



EVERY CHILD MATTERS ACADEMY TRUST
WELLGATE PRIMARY SCHOOL

Reading Policy

Rationale

At Wellgate Primary School, teachers make explicit the links between reading, writing and speaking and listening and also draw links to other curriculum areas. A range of fiction, non-fiction and poetry texts are available to the children and the notion of everyone a reader and a love of reading is promoted across the school.

Reading for pleasure

Reading for pleasure and the love of reading is at the heart of our Reading policy. Throughout the year, events are planned to promote reading for pleasure in the school community. These events include dress up days linked to authors, activities linked to World Book Day, assemblies, a book fair, shared reading across year groups as well as reading and writing competitions.

Aims and Objectives

- We aim to enable our pupils to read confidently, fluently, accurately and with understanding of the text they have read.
- We aim to foster an interest in words and their meanings and to gain an appreciation of books from a variety of genres

We would like parents/carers to:

- Be actively involved in their children's reading learning both in school and at home.
- Develop positive attitudes towards reading and actively support their children in reading at home.
- Understand and support the school's reading policy and teaching.
- Be well informed of their children's progress through annual Records of Achievement and parent/carer consultation evenings.

Expectations

By the time children leave our school, we expect children to be confident and fluent readers with a broad and varied vocabulary as well be able to communicate their thoughts and understanding effectively.

By the end of Key Stage 1, the majority of children will be working within the expected standard for Year 2. Most pupils are expected to achieve at or above age-related expectations.

By the end of Key Stage 2, the majority of children will be working within the expected standard for Year 6. Most pupils are expected to achieve at or above age-related



expectations.

Reading Opportunities

Reading takes place in many different forms across the school:

- **Reading session.** This session happens daily from Y2-Y6. Children complete a range of different whole class reading activities linked to text extracts or from whole books. These lessons will be part of teacher's first wave teaching who will scaffold and model good reading practice.
- **Story Time.** Everyday adults will read a class book to the children for enjoyment and the pleasure of reading. There will be posters on the walls showing what the children are reading and why they are reading it.
- **Writing sessions.** Children will use a class text or extract (text drivers) as part of their writing learning. This is to inspire their writing and develop 'writers as readers'. Through these lessons in the writing sequence children will read, analyse and discuss the text as a whole class or small groups.
- **Assemblies.** Stories, poems, rhymes and songs will be shared in assemblies linking to different themes being covered.
- **Magic of Story and Talk through Story.** This will take place in EYFS, KS1 at the end of the day and will support children through repeated reads.
- **Peer – Peer reading.** Year groups will be matched together and given the opportunities to share books together. Our Reading Ambassadors take lead on helping more reluctant readers and helping them to be able to fill in their reading records.
- **Individual reading.** Reading one to one with an adult. This can take place with an adult working in school, with a volunteer or as an intervention. This is recorded in the home/school record or volunteer reading sheets.
- **RWI.** Children begin RWInc (Read, Write Inc.) in FS2 and stay on this synthetic phonics programme until they have completed all the stages (the majority of children should have completed this by the end of the Autumn Term of Year 2). Children who complete the programme in Year 1 will remain on the program to develop their fluency. Children still requiring phonic intervention in Y5-6 will access Fresh Start interventions. More details can be found in the Early Reading Policy.



- **Independent Reading.** Children will have the opportunity to choose books from the classroom libraries, school library or home reading libraries to enjoy independently in school.

Books

Children on the Read Write Inc. programme

If the child is still on the Read Write Inc. programme, then they will take home three books including a Read Write Inc. Book Bag Book and book for pleasure.

Book 1 – This will be a Read, Write, Inc. book that a child has been using in their Read, Write, Inc. lessons throughout the previous week. This will be familiar to the child and they will be able to use their phonic knowledge to decode the words and read the book with confidence.

Book 2 – Book Bag Book – This is a book that includes the same focus sounds as the Read, Write, Inc. book (Book 1) that the child will also bring home.

Book 3 – This is a book that the child has chosen to read for pleasure and may not be matched to their reading ability. This book can be shared with an adult.

Children not on the Read Write Inc. programme.

All children will take an age-appropriate home reader book home and a reading journal. If a child is working below age related expectations, then they can also take a book home given by a teacher that they can independently decode. Children will also have the opportunity to choose books from the classroom libraries, school library or home reading libraries to enjoy independently in school.

Ks2 – Home Reading

To encourage and reward our children for reading at home, Wellgate has a Reading Challenge for KS2. This challenge is an opportunity for your child to be celebrated for their efforts in reading at home. Each time a child reads, they should record their thoughts and opinions on what they've read in their reading journal or they can complete this with an adult. An expectation would be that children read at home between three and five times a week and can earn up to 5 reading points each week. Each read will mean the child has worked towards their accumulated total to reach a Reading Milestone. Once a milestone is reached, the child will receive a reading lanyard they can proudly wear around school with a certificard to show everyone they have been reading. Everyone who earns a lanyard will also be entered into a draw at the end of every half term to win extra prizes. There is also the opportunity to win class prizes for reading for the classes who have accumulated the most reads over a half term.

KS1 Home Reading

For KS1, children will be completing a Reading Passport. Each time a child reads an adult will note the name of the book and pages read. An expectation would be that children read at home between three and five times a week. A child will have a Reading Passport where reads can be recorded. The aim is for the child to 'Travel the world' during an



academic year. The more they read, the further they travel! Each time the child reaches a milestone, they earn themselves a stamp in their passport along with a certificate of recognition for their achievement. At three special locations, the child will also receive their reading badge that they can wear with pride. There are three badges to collect. There is also the opportunity to win class prizes for reading for the classes who have accumulated the most reads over a half term.

Reading Ambassadors

Year 6 children will be given the role of 'Reading Ambassadors.' Part of this role includes the children taking responsibility for promoting reading and recommending books to other children across school. Children will take responsibility for shared reading with children throughout school. They will also take responsibility for reading stories they enjoy to younger children. They also run a lunchtime reading club once a week. Some will also be chosen to help with FS2 and Y1 phonics practice.

Classroom Environments

All around school (classroom and corridors), reading, books and vocabulary should be prominently displayed – this should include table top displays. Subject specific vocabulary should be displayed and explored in classrooms. This can be through printed labels, handwritten labels or modelled writing on Flipchart paper. On displays celebrating learning around school, there should be related subject specific vocabulary. In all, the children should be immersed in books and language.

Reading

Planning and Teaching

Reading should be taught as a whole class within Year 2 (children who have moved off the RWInc program) and KS2 with each child having a reading exercise book where they complete their comprehensions and reading activities. Within a reading unit, a text should be read several times (this can include the teacher reading, independent reading, paired reading and echo reading). Each reading session should relate to a key skill, strategy or objective and this should be tailored to the needs of the children. Reading follows the national curriculum. There should also be opportunities to practice a combination of comprehension skills which could be in the form of unseen comprehension tasks. A unit of learning can last however many days are required to meet the objective or fully understand the given text.

Each time a new text is introduced to the children, dedicated sessions should be used to unpick and understand the text including focused work on vocabulary and understanding unfamiliar words. This can take place in numerous ways such as using dictionaries, matching meanings with words, matching words with pictures, explaining key words, Kagan structures, Bingo, word families (as seen in the Vocabulary guidance sheet). Children will also need to be taught strategies to understand new words from the



context of the text. Children may also need some background information to help them understand the context of the text such as using images, videos, and props.

High-quality Texts need to be chosen carefully so to include unfamiliar and challenging vocabulary. This is the same across the curriculum to support this learning. Any vocabulary should be taught beforehand and displayed on the wall. There are a range of reading activities which take place on a daily basis, these should be taught as part of whole class reading teaching.

Feedback and Marking

All work is marked in the reading exercise books. This may be done with the children in blue pen or actively through the lesson. Children are given the opportunity to respond to the marking and feedback in blue pen. If questions with marks are written, these must be marked in regards to the number of marks achieved e.g. 2/3- this will help children identify whether their answers are appropriate.

Intervention Programs

If a child is identified to still require phonic intervention in Y5-6, they will access Fresh Start interventions which uses the principles of the RWInc programme with more age-appropriate resources. Teachers may also use Echo Reading as an intervention to develop fluency in the children's reading. There will also be opportunities for children to read one to one with an adult. This can take place with an adult working in school or with a volunteer.

Differentiation

Differentiation comes across in many different forms in reading which is taught as a whole class. Examples of differentiation may include:

- Children working with adult support or working as part of a small group
- Reading the text in a range of ways including independent reading, peer reading, echo reading and an adult modelling reading the text.
- Using modified activities and questions or a modified version of the class text
- Providing further scaffolds (e.g. extra glossary of term) or crating activities with alternate responses.

Children with working well below age-related expectations or with significant SEN needs will be provided with individualised planning that meets their specific needs.

Assessment

Assessment will be used on a daily basis to inform planning, next steps and identify misconceptions. Each term a summative (NFER) comprehension assessment will take place. These are used to indicate what the children can and can't do independently and will be used to inform subsequent teaching and learning.



Every 6 weeks, Pupil Progress Meetings take place with the Phase Leaders and class teachers. At these meetings, any children who are not making expected progress are discussed and where necessary plans and interventions are put in place to ensure that the children will make expected progress.

Staff Development

Teachers are expected to keep up-to-date with subject knowledge and use current materials that are available on the DfE website or in school. Staff training needs are identified by the Head Teacher, Senior Leadership Team and Reading Leader as a result of whole school monitoring, evaluation and performance appraisal. These will be reflected in the Reading Action Plan. The Reading Leader will arrange for relevant advice and information, such as the feedback from courses, to be disseminated. Where necessary, the Reading Leader will organise and lead school-based training for Teachers, HLTAs and TAs.

Edited by	B.Larkin	Date	5.6.24
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Approved By		Date	

Next Review Date-