



WILDRIDINGS PRIMARY SCHOOL

Reading Policy

		Signature	Date
Headteacher	Mr Simon Cope		
On behalf of the Governing Body	Mrs Tracey Wright		

Approved by FGB	25 th May 2022
Next Review	February 2023

Reading Policy

Aim:

All of our children will make sufficient progress in reading. Every child will learn to read, regardless of their background, needs or ability. They will learn to read with fluency and understanding.

At Wildridings:

- Reading is prioritised to allow children to access the curriculum.
- Reading is taught in a variety of ways to support the specific children's needs. Such as: whole class, paired reading and individual reading.
- During early stages of reading the focus is on individual reading using phonetically decodable books following the initial and extended code cumulatively sequenced books.
- We have a rigorous and sequential approach to reading to develop children's fluency, confidence and enjoyment of reading.
- We plan for opportunities to read across the curriculum.

Phonics and Early Reading at Wildridings

All staff consistently follow a structured and cumulative phonics programme – Sounds-Write. This programme teaches the alphabet code through the Initial code and Extended code, as well teaching the children to read and spell polysyllabic words. The Initial code is taught from the second week of Reception.

The phonics programme allows the children to continuously build upon their knowledge and skills, helping to embed their understanding. It is a multi-sensory approach, with scripted lessons, to lighten the cognitive load. All staff use the same resources, scripts and gestures. Lessons involve teaching through errors; this means the children will address errors and will actively make changes. Children have the opportunities to regularly rehearse and practice previous learning. Every class, has a timetabled session; all sessions will involve both reading and writing. Children are taught in mixed ability class groups by their class teacher with additional adults as support. Differentiation is used in the lessons to both extend and scaffold children's knowledge. For children who are falling behind, they will complete a diagnostic test to identify gaps. From these tests, intervention groups will be set up in addition to whole class teaching to close gaps and support small groups/ individuals.

Through the programme:

- Children will understand that letters are symbols and that sounds can be spelt by 1-4 letters.
- Children will know that the same sound can be spelt in many different ways and that many spellings can represent one sound.
- Children develop the skills of blending and segmenting.
- Children confidently manipulate sounds.
- Children will read and write with speed and accuracy.
- Children will read books that match the phoneme - grapheme correspondence they are working on, giving them an opportunity to apply their code knowledge.

- All teachers give children sufficient practice to read and re-read books.

Reading Approaches

- A Whole Class Reading approach is used from Years 2-6. All children are included in these sessions and work is differentiated to ensure success for all children.
- Children who need additional support are quickly identified and strategies are put in place to support them.
- Older children in Years 3 and above, who lack the knowledge of the alphabet code, will follow a cumulative 'catch up' programme. They will read books from the Moon Dog and Talisman resources, to ensure that the texts are age appropriate and engaging for children. (All resources complement the Sounds-Write approach)

Assessment:

Assessment is used to quickly identify children who are falling behind. Teachers regularly monitor children through formative and summative assessment. A particular focus is on the lowest 20% and ensuring that they make good progress.

- Diagnostic tests linked to Sounds-Write programme/ Phonics Books diagnostic assessment.
- Statutory Phonics Screening test (Y1, Y2)
- Phonics is assessed regularly using past screening papers/ diagnostic assessments.
- KS1/ KS2 SATs.
- NFER reading - from Y1-5
- Big Cat Collins assessment resources for colour banded books.

Non- negotiables:

- Lowest 20% children are read with **daily** with an adult in school.
- Use of VIPERS in KS1 and KS2 to focus questioning and ensure consistency.
- Daily class story time. In this time teachers are to model 'good' reading to children.
- Plan in time for book talk - find out about children's favourite books.
- Every child needs a reading book to take home at the appropriate level of challenge.
- Reading records and children's book choices are monitored by school staff.
- All children to be included in Whole Class Reading sessions. (Pre-teaching / post-teaching is used to support children, where appropriate)
- All early readers to be read with frequently (minimum 3 weekly)
- Children will re- read books at least twice to develop their fluency and accuracy.
- Whole class teaching of phonics EYFS and KS1 and Lower KS2. The pace of teaching is not slowed for children who fall behind.
- Pre-teaching and post-teaching sessions are used to support children to access the reading curriculum.

Home Learning

- Children read at home at least three times a week.
- All children take a book home matched to their reading ability.