



# POLICY 2023-24

# READING POLICY



To open up a world of opportunities, we work together to ensure everyone is safe, happy, learning and succeeding as valued and respectful individuals

\* Nurture \* Individual \* Excellence \* Love of Learning \* Determination \* Success

## **Intent**

At Niels Junior, Infant and Nursery School, we have a mission to **open up a world of opportunity** for our children, and passionately believe that reading is the foundation of achieving our mission. **By working together** across our whole school family and the wider community, we aim to make our Reading curriculum enjoyable, engaging and meaningful so that children have a **successful**, positive experience of reading and gain the powerful tools needed for their futures.

Through the high-quality texts chosen, we explore everyone's **right to be safe, to be happy and to learn and succeed**. By introducing our children to complex characters and events from the past, present and future, we aim to create a **love of learning** and a love of books which open our minds and challenge us to listen, **value and respect** everyone's stories.

Throughout our whole school Reading curriculum, the aims, skills and knowledge of the National Curriculum are embedded, sequenced and underpinned by current research. In addition, we have carefully considered the context of our school, and have created a curriculum which is highly ambitious and precisely designed to meet and **nurture** the needs of all **individual** pupils, including those who have SEND and those who are disadvantaged.

Through our core book offer, we embrace themes related to loss, migration, BAME, strong females and LGBT, which ensures that all children gain knowledge, understanding and **respect** for differences in culture, religion, ethnicity and society. We passionately believe that these books should challenge our children's thinking, make them question what they "know" and make them **determined** to achieve **excellence** so that they progress successfully through life and become **valued and respectful individuals**

## **National Curriculum**

The national curriculum for English intends to ensure that all pupils:

- \* Have high standards of language and literacy by equipping pupils with a strong command of the spoken and written language
- \* develop their love of literature through widespread reading for enjoyment.
- \* 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
- \* write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- \* use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- \* are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

## **Phonics**

The aims of our Systematic Synthetic Phonics programme are clear and taken from the relevant National Curriculum. The Read Write Inc. Programme has been revalidated by the DfE as a SSP Programme that is supported by robust research. Our chosen SSP programme, RWI, has been planned to support and challenge children on their reading journey. From Nursery to Year Two, the programme is meticulously planned to progress children to be able to decode, read sight words and be a confident reader by the age of 6 or 7. Each week a different book is taught depending on the colour book band. Each week the children will take home a copy of the RWI book being taught (Learn to Read books) and Love to Read books. Inclusive to each session are the specific set of phonemes, red words, green words and alien words.

Each RWI session follows a consistent approach. There are some slight variations that are specific to teaching Set One, Two or Three sounds but the structure of the session is followed with fidelity and consistency. Each week the children will be given a copy of the taught RWI book to take home. This is to improve fluency throughout the week.

## **Comprehension**

The reading curriculum is planned to support and challenge all pupils on their journey to becoming successful lifelong readers. In order to promote our pupils' creativity, expression and imagination, the reading curriculum

include a wide range of texts covering a vast range of themes which will allow them to access life after Nields Junior, Infant and Nursery School. To ensure coverage and progression of reading at Nields, teachers use progression documents in KS2 with the learning objectives taken directly from the National curriculum closely supported by the use of teaching the reading domains.

## **Implementation**

### **Planning**

#### **Phonics**

Each RWI sessions follows this structure:

#### **Word Time Session**

- A new sound / phoneme is taught from Set One, Two or Three. Say, connect, read and review.
- Read the new sound green words, multisyllabic words, review words and alien words.
- Children will be taught correct letter formation or to spell using the taught phonemes of the day by using magnetic letters on a whiteboard or physically forming the spellings in their RWI book.

#### **Book Time Session**

- Teaching the children to read the green words, speedy green words, multisyllabic words and red words from the RWI book.
- Reading with fluency and expression – modelling to the children how to do this.
  - The children can read in a coral or chorus style, using jump in techniques and paired reading.

#### **Comprehension**

When children transition from Key Stage 1 to Key Stage 2 the majority will be ready to start whole class guided reading. Every class has a daily 30-minute guided reading lesson planned into their weekly timetable. The guided reading lesson will be structured into 4 parts:

1. Reading the text: Children will independently read the text, the class teacher will read the text and children will read the text in pairs.
2. Response to the text: Child will write sentence about what they think the text is about and the class will discuss key vocabulary.
3. Domain: The Class Teacher will read and discuss the focus of the text, the learning objective and the success criteria.
4. Learning tasks: Children will show their understanding of the text by answering questions linked to the domain.

Pre-lesson			
Lesson planned in slides Lesson sheet used and stuck in books			
Lesson Structure	Purpose	Teaching Activities	Working Wall
<b>Text Reading</b>  <i>Text is present on sheet in books</i>  <i>Dictionaries are readily available on tables</i>	To ensure pupils can read the text  To develop fluency and expression	There are 3 parts to text reading 1. Pupils read the text as they enter the room (support a group or individual at this point). 2. Teacher model reads while pupils track text. 3. Pupils read with their partner. Strategies for this part include: <b>Non-reading partner tracks text with finger, clear when they will switch</b> (paragraph each, line each, when I say switch etc).	
<b>Response to text</b>  <i>Dynamic vocabulary in books with section to respond to text</i>	To ensure pupils understand the text as a whole	<b>What do pupils need to understand from the text as a whole?</b> Think about what you need to draw their attention to; will you ask for ideas or just tell pupils what it means.	
<b>Domain</b>  <i>Domain, LO &amp; SC are present on sheet in books</i>	To give clarity and focus to the learning	LO – Clear and linked to domain. Taken from EOY objectives SC – Success criteria taken from the half termly assessment criteria  Teacher to share the LO and SC explicitly with the pupils, drawing on previous knowledge and explaining why the learning is important in reading development	
<b>Learning tasks</b>	To ensure pupils understand the text on a deeper level in relation to the domain	<b>Linked to the Domain</b> - Tasks in line with the SC - <b>Active marking</b> with pink and green highlighters: green highlight the key words which makes the answer correct or simple dot next to a correct answer; pink highlight where there are precise incorrect words, or simple dot next to answers which are incorrect or need expanding – know the answers for speed of marking. - Children to use <b>purple pen</b> to act upon feedback in the session. - Challenge to apply learning	

To open up a world of opportunities, we work together to ensure everyone is safe, happy, learning and succeeding as valued and respectful individuals

\* Nurture \* Individual \* Excellence \* Love of Learning \* Determination \* Success

## **Learning Environments**

At Nields, Learning Environments within the classroom are calm, clear and purposeful in order to provide opportunities for children to succeed throughout school life and within their current learning. Reading learning environments include an inviting reading area which displays and exemplifies key skills and domains to be learnt. A core book mood board displays the current core book being read alongside wider links to learning. Both of these environments and displays promote our values of 'Love of Learning' and 'success'.

### **Phonics**

In every classroom or designated area where RWI is taught, both the simple and complex speed sound chart must be displayed and referred to during the RWI teaching session. In KS1 classrooms, there is an expectation that the posters will be referred to in writing session to support children to link their reading, writing and spelling skills.

### **Comprehension**

During the Reading session the learning objective (LO) and domain is displayed throughout the lesson, either on the smart board or the reading working wall, and regularly referred to by adults and pupils. Children are then able to articulate the LO and show a clear understanding of their learning within the wider domain.

### **Class Library**

Our traditional 'book corners' have been turned into 'class libraries' where children can select a 'Love to Read' book.

Expectations include:

- the class library is inviting
- there are a range of genres and banded books relevant to class
- labelled boxes



### **Core book**

Expectations include:

- core book's title, author, front page and theme displayed
- wider links (maps, pictures, vocab, quotes, characters, timelines etc) to be displayed

## **Teaching and Learning**

Our teaching clearly reflects our mission of "opening up a world of opportunity" and connects with our vision of working together to achieve our values. Strategies are underpinned by current, robust research which meets the needs of pupils within the context of their class.

Staff are ambitious for all pupils and differentiate approaches in order for everyone to have the opportunities to access the lesson content and for the outcome to be achieved by all.

Teaching is based on clear learning objectives which focus on the intended learning relevant to age-related expectations as well as key conceptual, transferable knowledge and skills, which build links with other areas of learning.

## Nields' Reading Policy 2023-24

Teachers gradually release responsibility to learners through a process of modelling, shared learning and independent activities. This enables pupils to progress within a clear sequence building upon previous learning.

Within reading, pupils are supported to have positive attitudes towards their learning, they are encouraged to be committed and stretch their talents.

### **Pupil Output**

At Nields, anything which a child produces is expected to be to the best of their ability. Within Reading, we nurture expectations of individual excellence to ensure children are determined to be successful in what they produce: valuing, respecting and taking pride in theirs and others' work.

Pupil output is also integral to both formative and summative assessment at Nields. Staff effectively use pupil output to assess an individual's knowledge and understanding in accordance with year group expectations, and systematically plan next steps for feedback, scaffold or challenge where appropriate (see marking & feedback/forward expectations).

### **At any moment in time, children are reading:**

- a "learn to read" levelled reading book (in line with RWI and then PM benchmarking level)
- a "love to read" enjoyable book

'Learn to read' books are sent home with the expectation that children read regularly with a parent or carer, in order to support the learning taking place in school. They will be changed once a week.

Alongside the 'learn to read' book, every child will be given a book mark that matches to their reading level. This will show what their reading targets are and it will also give some suggestions for comprehension questions that parents can use at home.

Children will also be recording their reading in several ways:

### **Reading record**

All pupils record their 1-1 reading in reading records. Children are given a raffle ticket if they read 3x a week. Expectations for reading records are:

- 3x read and comments made a week from home (pupils to write in pencil or black pen)
- 1x read and comments made in green pen by a member of staff every week
- Daily read and comments made in green pen by a member of staff for identified readers
- levelled bookmarks match feedback and comments
- reading assessments logged

### **Comprehension**

Expectations for reading records are:

- Long date
- reading domain present
- LO taken from year group EoY objectives
- SC taken from the reading half termly progression document for relevant year group
- Text present (appropriate amount of words for a 3-minute read) with margins on each side for text marking
- dynamic vocabulary with pupil's definitions written under the worksheet
- pupil response to text
- completion of learning tasks and challenge
- pupils write in pencil or black pen
- incorrect work has a neat line drawn through it
- pupils' corrections, editions and revisions are written in purple pen
- all writing (pupil and staff) follows the handwriting policy at all times

### **Marking and feedback/forward**

Pupil output is also integral to both formative and summative assessment at Nields. Staff effectively use pupil output to assess an individual's knowledge and understanding in accordance with year group expectations, and systematically plan next steps for feedback, scaffold or challenge where appropriate.

The majority of marking within Reading sessions is responsive and is carried out during the session; providing opportunities to inform and shape teaching and learning strategies in the moment. This ensures that teachers are able to formatively assess individuals' knowledge and support or challenge where appropriate, and that all verbal feedback is focused precisely on the learning objective and success criteria, building determination to succeed in the lesson.

We believe that marking assures children that their work is valued and that we believe they can achieve excellence through expecting them to self-correct, revise and edit their work.

At Nields, we also mark work to feedforward and plan subsequent sessions. In this instance, no comments are expected to be recorded in phonic or comprehension books. Teachers will review the work and complete whole class feedback sheets, where appropriate, which supports them to identify common misconceptions, errors, aspects of learning to focus on and where to challenge learning.

Following this, teachers will then plan subsequent learning activities, scaffolds and challenge. Self and peer marking are also encouraged across all sessions in order to promote our values of "nurture", "determination" and "excellence", while respecting others' hard work.

Across whole school, staff use green and pink highlighters to mark responsively within comprehension sessions. Comments made by staff within books are written in green pen and any revisions, editions, corrections or self/peer marking is completed in purple pen by pupils.

### **Expectations for Reading marking and feedback/forward include:**

#### **Reading Record:**

- 1x read and comments made in green pen by a member of staff every week
- Daily read and comments made in green pen by a member of staff for identified readers

#### **Comprehension book:**

- written feedback is not expected
- correct answers are dotted/ticked with green highlighter
- specific parts which are pertinent to correct answers are highlighted green where appropriate
- incorrect answers are dotted with pink highlighter
- specific parts which are pertinent to incorrect answers are highlighted pink where appropriate
- answers which are not incorrect but need more in the answer have three pink dots
- pupils correct, revise and edit in purple pen
- LO and SC highlighted green where achieved
- whole class feedback sheets completed for when the domain is taught again

### **Assessment**

We continually assess our pupils and record their progress in order to adapt teaching strategies. Information is gathered in various ways live in lessons through questioning, observing and live marking. All teachers and teaching assistants adhere to the marking policy during lessons this enables misconceptions to be addressed immediately, with pupils self-assessing and peer-assessing – using purple pens to edit their work.

### **Phonics**

Children are assessed each half term in relation to their phonic knowledge and individual sound progression is tracked and reported to the RWO portal and English Hub. This informs bespoke groupings and intervention. Children who are not progressing through the Read Write Inc. scheme at the same pace of their peers will take part in targeted rapid phonic intervention.

Children in Year 3 who have not yet exited the Read Write Inc. scheme will also take part in targeted rapid phonic intervention.

### **Reading**

## Nields' Reading Policy 2023-24

After exiting the RWI programme, children are assessed using PM benchmarking. This is conducted when children are confident in related targets and comprehension targets.

### **Comprehension**

Termly standardised tests are conducted to assess all children. Once the assessments are completed, question level analysis is conducted which informs future planning to address gaps in knowledge or stretch children.

Data is added to an online assessment platform for the reading lead and class teacher to analyse and discuss in pupil progress meetings. This data is used to set pupil targets and identify priorities for intervention. Each class's lowest 20% readers are also identified and timetabled to be read on a daily basis as well as take part in interventions.

### **Review**

This policy is shared with the link governor and is to be reviewed annually by the Reading subject leader and the headteacher.

**Sophie Travers**  
**Reading Leader**

**Jenni Wyrill**  
**Headteacher**

**James Hall**  
**Link Governor**