

Loxley Primary School

Reading Policy



Addendum to Curriculum Policy 110

January 2022

“Words are our most inexhaustible source of magic.”

Statement of intent

Our aim is that pupils' will develop a love of reading during their time at Loxley Primary School as an end in itself, to enrich our pupils' lives, but also to give children the best opportunity to be confident and successful in life. As early readers, we want children to confidently and fluently know and apply phonics as well as use a range of strategies to help them become successful readers. We have determination that all children should be fluent readers who can clearly comprehend texts. Our teaching is designed in order for pupils to have secure key skills and knowledge to do this so they are prepared for secondary school and beyond.

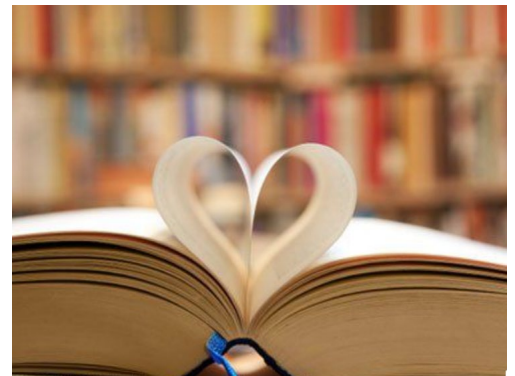
In line with our school's ethos as set out in 'Aiming High Together', it is imperative that reading is given the highest status within our curriculum and that its teaching is thorough, inclusive and ambitious.

Implementation - Ensuring Strong Progress from all Pupils

(including those with current lower attainment)

Promoting the Love of Reading incorporating a Range of Quality Texts

At Loxley Primary School, we are passionate about reading. Every day, we encourage a life-long love of reading in all our pupils. A combination of stories, poems, rhymes and non-fiction texts and books all help to develop children's vocabulary and reading comprehension as well as giving them the motivation to want to read more. Every year group has daily lessons timetabled which are bespoke to reading learning objectives with additional writing lessons. Opportunities to apply reading skills are integrated across the curriculum.



In addition to phonics and comprehension and fluency reading scheme books, children in Reception choose books with their parents each week from a **class library**. Children then choose books from class libraries independently in Years 1 and 2. Class library books are called 'Love of Reading' books. They not only give children chance to read books that appeal to them at home but it is an opportunity for parents and children to talk about books and actively browse and choose from a range of books²¹³⁴ on offer.

In Years 3 to 6, Loxley pupils choose books from the **school library and/or class book nook** every week, unless they are continuing to read a longer novel/text. Teachers support pupils' choices and encourage a range of rich texts which widen the scope of genres, authors and contexts in their reading. One approach we take is by the use of '**reading passports**' in KS2 which is where children have sections to complete in relating to different reading genres such as 'non-fiction' and 'poetry' when they choose particular texts from the library. In this way, children are further motivated to read a range of different texts and their understanding and comprehension of different text genres improves.

Each class has an inviting **reading display** to promote independent reading for pleasure. In junior classes, there are **book recommendations and book review opportunities** connected with these displays which promote the active

involvement of pupils in informally talking about books. These strategies also generate a buzz about reading in school.

The systemic integration of a range of high-quality children's fiction within planning for reading and writing sequences of learning in whole class lessons capitalises on texts' learning potential. We call this our '**Loxley Reading Spine**'.

We read a **range of high-quality stories, plays, poetry, non-fiction and textbooks** written at an age-appropriate interest level with enjoyment, accuracy and at an appropriate pace to aid memory and understanding. Our reading spine is progressive in terms of challenge and the maturity of content and themes throughout the age range. We ensure the books offer a high degree of interest, rich vocabulary choices and learning potential. Books are systemically and judiciously chosen by teachers across school in relation to the potential of each text to:

- Develop pupils' vocabulary acquisition and understanding
- Improve comprehension skills
- Help pupils understanding of text genres
- Their relevance to pupils' lives at Loxley including a diversity of authors, protagonists and contexts
- Promoting a love of reading

By this approach, children become increasingly aware of different writing styles, are more likely to be introduced to books which appeal to them. In addition, all pupils at Loxley will be able to relate, empathise and be inspired by the characters and contexts of the writing. This approach is consistent with the school's ethos in 'Aiming High Together'.

Clear Expectations for Teaching, Learning and Progress in Phonics and Early Reading

**Also see assessment section of this policy*

We use a systematic reading and phonics scheme. Our reading scheme extends across the age-range so all children read books at an appropriate level. It is carefully matched to children's phonic acquisition from Reception to Year 2 and beyond where necessary. We use the Read Write Inc scheme for phonics learning; we adapt it's teaching to add interest though its structure stays in place. Children benefit from small group as well as whole class first quality teaching so phonics learning is closely matched to pupils' current level of attainment. Regular analysis of assessment on a pupil level basis allows for timely revisions to the phonic content taught. Incorporated into phonic assessments are careful judgements about each child's ability to blend phonemes. Children should (in most cases) be taught how to quickly blend previously learnt phonemes and sound out words with phonemes they are currently learning. (See phonics session schedule guideline below).

Children's principal individual reading books should be carefully matched to their ability to know, read and blend phonemes. For this we use Read Write Inc book bag books. As children's reading ability progresses, it is also important for children to read for pleasure, improve reading fluency and improve reading comprehension. (See '*Promoting a love of reading. . .*' section above). In addition to class and school library books to promote a love of reading, we have our 'fluency and comprehension' reading scheme which we phase in through Year 1. This scheme (as its name suggests) is designed to promote fluency, the development of high frequency words and strengthen comprehension skills. Children only use this scheme when children have sufficient ability in phonics to access the books and do so no earlier than the spring term of Year 1. These books give children extra practice at reading and opportunities to talk about meaning, characters, plots, context and inference; retrieving words and phrases from the texts. As children move to J on the Read Write Inc scheme there is no longer a need for phonics-based books but continue to read both texts from the fluency and comprehension scheme and from class and school libraries. See below:

Age Related Book Band & Phonics Expectation Grid

Reception	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Reading assessment point	Working at Expected	Working at Expected	Working at Expected	Working at Expected	Working at Expected	ELG
Phonics group and RWI book band	Working in A	Working in A	Working in B	Working in B/C	Working in C/D	Working in D
Fluency and comprehension band colour	Not used	Not used	Not used	Not used	Not used	Not used

Year 1	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Reading assessment point	Working at Expected	Working at Expected	Working at Expected	Working at Expected	Working at Expected	On track for KS1 expected
Phonic group and RWI book band	Working in E	Working in E/F	Working in F/G	Working in G/H	Working in H (for phonics screening)	Working in H/I
Fluency and comprehension band colour at end of each term. (see note below)	Not used	Not used	Green Green 1 or 2 (if used)	Green/Orange Green 2/Orange 1 (if used)	Orange Orange 1 or 2 (if used)	Turquoise Turquoise 1 (nearly all children should be using fluency and comprehension books at this point.) (GDS Purple)
Fluency and comprehension banded books only used if the child can fluently blend known phonemes/graphemes, is no lower than the F RWI book band and scores at least 16/32 on practice phonics check.						

Year 2	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Reading assessment point	Working at Expected	Working at Expected	Working at Expected	Working at Expected	Working at Expected	KS1 - expected
Phonic group and RWI book band	Working in I	Working in J/ Spelling programme	Spelling programme	Spelling programme	Spelling programme	Spelling programme
Fluency and Comprehension band colour at end of each term	Turquoise Turquoise 1 or 2	Purple Purple 1	Purple Purple 2	Gold Gold 1	Gold Gold 2	Silver (GDS Emerald)

NB Y2 children who did not achieve phonics benchmark at the end of Y2 need to be initially in Group H unless clear progress has been assessed.

Year 3	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum
Reading assessment point	Working at Expected	Working at Expected	Working at Expected	Working at Expected	Working at Expected	On track for KS2 expected
Fluency and Comprehension book band colour for each term	Silver (Silver 1 or 2)	Silver (Silver 2)	Emerald Emerald 1	Emerald Emerald 2	Ruby Ruby1	Ruby Ruby 2 GD: Sapphire (same as Grey)

Advanced Reading Scheme

Years 4, 5 and 6	Year 4	Year 5	Year 6
Reading assessment point	Year 4 Expected	Year 5 Expected	Year 6 Expected
Fluency and comprehension book band colour for each year	Grey	Dark Blue	Dark Red Greater Depth - Black

The phonics schedule below is used as a guideline structure for the teaching schedule used by staff when leading discreet phonics sessions which operate daily for children in Year 1 and Year 2. Our reception pupils whilst having a daily phonics lesson do not follow the schedule. It is very important that staff respond to children's needs and take time to consolidate learning using any part of the schedule rather than trying to complete several or indeed any given activity. **At Loxley we are learning led not activity led.** The benefits of experienced teachers responding to the learning needs of pupils informed by previous assessment for learning and by responding to pupils' immediate needs is crucial to maximising pupil progress and building confidence. However, the list below, does include a range of strategies designed to make best use of teaching and learning time.

Phonics teaching is also integrated within whole class reading teaching in Reception, Year 1 and Year 2 (and where appropriate in later years). *(See section on reading teaching and learning sequences below).*

Our Phonics Schedule

Instant Blending

We define instant blending as when a child recognises a word relatively immediately, with little hesitation; without sounding out each phoneme of the word disjointedly. Sometimes, staff refer to this as 'Fred in your Head' as an aid to memory for children. When children are assessed, they are assessed for instant blending too.

Progression in phonics and early reading

Before children move from one level to the next, they need to recognise all the phonemes at that level as well as being able to read all the words in that level by blending as defined by the RWI scheme. Pupils should use instant

recognition or swift blending from Band D on the RWI scheme. All children have phonics books at home and at school which they can read with some fluency, where there is little ‘mechanical’ blending. When assessing children’s phonics book level, children will be assessed for fluency on the phonics books. The Read Write Inc (RWI) phonic assessment will be used in conjunction with this but the emphasis will be on ensuring that children can read our RWI books fluently i.e. that children can apply their phonics knowledge to reading. We do however consider that children need some time to process and we look for an accuracy of approximately 90-95%.

Activities

The table below is a list of activities not sessions. Staff may need more than one session to complete the activity. It is important when devising activities for phonics learning that activities:

- Take little time to explain so that maximum time can be spent on phonics teaching rather than explaining the activity and so children’s cognitive load is not exceeded by processing instructions
- That staff promote engagement in a way that is intrinsic to phonics learning and doesn’t waste time e.g. a known Mix, Pair, Share Kagan structure to music with a regular tempo activity would be preferable to a “phonics hunt” around the school.
- That there is opportunity to observe, listen to and assess each child’s responses. Solely using whole group vocal responses in chorus could mean some children’s attainment could be hidden.
- Do not create unnecessary distractions which mean children’s focus moves away from the phonics learning intent.
- Are appropriate for any special educational needs children in the group may have. Please liaise with the child’s class teacher and SENDCo following SEN Support plans, My Plans or EHCPs as appropriate.

Written responses to phonics activities

In Reception, children should not be taught to join letters or to start every letter ‘on the line’ with a ‘lead-in’, because these practices cause unnecessary difficulty for beginners. In Reception, children are taught exit strokes for letters that end on the line following the Read Write Inc scheme including a, d, h, l, k, m, n, t, u but no other joins are taught. This policy is to enable children to recognise and form letters more easily and to help pupils secure grapheme-phoneme correspondence more readily.

From Year 1, children will begin to learn a cursive script but within phonics sessions the focus should be on the clarity of the letter intended rather than handwriting style as the phoneme-grapheme correspondence is key to the learning intent. Children may be taught to join the letters in digraphs in phonics lessons, but this is optional dependant on assessment for learning of children’s current ability.

List of recommended activities for phonics group sessions:

1	Speed sounds of phonemes in that level or below New RWI book - Activity or activities to practise the sounds focussed on in the book
2	Speed sounds of phonemes in that level or below From the book - speed sounds, syllables, tricky words etc with a partner
3	Speed sounds of phonemes in that level or below Introduce/focus on a new phoneme Vocabulary check
4	Speed sounds of phonemes in that level or below Introduction to the book
5	Speed sounds of phonemes in that level or below Children read the book in pairs (take it in turns from page to page, one to point, using a ‘pointer’ and one to read) Then class teacher models how to read the book. Then children re-read the book.

6	Speed sounds of a wide variety of phonemes Introduce/focus on a new phoneme Comprehension questions
7	Speed sounds of phonemes in that level or below Introduce/focus on a new phoneme Speed words – time how many in a minute (could use counters)
8	Speed sounds of phonemes in that level or below Dictation (see accompanying workbooks) of sounds, words and sentences
9	Speed sounds of phonemes in that level or below Introduce/focus on a new phoneme Nonsense words
10	Speed sounds of phonemes in that level or below New: Instant blending – activities to encourage rapid recognition of words containing phonemes at that level or below.
11	Speed sounds of phonemes in that level or below Mixed flashcards (or similar) of decodable words from the appropriate set.
12	Speed sounds of a wide variety of phonemes

Grouping and Staffing of Phonics Groups in Year 1 and 2:

Phonics teaching in Year 1 and Year 2 happens within smaller phonics groups as well as being integrated into whole class sequences of learning. It is important that class teachers take responsibility and an active, keen interest and involvement in the progress of all children in their class regardless of whether or not a child is in their phonics group. Each term (or more frequently), teachers should swap groups with any TA taking some of their children for phonics teaching and learning within the phonics groups. This is to help to ensure that teachers and TAs are fully aware of the learning taking place in each group. The purpose of the groups is to make the phonics sessions content as relevant and bespoke as possible to the children's current level of ability. Ambition for all children is equally high. Each half term, children still on the phonics programme are assessed and new groups organised for the following half term. We do not have fixed views on children's ability however we need to balance the need to give staff sufficient time to know and work on individual children's learning needs whilst ensuring that children are encountering phonics at the cusp of their learning at any given point in time. Assessment for learning can be used within a half term if staff feel that a child would be better suited in a different group.

Whole class bespoke reading teaching

(Please refer to information about Loxley Primary School's reading spine above.)

Reading teaching happens every day normally following the Teresa Heathcote reading sequence as a model. These are bespoke lessons separate to writing lessons. Our writing lessons often have reading material as a stimulus or learning aid. (This strategy is consistent with this policy's intent statement shown above.) The content of the reading sequence is bespoke to Loxley Primary School. This allows reading teaching to be sequential, adding memory and building key reading skills through the week, year and age-range. Whilst ensuring a clearly understood sequenced progression of reading teaching and learning through the age range, teachers have opportunities to make decisions on texts, resources and stimulus for their teaching. Our collegiate, communicative approach at Loxley, combined with our reading lead's and curriculum lead's scrutiny of planning and standards, means that systemic progression is not compromised by giving teachers this level of autonomy. Moreover, the increased ownership, depth of understanding and enthusiasm intrinsic to teachers making the reading curriculum their own, lead to improved pupil outcomes we believe. This also means teachers can be more flexible in responding to pupils'/cohorts' needs. Similarly, because teachers have a secure understanding of the types and range of texts we require for our reading spine, teachers can make text choices and amendments to it in consultation with the reading subject lead and other colleagues.

Within the Teresa Heathcote model learning includes; Close scrutiny around context, content and vocabulary within a sequence of learning relating to a familiar text they enjoy, forensic build-up of comprehension through high engagement activities with readily available challenge and support activities. Regular stand-alone comprehensions to check children can apply skills and have regular practice at a range of skills including skimming and scanning, retrieval, inference, author's choice of language, predicting and summarising meaning are also integrated into the planning. There is flexibility in when word, sentence and text level learning is included within the planning but teachers ensure coverage and balance. We ensure our curriculum at least meets, and in some cases exceeds, the requirements of the programme of study in the National Curriculum.

As mentioned above, teachers have the flexibility to use their professional judgement to decide how activities are ordered to meet the needs of pupils in order to maximise the potential of the text. Activities that can be deployed are shown below in sequence following the Teresa Heathcote model:

- **Shared Whole Class Reading** Teacher reads to the class, ensuring fluent reading strategies are modelled e.g. use of expression, intonation, voices, self-correction etc. Teachers may also use this time to discuss the intended genre, purpose and audience of a text. Building mood and engagement of the pupils in the text is key at this point.
- **Vocabulary Search** Teach how to use scanning to help find vocabulary and then understand unfamiliar vocabulary using inference where appropriate.
- **Read Aloud – Think Aloud** Demonstrate how to read the text. Model the thinking process that you undertake when actively reading. Help pupils to predict from the moment they read the first sentences and how to change their minds as more information comes to light.
- **Close reading** Teacher return to a selected passage from the book/text. Depending on the passage, teachers may choose to focus on:
 - Cultural capital and **background knowledge** to understand the text
 - **Discussions about the text** relating word level, sentence level and/or text level analysis.
 - Children **visualising** based on a text description to focus on author's choice of vocabulary, sentence structures, style and genre and its effect on the reader.
 - **Comprehension** questioning based on the text (see content domains below in the assessment section for coverage).
- **Text Marking** Pupils highlight and/or make notes about the passage. Children discuss in mixed ability groups in order to complete the activity.
- **Challenge and Support Group Activities**

Planning

Each teacher's class planning details how National Curriculum is met and exceeded. Planning style varies for short text sequences to planning where the same text is referred to throughout the sequence.

The structure varies to suit the purpose and age of the children however the sequence normally starts with building atmosphere, mood and interest in the text. Initial analysis of the purpose of the text is then done which may include making predictions. This is followed by vocabulary learning which may include learning around definitions, word families, spelling patterns and word choices. 'Visualise' lessons are then taught to help inference and understanding of the text. Finally, comprehension learning is done.

Reading **teaching places emphasis on both enjoyment and the understanding of language**, especially vocabulary and comprehension of the text. By the end of Year 6, our ambition is for pupils' reading to be sufficiently fluent and effortless so they are fully prepared for secondary school and beyond.

Assessment

Assessment for Learning (AfL)

Continuing Assessment for Learning (AfL) by teachers is the mainstay of assessment in reading. This takes place in whole class reading lessons, phonics sessions and through individual reading. The purpose of AfL is for teachers to:

- check pupils' understanding effectively and identify and correct misunderstandings

- use assessment to check pupils' understanding in order to inform teaching

Information from AfL is recorded and shared in a variety of ways in schools. An individual, in-school **reading record book** is annotated every time a child reads. When a child is still on the phonics scheme, part of the staff comments should almost always relate to phonics progress. These books are passed on from year group to year group to help continuity and progression in relation to specific learning needs individual children have. Staff record AfL through marking (following the school's marking and feedback policy). Loxley has an ethos of collegiate information sharing and takes pride in the fact every child is well known and cared for. In this way, staff have a detailed knowledge of pupils' abilities. It is the analysis of this knowledge and the decisions made to help pupils' next steps in their learning journey (both individually and collectively) which is key to maximising pupils' progress and potential.

Read Write Inc phonics assessments

Alongside, our structured teaching and learning through the Read, Write Inc scheme, children are individually assessed. In their Reception year, children are regularly assessed using the Read Write Inc '**word time**' sheets relating to the phonemes the children have just been working on. The word time sheets begin with the sounding out of initial letter sounds and other phonemes and then move on to sounding out and blending practise. Children who have not managed to retain sight recognition of graphemes learnt or are having difficulty blending have their needs focussed upon during individual reading sessions and in group/class phonics sessions. They may (depending on their level of need) be identified for keep up/catch up groups.

As children progress into Key Stage 1 Read Write Inc '**Sound and Word Assessments**' are used to assess the phonics band at which the children are working. These may also be used in a

Alongside teacher's professional judgements on pupils' phonics and reading ability through listening to children read their individual reading books, the school uses Read Write Inc assessment sheets to help determine children's (still on the phonics programme) phonics group and book band level. A best fit approach is used however children are expected to read and blend the large majority (90% approx.) of words at their current level before being moved to the next band.

In Key Stage 2, all children who have still not passed the Phonics Check or have been identified as having significant gaps in their phonics acquisition continue to be regularly assessed using the sound and word assessments

Early Learning Goals in the Early Years Framework

These define the level of development children should be expected to have attained by the end of the Early Years Foundation Stage. They do not define the reading curriculum in the Reception year however they support teachers to make holistic, best-fit judgements about a child's development, and their readiness for year 1. When forming a judgement about whether an individual child is at the expected level of development, teachers at Loxley draw on their knowledge of the child and their own expert professional judgement. Judgements are built over time using evidence relating to:

- **Literacy ELG: Comprehension:** Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
- **ELG: Word Reading:** Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Reading progress for our youngest pupils is also helped by progress in other areas of learning relating to other areas of the framework, particularly, relating to early learning goals on Communication and Language and Listening, Attention and Understanding so it is important for children's reading development that our curriculum and assessment of it is as focussed on these areas too. Rich texts permeate through the wider curriculum to support progress in reading.

Termly Assessment on Age Related Progress

From Year 1, all classes have termly assessments in order to provide best fit assessments in relation to whether each child is working towards age related expectations, working at the expected standard for their age group or working at greater depth. The purpose of this data is to ascertain:

- Which children might require holistic extra support in class and/or catch up intervention
- Which children might require extra challenge in reading lessons and activities
- Which cohorts might require different approaches to meeting their learners' needs
- How well as a school we are helping children be ready for their next stage in their education and if there are any implications for school improvement planning
- If there are possible CPD needs for staff

Information to inform these judgements comes from three principal sources:

- Standardised assessments (usually in the form of comprehension activities) *Specific tests are set out in the school's assessment schedule*
- Observations from teachers when working with and listening to each child during that term
- Children's workbooks

Teachers then make a best fit judgement based on triangulating evidence from these three sources. Judgements are based on both children's word reading and comprehension ability (against the expectations of the national Curriculum) but with a particular focus on comprehension. Assessments cover children's attainment in relation to the content domains shown below:

Key stage 1

1a	1b	1c	1d	1e
Draw on knowledge of vocabulary to understand texts	Identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	Identify and explain the sequence of events in texts	Make inferences from texts	Predict what might happen on the basis of what has been read so far.

Key stage 2

2a	2b	2c	2d	2e	2f	2g	2h
Give / explain the meaning of words in context	Retrieve and record information / identify key details from fiction and non-fiction	Summarise main ideas from more than one paragraph	Make inferences from the text / explain and justify inferences with evidence from the text	Predict what might happen from details stated and implied	Identify / explain how information / narrative content is related and contributes to meaning as a whole	Identify / explain how meaning is enhanced through choice of words and phrases	Make comparisons within the text

Working at expected assessments take account of the level of attainment pupils should be at for their progress in reading to be on track for the next statutory assessment point shown below. At Loxley, we define 'working towards expected', 'working at expected' and 'working at greater depth' as follows:

Greater Depth: A child is working at greater depth when they are able to read age related texts with fluency, expression, pace and stamina. They demonstrate that they can independently derive meaning, purpose and intent from a wide range of age-appropriate texts with precision, depth and clarity. Subtleties of language in texts are recognised and explained. He/she understands the concepts taught so he/she can retrieve infer, deduce, predict skilfully, using evidence from the text to support their reasoning; there is a clarity of explanation. He/she can evaluate when best to deploy skills and he/she has a broad understanding of vocabulary beyond age-related texts and can explain the meanings of these words.

Expected: A child is working at expectations when he/she is able to decode and make sense of age-appropriate vocabulary and texts reading with sufficient pace and stamina. He/she understands the concepts taught so he/she can retrieve infer, deduce, predict using evidence from age appropriate texts to support their reasoning. He/she has a broad understanding of age-related vocabulary and can understand the meanings of these words by applying a range of reading strategies.

Working Towards: A child is working towards expectations when he/she is able to decode and make sense of age-appropriate texts with support. They are beginning to understand concepts taught so he/she can sometimes retrieve infer, deduce, predict and summarise. He/she may find it difficult to explain their reasoning using evidence from the text. He/she can explain the meaning of familiar words but he/she cannot confidently apply a range of reading strategies to understand unfamiliar words.

Some children with specific special educational needs may be working at a **pre-key stage level of attainment**. See SEND section below.

Statutory Assessments

In addition to the Early Learning Goal assessments described above, the statutory assessments our pupils undertake are the:

- Year 1 Phonics Check
- End of Key Stage 1 Assessment
- End of Key Stage 2 Tests (SATs) and Teacher Assessments

These assessments help inform whole school/cohort evaluation of standards in reading and school improvement priorities. Pupil level data from these assessments helps inform:

- Which children might require holistic extra support in class and/or catch up intervention
- Which children might require extra challenge in reading lessons and activities
- Question level data for pupils may also inform which aspects of learning pupils' need specific help and support with

Keeping Up and Catching Up

To realise the entitlement and ambition we have for all pupils as stated in the intent section of this policy, we have systems in place to give **all** children the best chance to keep up with progress we aim to see from pupils in reading and phonics. This is always a school priority.

We ensure teaching time is sufficient for the phonics and reading content to be taught by having bespoke reading and phonics sessions every day. In Reception and Key Stage 1 teachers pay close attention to time-scales set out in the Read Write Inc programme. Our prompt, on-going and thorough assessment (see section above) identifies children as soon as they begin to fall behind their peers. Teachers, working with our SENDCO and other professionals if necessary investigate possible reasons, such as whether a child might have a hearing or visual impairment, or speech, language and communication needs (SLCN).

To enable children to keep up, all children in our Reception class who are identified as not on-track with phonics and reading progress are provided extra practice in small keep up groups. These sessions happen almost every day and take place in a quiet room. After each set of RWI sounds have been taught, pupils are individually assessed again on their retention of the sounds covered. Pupils with weaker current retention have short, daily 'keep up' sessions every afternoon to prevent a widening gap from their peers developing. Monthly tracking sheets show the progress of all pupils on known sounds and their ability to blend them.

After the Reception year, catch-up, where needed, remains a school priority with systems in place to give sufficient extra practise. The catch-up sessions sometimes take place before the start of the school day to ensure children do not miss out on the wider curriculum.

Catch up sessions are provided by qualified teachers who know the children well if possible or by experienced teaching assistants who have regular support and guidance from the class teacher and reading leader.

For children who have not yet completed the phonics programme, the primary focus of the sessions is phonic knowledge that is not yet secure. All learning for these pupils should be consistent with the school's policies on phonics above and alignment with the Read Write Inc scheme.

Learning includes:

- consolidating learning the children have already met in their main class or group phonics session, with bite-sized steps so all of them can achieve success every day
- revising grapheme-phoneme correspondences that pupils are finding challenging to remember
- practising oral blending of spoken sounds to pronounce words
- sounding out at speed, writing phonemes and matching objects to initial sounds
- reading decodable books (include only graphemes they have been explicitly taught, until they can blend sounds to read new words fluently and automatically).

Year 3 and above:

Any children still on the phonics programme read more frequently such as 1:1 with an adult in addition to normal literacy lessons and have regular phonic activities consistent with the Read Write Inc programme. They continue to be regularly assessed (see above).

Where children's progress is below that expected for their age in aspects of their reading other than phonics and early word reading, catch up is still prioritised. Meetings are held between the headteacher, reading lead and class teachers about how best to meet pupils' needs. Detailed analysis about pupils' comprehension ability, reading fluency, any special needs and reading behaviours/engagement are considered as well as any external factors such as disadvantage and vulnerability.

The type of provision depends on several factors including:

- how far behind age-related expectations pupils are
- how cohesive different under-attaining children's needs are
- funding available to the school

Catch up provision is led by either qualified teachers or by experienced teaching assistants with clear direction, regular communication with the class teacher and understanding of the next learning steps for the pupils in reading. Assessment data from the catch-up groups is shared and used to inform future teaching and learning both in whole class and group settings. There is always flexibility in terms of which children attend catch up sessions based on both the most recent assessment data and a wider view of children's needs.

Expertise in Reading



Through, our recruitment processes, efforts to retain staff, in-service training and our collegiate ethos/working practices at Loxley Primary School, we foster an expertise in reading and children's literature in school.

This expertise is applied to pupils' learning through:

- A thorough understanding of how to best apply the Read Write Inc phonics scheme. (Comprehensively, understood by our Reading Lead).
- A whole class reading and planning system that ensures both systematic progress yet flexibility for teacher's expertise to be fully utilised.

- The sharing of staff expertise in staff meetings and informally through school

- Application of expertise in the analysis of assessments especially for vulnerable groups of learners including disadvantaged children, children with SEND and those with the lowest levels of current attainment to help maximise their progress in reading.
- The ability to promote a wide range of texts to encourage pupils to read for pleasure and how to use displays and spaces in school to promote reading.

Systemic structures in school make best use of staff strengths by:

- **Strong leadership in reading;** Ensuring we have a passionate, proactive, well-informed reading lead in place and that there is regular dialogue and a shared commitment with the senior leadership team.
- **Expertise deployed to promote progress and reading pleasure;** Staff being clear that one of their primary roles is to use their expertise to promote reading progress and reading for pleasure with the children they work with
- **Auditing Staff and Sharing Strengths;** We have staff audits (Dec 2021) to give so staff can share their strengths in regards to reading in order to help others and to share their suggestions for areas for development with the reading lead. The reading lead then liaises with staff and monitors progress towards agreed areas for development.
- **Story times;** Having regular story times (within and outside the reading curriculum) with shared ownership and commitment to the goals of our **reading spine**.
- **Display;** An expectation that there is a reading display in each class and that staff use their knowledge of children's fiction to promote recommended reads and find ways for children to promote reading to one another in order to develop a positive, shared reading culture in the school
- **Keep up and Catch up;** (See 'keeping up and catching up' section above); Teachers knowing that extra practice for the children who are making the slowest progress including those with SEND, disadvantage or have attendance issues should be prioritised and follow school systems and fidelity to the Read Write Inc phonics programme to ensure this is carefully planned and evaluated.
- **Supporting parents;** Staff follow and understand clear school expectations for home learning and are skilled in communicating, encouraging and explaining to parents how they can best help their children with reading. This is done on an on-going basis and through parent workshops/videos on the school website.
- **In-service training;** Prioritising and ring-fencing staff meetings and inset with a reading focus. Reading staff meetings are regular and informed by current best practice from research and CPD undertaken by the senior leadership team, reading lead and other teachers.
- **The pedagogy of managing cognitive load;** Having an understanding of cognitive load and how familiar structures such as Kagan and familiarity with types of questions going through the age range can free children's thinking space to think about the content of their reading.
- **A collegiate approach;** Although the reading lead should have overarching and strategic leadership, leadership in reading at Loxley is in a sense shared. Teachers; confident in their understanding of the intent and implementation and enabled to use their expertise to adapt their classes curriculum share good practice and support one another's teaching through experience. This approach nurtures trust and well-being amongst staff and also embeds the sustainability and continuity of reading leadership.
- **Informed time management;** By focussing on tasks which directly make most impact on pupils, this reduces teachers' workload. Ancillary tasks such as the creation of displays can be undertaken by teaching assistants allocated to every class.
- **Assemblies;** Having dedicated assembly times on a rota basis for teachers to share their love and interest in reading and promote reading with pupils.

SEND and Disadvantaged Pupils

- **Children with SEND** We are determined to remove as many barriers as possible in order to provide an ambitious reading curriculum for our pupils with SEND. Teachers endeavour to make reading lessons as inclusive as possible by anticipating and minimising problems by making modifications or adjustments to

activities. Sometimes this may be by providing a parallel activity for students so that they can work towards the same lesson objective as their peers but in a different way e.g. using a laptop. Occasionally, pupils with SEND may have to work on different activities or work towards different objectives than their peers. These activities are often informed by incremental steps recommended by the Birmingham Tool Kit.

Examples of the types of support we may offer during reading lessons are;

- Summarising ideas in pictures
- Using visual timelines (or a combination of text and pictures)
- Demonstrations and role play
- Use of a laptop or iPad
- Pre-teaching
- Recapping
- Reducing reliance on memory
- Scaffolding

Schools should provide extra opportunities for children with SEND to read to adults and to listen to adults reading to them. SEND children may also benefit from strategies outlined in the 'Keeping Up and Catching Up' section above.

In addition to the assessment strategies also outlined above, most children are also given incremental targets from the Birmingham Toolkit based on a careful assessment of pupils' needs during termly SEN Support Plan/My Plan/EHCP writing time. **For most children with SEND (for communication and interaction or cognition and learning needs), one target on their SEN support plan should relate to reading.**

Diagnostic assessments carried out by school staff and by external learning support agencies can also provide important information and strategy suggestions e.g. for dyslexic type needs. Such reports are used to inform SEN Support Plans/My Plans/EHCPs and integrated into in-class reading provision for those specific pupils.

Children with significant cognitive or speech and language needs (normally at level 4 or 5 on the Sheffield Grid), may be given a separate curriculum for reading to the rest of their peers.

(More information can be found in the school's SEND policy)

- **Disadvantaged Children**

As stated in our pupil premium statement, our focus is on enabling disadvantaged pupils to have maximum benefit from the rich and broad curriculum we offer at Loxley focussing most keenly on learning which is most likely to offer life changing opportunities. The ability to read with fluency and a sophisticated level of comprehension and appreciation is clearly a life changing opportunity and therefore it is a fundamental priority to enable disadvantaged pupils to have a high level of success in these areas of learning compared to their peers.

An ethos of ambition for all, well planned catch up and keep up provision (mentioned above) and a thorough and collective knowledge of individual pupils needs and progress are the mainstays of our approach to achieve the above priority.

As appropriate to meet pupils' needs, Pupil Premium funding is used to provide extra support for reading. The support is often to provide extra teaching assistant support for the class the child is in. This support is often used to free teacher time to work with disadvantaged children to address their needs and maximise progress. It is important that disadvantaged children have appropriate access (often full access) to first quality teaching and the cultural capital offered by this experience. Any interventions should be carefully matched to pupils' needs. Judicious thought should

be given to the trade off between learning the child may miss out on from not being involved in the main class activity or by being in the classroom compared to the benefits of the intervention itself. *(More information can be found in the school's Pupil Premium Statement)*

Developing Children's Vocabulary

A wide vocabulary and the cultural capital it provides has been shown to be key in improving children's life chances. Tier 2 vocabulary in particular has been found to be useful, academic language that can be applied to multi-disciplinary concepts and can help children make sense of and explain the world around them. This language will also be very useful in their next stage of education and beyond.

In addition to the language e.g. descriptive language children learn to understand and use through the reading sequence lessons (see above), we systematically and progressively introduce tier 2 vocabulary in all subjects throughout the age range. The progression is organised through our school's knowledge explorers. There is a knowledge explorer for each unit of work in all subjects except PE and PSHE. Knowledge Explorers are handy reference sheets that children and staff can use to show the key facts, concepts and vocabulary we aim for children to learn. These tie in with teachers' medium term plans.

Vocabulary acquisition and understanding is also encouraged through display e.g. PE vocabulary in the hall and in assembly times.

Diversity

To celebrate diversity in UK and global society, we reflect the variety of life experiences of children in school through our school's reading material both in terms of individual reading books and whole class texts. Staff, as a school team, have constructed carefully a reading spine which ensures there is regular representation of authors and protagonists of different genders, ethnicities, family backgrounds and heritages. Opportunities are taken in the texts to celebrate diversity and challenge stereotypes or discrimination.

Impact - We measure the impact of reading in our curriculum in a number of ways including;

- Analysis of assessment (see above) based on individual pupils' and class's progress judged against their starting points and desired end points.
- Benchmarking of our pupils' progress and attainment in reading compared to school's nationally and locally
- The children's enthusiasm and engagement in reading at home and in school.
- Judgements on the success of our reading policy's implementation compared to the intent and ambition we have for all learners.

What will Loxley readers look like?

- They will be enthusiastic and engaged about reading for pleasure; encouraging and supporting the reading of others.
- They will share suggestions, thoughts, questions and opinions about their reading; supporting and justifying these comments in relation to texts they have read.
- They will be resilient when overcoming challenges in their reading
- They will know, use and apply learnt strategies to help word reading, fluency and comprehension at a word, sentence and whole text level.
- They will be knowledgeable about different types of authors, genres and texts and be able to discuss the purposes of these texts; being able to justify their own personal preferences.
- They will be ready for the next stage in their education

How do we enrich pupils' learning in Reading above and beyond the National Curriculum?

- Our Reading Spine is systemic yet bespoke to teachers' own expertise and our pupils' needs with a breadth and range of high quality and rich texts.
- We have bespoke texts written for the needs of our pupils and their curriculum e.g. *Stones at the Heart of the Cherry*.
- Systematic age-appropriate vocabulary is drawn from across the curriculum and systematically taught and applied (as exemplified in pupils' knowledge explorers).
- Pupil passports in KS2 ensure that children take ownership for the broad diet of reading they engage in. They are easily accessible for teachers to check.
- Embedded communication methods between staff within a collegiate culture of sharing best practice embeds and supports systemic outstanding practice.
- Regular celebrations of reading in assemblies and book weeks provide further opportunities to focus on applying reading skills and develop reading for pleasure amongst pupils.