



English Reading Policy

Article 13 - Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 29 - Education must develop every child's personality, talents and abilities to the full.

At Poplar Farm School, we want every child to leave school with a love and respect for books. Our aim is for every child to become a fluent and expressive reader, who accesses books regularly for both pleasure and to acquire new knowledge. We want all children to reach age related expectations or make accelerated progress from their starting point. We hope that the children's enthusiasm for reading continues beyond their time at Poplar Farm School, and throughout their life.

Reading Intent

The aims of teaching reading in our school are to develop pupils who:

- Have the phonetic knowledge and skills, to be able to read systematically and with fluency.
- Be enthusiastic readers, who strive to progress to a higher level of reading material.
- Read often, both fiction and non-fiction books, from a range of genres, and discover particular favourites.
- Read a range of classic and contemporary poetry.
- Show respect and care for books.
- Enhance their vocabulary through reading, and apply it with in their writing.
- Develop their reading in all subjects to support their acquisition of knowledge.
- Have a love of reading and share this with others, discussing what they have read.
- Read for pleasure both at home and school on a regular basis.
- Through their reading, develop culturally, emotionally, intellectually, socially and spiritually.
- Develop good comprehension; drawing from their linguistic knowledge.
- Know a range of authors, and discover personal favourites.
- Find inspiration from books and use them to influence their writing.
- Feel part of community, who share a common interest in reading,

Special Educational Needs Disability (SEND) / Pupil Premium / Higher Attainers

All children will receive Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work and intervention additional to and different from

their peers in order to access the curriculum dependent upon their needs. Some examples of additional support and opportunities include:

- An individual reading system, which is in place for Pupil Premium students and those pupils who have limited opportunities to read at home. This allows these children to have additional opportunities to read on a regular basis to a designated adult. The children will develop a relationship with an adult, whom they will share stories with and develop a shared love of books. As the school continues to grow, a buddy system will be in place to allow older year groups to listen to younger year groups read.
- We offer the family learning course, 'Family fun with reading', to provide opportunities for parents/carers to improve their own skills and to increase the effectiveness of the support that they offer their own children with their reading at home.
- Higher attainers, or those children who have a keen love of books, will have additional responsibilities to share their love of stories in a book club. This will allow them to discuss stories and authors they enjoy, and to share suggestions for reading material.
- Children will have opportunities to become librarians when they demonstrate a care and respect for books. They will be responsible for developing the environment, recommending stories, and keeping the books organised and in a good condition.
- To foster children's interests, children will have opportunities to visit local libraries and bookshops and take part in additional workshops with storytellers and authors, visiting the school.

Implementation:

Phonics and SPAG

Our school follows the Read, Write Inc (RWI) phonics program from Foundation Stage into Key Stage 1. All staff leading Read Write Inc phonics group have accessed the 2-day phonics course with Ruth Miskin. When pupils complete the phonics program learning, embedding all the Set 1, 2 and 3 sounds, they move onto a SPAG program that then runs through Key Stage 2.

All children have a baseline entry assessment in phonics, completed by the teacher and moderated with the Reading Leader. This allows children to be grouped into broad speed sounds groups for the first 4 weeks of RWI phonics. After the first 4 weeks of teaching, all children are then grouped across EYFS and year 1 into the most appropriate phonics group for their ability. Phonics is timetabled daily and lasts for 40 minutes each day, including a 20-minute speed sound lesson and 20 minutes guided reading. These sessions are shorter for EYFS children in their first term in school. Children move to different classrooms and learning areas for phonics and all staff including TAs are responsible for a group.

There are handbooks in school to support teachers with the planning of their phonics sessions. Teachers and support staff are responsible for ensuring that they have the resources required for lessons, prepared in advance. Where a TA leads a group a designated teacher will be responsible for the assessment of that group.

Home-school Reading

Termly assessments are carried out by the designated teacher and are moderated by the Reading Leader, and the groups are changed accordingly. When children first become readers they have access to the Oxford Reading Tree book banded system. This is assessed using a triangulation of RWI assessments, guided reading records and individual reading records. Once children have completed the RWI phonics program, they move onto the Accelerated Reader program.

A Star Reading test is completed as a baseline and then repeated every 6 weeks which will give teachers the child's Zone of Proximal Development (ZPD). In accordance to this, results will be shared with parents and children will select books from our library within their ZPD. Each week, children will complete a comprehension quiz related to the text they have read at home and these results will be shared with parents through reading diaries.

Guided and Whole-class Reading

Guided reading takes place as part of RWI sessions for children in EYFS and year one. These are daily 20 minute sessions. Children listen to an introduction about the text, and make predictions and infer. They are introduced to the words in the text as a group. During this time, children use sound buttons to decode and blend words, read words speedily in their heads and recognise 'red' words which cannot be decoded phonetically. These words are re-visited over the week so children develop confidence and fluency. Children engage in echo-reading and 'jump-in' for missing words to allow them to develop expression and fluency. Towards the end of the week, children should be able to read the book fluently and confidently and be able to answer comprehension questions related to the text.

During the spring and summer term English lessons in year 1, children are introduced to whole class reading, and develop comprehension skills so that they are prepared for this when they begin in year 2. Reading skills are introduced to pupils in Key Stage 1 using the Twinkl 'reading dogs' (Inference Iggy, Vocabulary Victor, Sequencing Suki, Retrieval Rex and Predicting Pip). The reading planning will follow a cycle (approximately 2 weeks) where the children will get to know and explore a text extract. They might also look at links between texts of similar genres and make comparisons. Where possible, the text taught is linked to the English texts or one of the 'our favourite 5' texts. The quality of the text that children are exposed to is more important than making tenuous links or using an inappropriate text.

A Reading Community

At Poplar Farm School, we believe that an enthusiasm and passion for reading needs to be embedded from an early age and has an equal importance to learning the skills of reading.

To ensure that Poplar Farm School has a strong reading community established in the school, each class:

- Has an established reading corner. This needs to be a safe and stimulating area and include a range of text genres, including non-fiction topic related texts and 'favourite 5' books.
- Has a voting station in their classroom. This encourages children to view front covers, illustrations and read blurbs, before choosing the book they want to listen to as a class. They begin to discover their personal favourites and compare authors and writing styles. The book with the most votes is read aloud to the children at the end of the day.
- Has an 'Our Favourite 5' reading display in the classroom. These are developed from the year groups 'reading spine', ensuring reading material is progressive across the school and promote diversity. These books include repetitive and rhyming stories, poems and traditional tales. The 5 books are rotated per term and are read on a regular basis to the class. This means that, all children will learn 30 books per year and know them well. Teachers are in tune with children's interests and develop story baskets and writing material for stories children enjoy.
- Has storyteller's visit the school, to teach children the joy of reading, storytelling, story structure and characters.
- Across the school, we hold open afternoons for parents and grandparents, which allow them to come into school and read with their children.
- Promotes reading, by having reward systems, allowing children to access new reading material and prizes for reading on a regular basis.
- Has opportunities to read to the residents of a local residential care home, and compare their experiences of books.

Impact:

Reading in our school is progressive and planned to meet the needs of all children.

Assessments are carried out regularly to ensure children are accessing books of the right level and are being challenged in their reading. At the same time we provide books to ensure that children read for pleasure and learn to love reading.

If children are keeping up with the curriculum, they are deemed to be making expected or exceeding progress. In addition, we measure the impact of our curriculum through the following methods:

- Termly Read Write Inc assessments
- Year 1 Phonics screening check results
- Book band colour

- ZPD scores
- Reading ages given through the AR program
- Summative assessments each term, including on-going guided reading records.

The implementation of the RWI phonics had a huge impact on our phonics outcomes. In the December 2020 Year 2 screening 83% of pupils met the expected standard. The teaching of phonics in our school is systematic and all staff are regularly updated with any changes. Staff access training to further develop their teaching of phonics and reading.

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| This policy was adopted on: | March 2021 |
| Review Cycle: | Every two years |
| This policy was subsequently reviewed: | |
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