshops. Additional resources to support

a child's reading journey may also be provided by the class teacher. This may include, for example, blending packs or lists of helpful words for the children to practise at home.

### **Additional reading support to ensure all children are readers**

Children in Reception, Year 1 and Year 2 who are receiving additional phonics Keep-Up sessions read their reading practice book to an adult more frequently than others.

### **Ensuring consistency and pace of progress**

Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach phonics to children so that we lower children's cognitive load. By following the week-by-week Floppy's Phonics plan, previous learning is consolidated and new learning is introduced at appropriate pace. Floppy's Phonics 'Book-by-Book Plans' and interactive resources ensure teachers all have a consistent approach and structure for each lesson.

In order to monitor the teaching of Early Reading, the Head of English and English Team regularly complete, subject monitoring which includes learning walks, pupil and staff voice and book looks, as well as the use of summative data to identify children who need additional support to close gaps in learning.

### **Reading for pleasure**

*'Reading for pleasure is the single most important indicator of a child's success.'* (OECD 2002)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- A Reading for Pleasure Lead (who is part of the English Team) is in place at West Jesmond to ensure Reading for Pleasure remains at the forefront of our reading curriculum.
- We read to all of our children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at West Jesmond and our local community, as well as books that open windows into other worlds, times and cultures.
- Every phase has an attractive library area, teeming with exciting and engaging stories.
- In Reception, children have access to the reading corner every day as part of their continuous provision and the books are continually refreshed.
- Children from Reception onwards have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school.
- Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops, reading weeks, national events etc).

## **Impact**

### **Assessment**

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

**Assessment for learning** is used:

- daily within class to identify children needing Keep-Up support
- weekly in the consolidation lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.

**Summative assessment** is used:

- every term to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-Up support that they need.

- by SLT and scrutinised through the *Phonics Tracker* assessment tracker (which aligns with the Floppy's Phonics Teaching Progression) and OTrack, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

#### **Statutory assessment**

- The Statutory Reception Baseline is completed in the first 4 weeks of Reception.
- Children in Year 1 sit the Phonics Screening Check. Any child not passing the check re-sits it in Year 2.

#### **Ongoing assessment for catch-up**

Children in Year 2 to 4 are assessed through their teacher's ongoing formative assessment in order to assess who needs additional phonics intervention in these year groups.

## Section 2: Reading at West Jesmond

### Intent

#### Our reading curriculum enables pupils to:

- Read with enjoyment and perceive reading as an activity which is a source of both pleasure and of information.
- Become fluent, independent and enthusiastic readers, who can read using a variety of strategies and for a range of purposes.
- Read critically, evaluating what they find in written texts encouraging them to share their responses with others.
- Understand the layout and how to use different types of books.
- Understand and respond to literature drawn from the English literary heritage and from other cultures
- Have access to a wide range of reading material, including digital media, and help them to develop the ability to select appropriately according to their purpose.

### Implementation

#### Text Based Learning

At West Jesmond Primary, we teach English through using high quality books and creative teaching approaches. This approach engages and motivates children in their literacy learning, and enables children to deepen their understanding of texts, providing them with a meaningful context for writing.

A quality text will be used as the basis for learning over several weeks, a half term or a term, depending on the age of the children and the book chosen. Where possible, these books will link to the current Humanities unit being studied. However, when there is not a clear link, teachers choose an engaging, exciting and versatile book. Children will explore and discuss the text through creative activities and will write in a range of genres as part of the unit. For example, they might write a letter in role as a character or write a newspaper recount about the events in the text.

Reading aloud is a key part each English lesson as it enables the teacher to model expressive and fluent reading to the children. Every day the children will have a number of opportunities to read from shared texts together, in groups or individually.

#### West Jesmond Great Reads

Over the 7 years that children are in our school they will enjoy, learn and explore a variety of engaging, exciting and relevant books. The aim is for every child to experience the pleasure and challenge of great literature. The books we have chosen will build up our children's imaginations and help them to make sense of the world and of others, as well as to equip them with the widest range of language skills needed to thrive after primary school. Teachers find imaginative ways to introduce stories, to bring stories alive and to help our children inhabit the world of the story.

Our first aim is for the children to enjoy, internalise and embrace the stories and authors we introduce them to. We also know that reading is the key to unlock great writing and that it is only through reading that our children can develop and deepen their imaginations and their ability to draw on ideas and language for their own writing.

#### Skills Based Approach

When teaching comprehension, teachers adopt a skills based approach, meaning that they will be focused on a specific reading skill (as detailed in our West Jesmond year group milestones documents). Lesson titles will include the reading skill (e.g. prediction, inference or summarising) and the skill will be explicitly explained, modelled, practised and reviewed.

### **Talk For Writing**

Talk for Writing is a useful strategy that is used when appropriate at West Jesmond Primary. Through the 'Talk for Writing' approach children imitate, innovate and invent core texts and, as such, internalise a wide range of vocabulary, sentence structure and composition techniques.

### **Daily Stories**

In every class, there is a daily 'reading for pleasure' session during which children listen to the books from the West Jesmond Great Reads, as well as a wide range of poetry. They are able to talk about favourite characters and authors, and to discuss the themes and ideas in the books they read.

### **Reading Scheme – Oxford Reading Tree (ORT)**

Throughout the school we use Oxford Reading Tree reading books, which the children take home to read with their families. The aim of these books is to allow the children to practise both decoding and comprehension skills.

Children start in Reception with Floppy's Phonics decodable books and progress through these onto Oxford Reading Tree books and finally TreeTops books. At every stage of this reading scheme, pupils will receive both fiction and nonfiction books to take home as part of this reading scheme. The class teacher uses formative assessment from English lessons (including Phonics lessons) and the wider curriculum, optional SATs, reading sessions, and communication from both parents and other members of staff who work with the pupils, to determine the correct book band for each child. Individual Reading Records are used for every child throughout school to ensure that parents and school staff can report on books the children have read and their progress in reading. In Reception and Year 1, these comments will be specific to the child's reading development and skills they are currently working on.

Alongside an ORT reading book, the children will also take home a 'free reader' which they can choose themselves, with some guidance from teaching staff if needed. These books may not be phonetically decodable and are designed to be shared with families to further enhance our children's love of reading.

## **Impact**

### **Closing the Gap /Assessment**

Assessment for learning underpins teaching and learning in English. Children's learning is regularly assessed through observation, discussion, scrutiny of work and evaluating outcomes.

At West Jesmond, we deploy a wide range of strategies to assess the impact of our reading curriculum on children's outcomes. These include:

- Termly Pupil Progress Meetings are used to track the progress of each child in reading and writing across the year.
- Phonics Tracker and Floppy's Phonics Assessments are used termly in EYFS and Year 1.
- Summative data, which is collated on OTrack.
- NFER tests, Optional SATS tests and SATS tests.
- Baseline and Early Learning Goals in Reception.
- Phonics screen in Year 1.
- Comments/records for weekly one to one reading in reading records.
- Classroom Monitor Markbooks collect evidence.

## Interventions

Through regular and rapid assessments, we identify any child falling behind in reading or entering the class from a lower baseline. Identified children receive additional reading interventions and are targeted for additional individual reading opportunities. These identified 'vulnerable readers' will have the opportunity to work more closely with a member of staff on a high quality, effective reading intervention such as Floppy's Phonics Keep Up sessions, additional guided reading sessions and 1:1 reading sessions or other interventions in place to support both decoding and comprehension.

## Timetabling

	Phonics and English lesson	Reading with adult	Vulnerable Readers	Story time
Reception	20 minutes daily (phonics)  Discrete English lessons throughout the week as well as a reading focus in continuous provision	All children once a week  (initially 1-1, then some introduced to Guided Reading)	Additional reading for identified children where possible  Phonics Keep-Up Sessions with Class Teacher Pre-read vocabulary session	3 stories a day
Year 1	20 minutes daily (phonics) + daily English lesson	All children once a week (Through mixture of shared reading and 1-1 reading) alternating between teacher and LSA every week	Reading twice a week for identified children either with teacher or LSA  Floppy's Phonics Keep Up Sessions	2 stories a day
Year 2	Daily English lesson  Spelling/Phonics sessions 3 times a week	All children once every 3 weeks 1-1 with teacher during milk and fruit time  Whole class shared reading in English	Reading once a week, with either teacher or LSA  Floppy's Phonics Keep Up Sessions Project X Code Reading Rocketeers	15 minutes 'Reading for Pleasure' guided reading
Year 3	Daily English lesson	All children once every half term with their teacher (1-1 reading or shared reading)  Whole class shared reading in English	Reading once a week reading for identified children with either teacher or LSA  Project X Code Sessions Reading Rocketeers Sessions	15 minutes 'Reading for Pleasure' where book is read to class
Year 4	Spelling sessions 3 times a week			
Year 5	Daily English lesson	Focus on reading out loud with peers, class or adults during English lessons.	Reading once a week for identified children LSA or teacher  Reciprocal Reading Individual and small group Tutoring (Y6)	15 minutes 'Reading for Pleasure' where book is read to class
Year 6	Spelling sessions integrated into English lessons			