

Woodlands Primary School



ENGLISH READING POLICY & STATEMENT OF INTENT

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Woodlands Primary School English Reading Policy

Statement of Intent

At Woodlands Primary School, we believe that the ability to read is fundamental to pupils' development as independent learners, during their time at primary school and beyond. We consider reading to be a vital skill that can open up many exciting possibilities in a child's life. Not only does reading enable them to understand, interpret and communicate with each other and the world around us; it also empowers them in following their interests and creating a positive future for themselves. We believe that success in reading has a direct effect upon progress in all areas of the curriculum; therefore reading is given a high priority at Woodlands, enabling the children to become enthusiastic, independent and reflective readers across a wide range of literature, including different text types and genres, books, posters, and newspapers. With the changing world in mind, children are also encouraged to use a variety of online resources which encourage them to use their reading skills.

To support our intentions, we have developed a core of books that create a living library inside a child's mind. It is a store of classics and essential reads that help children engage at a deeper level, provide them with greater cultural capital, and allow them to enter distant and far-off lands.

How is this implemented across the school?

These intentions and aims are embedded across our Reading lessons and in the wider curriculum. Our rigorous and well-organised English curriculum provides many opportunities for children to develop a love of reading, writing and discussion through our following of the National Curriculum for English 2014.

The National Curriculum for English aims to ensure that all pupils:

- 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 debates.

Impact

Children at Woodlands Primary School share a real passion for reading. They are fluent and have a good understanding of what they have read. They are excited to read in school and are keen to share what they have been reading at home. For many children, their favourite time of the day is story time, where each class spend the last fifteen minutes of the day listening to the class book. Woodlands' children regularly

read for pleasure, demonstrated by the fact that so many of them receive certificates in assembly for the number of reads they have achieved.

Teaching and Learning

The teaching of Reading at Woodlands enables children to learn the discrete skills required to be a successful reader. The ability to decode is fundamental to this. Children in FS2 and KS1 receive daily dedicated phonics lessons using Read, Write Inc. Those who progress into KS2 who still have still not mastered the ability to decode also receive dedicated phonics teaching every day.

From year 2 upwards, children are taught reading as a whole class. This allows the teacher to plan better activities which allow the children to access a range of reading skills. This also allows the teacher to work with the children who need it the most more of the time. The class teacher plans lessons which focus on VIPERS (Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising) reading skills, sometimes taught as discrete skills and sometimes taught using a range. These lessons are planned to develop the children's written responses to be in line with expectations at the end of KS2.

Reading lessons don't always revolve around books. Films, pictures, objects etc are used to stimulate but also to support those who are not the most fluent readers as it enables them to use VIPERS skills without being limited to what they can decode.

Organisation

The programmes of study for Reading at Woodlands are set out year-by-year from Y2 upwards.

Children in FS2 and KS1 follow the RWI (Read, Write Inc.) Literacy programme, "a structured and systematic approach to teaching Literacy... designed to create fluent readers, confident speakers and willing writers". For further information on this, please see Woodlands Phonics Policy.

To supplement RWI in Y2, children have further opportunities to develop their literacy skills in a similar way to KS2.

In KS2, a programme of study has been developed to incorporate a wide variety of quality texts and resources to drive our English curriculum and motivate our children. We have developed this through the creation of a whole-school reading spine, personalised for our children at Woodlands. It is based on the research and ideas set out in Doug Lemov's Reading Reconsidered, focusing on the five types of text that children should have access to. These texts often demand more from the reader than many other types of books. The aim of this is to increase children's 'cultural capital', developing knowledge of the wider world through books. This has been expanded to include books recommended to the year group and short films or sections of longer films.

FS2 and KS1 Reading Spines:

	Recommended reads	Archaic texts	Non-linear narratives	Complexity of the narrator	Complexity of the plot	Resistant texts/Complex plot (linked to poetry units)	Short film
FS2	The Gruffalo – Julia Donaldson Handa's Surprise – Eileen Browne Farmer Duck – Martin Waddell	The Tale of Peter Rabbit – Beatrix Potter		And the Dish Ran Away with the Spoon – Janet Stevens	Owl Babies – Martin Waddell The Tiger Who Came to Tea – Judith Kerr	The Book with No Pictures – B. J. Novak	
Year 1	Peace at Last – Jill Murphy Elmer – David McKee Dogger – Shirley Hughes	The Cat in the Hat – Dr Seuss The Frog Prince – Brothers Grimm	Voices in the Park – Anthony Brown	The True Story of the Three Little Pigs – John Scieszka	Where the Wild Things Are – Maurice Sendak Slug Needs a Hug – Jeanne Willis	Lost and Found – Oliver Jeffers Not Now Bernard – David McKee	One Man Band – Pixar
Year 2	The Owl who was Afraid of the Dark – Jill Tomlinson Flat Stanley – Jeff Brown Storm Whale – Benji Davies	The Magic Faraway Tree – Enid Blyton The Owl and the Pussycat – Edward Lear The Night Before Christmas – Clement Clarke Moore	Grandpa – John Burningham	Fantastic Mr Fox – Roald Dahl The Day the Crayons Quit – Drew Daywalt	Dinosaurs and All That Rubbish – Michael Foreman Grandad's Island – Benji Davies	Tadpole's Promise – Jeanne Willis Ning Nang Nong – Spike Milligan	Finding Nemo – Disney Pixar

KS2 Reading Spines:

	Recommended Reads	Archaic texts	Non-linear narratives	Complexity of the narrator	Complexity of the plot	Resistant texts/Complex plot (linked to poetry units)	Short film
Year 3	The Sheep Pig – Dick King-Smith	The Lion, the witch and the wardrobe – C.S. Lewis Alice's Adventures in Wonderland – Lewis Carroll	The Firework Maker's Daughter – Philip Pullman The Butterfly Lion – Michael Morpurgo	The Witches – Roald Dahl	The Iron Man – Ted Hughes	Something told the wild geese – Rachel Field	Bubbles – Literacy Shed
Year 4	Why the Whales Came – Michael Morpurgo	Charlotte's Web – E.B White The Railway Children – E. Nesbit	Fortunately the milk – Neil Gaiman Time travelling with a hamster – Ross Welford	Max and the Millions – Ross Montgomery	Who let the Gods out? – Maz Evans	Topsy Turvy World – William Brighty Bands	Mulan - Disney
Year 5	Varjak Paw – SF Said	Around the world in 80 days – Jules Verne Oliver Twist – Charles Dickens	The Light Jar – Lisa Thompson	Cosheart – Peter Bunzl	Harry Potter – J.K. Rowling The Girl of Ink and Stars – Kiran Millwood Bargrave	The Tiger – William Blake In Flanders Field – John McCrae	La Luna - Disney
Year 6	Letters from the Lighthouse – Emma Carroll	The Hobbit – J. R. R. Tolkien Treasure Island – Robert Louis Stevenson	Holes – Louis Sachar	Wonder – R. J. Palacio	Northern Lights – Philip Pullman A Monster Calls – Patrick Ness	Jabberwocky – Lewis Carroll Silver – Walter de la Mare	Alma – Literacy Shed

The rationale behind the reading spines is that children will be exposed to these texts and films, be it through having one of them as a class novel to studying a book in depth across a short term, briefly visiting it in a wider unit of study.

Planning and Resources

Our curriculum is organised into a long-term plan, provided by the English Reading subject leader to ensure a consistent approach to the teaching of reading. Planning is linked to children’s prior knowledge. Class teachers are aware of what has been taught in other classes and can link their own class’ learning back to this. While we give children of all abilities the opportunities to develop their skills, knowledge and understanding, we also plan progression into each unit of work, so that there is an increasing challenge for the children as they move up through the school.

In terms 1, 3 and 5, reading is taught discretely, with lessons focused on individual reading skills, using VIPERS (Vocabulary, Inference, Prediction, Explanation, Retrieval, Summarising) to help structure this.

In terms 2, 4 and 6, texts from the reading spines have been carefully chosen to drive the curriculum, linking reading and writing together, as shown in the table below.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
FS2	Read, Write Inc. (additionally, children read in a group session once per week)					
Yr 1	Read, Write Inc. (additionally, children read in a group session once per week)					
Yr 2	Read, Write Inc.		Retrieve, record and present from fiction Retrieve, record and present from non-fiction	The Owl and the Pussycat – Edward Lear	Prediction/Summarising SATs	The Magic Faraway Tree – Enid Blyton
Yr 3	Retrieve, record and present from fiction Explaining	The Firework Maker’s Daughter – Philip Pullman	Prediction Retrieve, record and present from non-fiction	The Lion, the witch and the wardrobe – CS Lewis	Summarising Performance	The Butterfly Lion – Michael Morpurgo
Yr 4	Retrieve, record and present from fiction Explaining	Charlotte’s Web – E.B. White	Prediction Retrieve, record and present from non-fiction	Max and the Millions – Ross Montgomery	Summarising Performance	Who let the Gods Out? – Maz Evans
Yr 5	Retrieve, record and present from fiction Explaining	A Christmas Carol – Charles Dickens	Prediction Retrieve, record and present from non-fiction	Harry Potter and the Philosopher’s Stone – JK Rowling	Summarising Performance	Varjak Paw – SF Said
Yr 6	Retrieve, record and present from fiction Explaining	Letters from the Lighthouse – Emma Carroll	Prediction Retrieve, record and present from non-fiction	Holes – Louis Sachar	Summarising SATs	Frankenstein – Mary Shelley

Teachers use a range of resources to support the teaching of reading, such as:

- Reading Explorers
- Rising Stars Cracking Comprehension
- Guinness World Records Comprehension
- Whole and parts of narratives and non-fiction
- Short film
- Pictures

Recording

All children are encouraged to work tidily and neatly when recording their work with a strong focus on the school handwriting policy being used.

Assessment

Teachers use the National Curriculum in England and the Rising Stars supporting materials to plan assessment activities, however, teachers assess children's work in Reading in three phases. The short-term assessments that teachers make as part of every lesson help them to adjust their daily plans. They match these short-term assessments closely to the teaching objectives. Written or verbal feedback is given to help guide children's progress. Older children are encouraged to make judgements about how they can improve their own work. We use positive marking throughout the school to provide the children with their next steps towards learning (See Marking Policy).

Teachers use medium-term assessments to measure progress against the key objectives, and to help them plan for the next unit of work. They use the Insight Tracking system to record this. Teachers make long-term assessments towards the end of the school year, and they use these to assess progress against based on the level descriptors of the National Curriculum. With the help of these long-term assessments, they are able to set targets for the next school year, and to summarise the progress of each child before discussing it with the child's parents or carers. The next teacher then uses these long-term assessments as the planning basis for the new school year. These long-term assessments are based on end-of-year tests and teacher assessments.

Formal Assessment

Teachers formally assess all pupils towards the end of T1, T2, T4, T5 and T6 using assessment materials provided by Rising Stars. The results of these assessments are recorded on INSIGHT – Below (Emerging), Just Below (Working Towards), On Track (Expected), Great Depth. Intervention strategies are discussed termly in Pupil Progress Meetings with the Headteacher and Assessment Leader. In addition to this, children undertake the national tests at the end of Year 2 and Year 6.

Evidence – As an **ongoing assessment practice**, teachers and teaching assistants should collect evidence that could be used to support an effective judgement. This must be independent work by the child, i.e. something they require no teaching input to show that they have secure understanding of the topic. This could be:

- End of unit assessments.
- Independent work from Reading books.
- Something that the child has said during the course of a reading discussion – recorded on a post-it note or equivalent.

This evidence is used to inform our teacher assessments of each child which is recorded on the INSIGHT system.

Equal Opportunities

At Woodlands Primary School, we are committed to providing a learning environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teacher use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others.

Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be provided for and demonstrated by children who require further challenge.

Inclusion

At our school, we teach Reading to all children, whatever their ability and individual needs. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see separate policies: Special Educational Needs; Gifted and Talented Children; English as an Additional Language (EAL).

In all classes, children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. In some lessons, we do it through differentiated group work, while in others, we ask children to work from the same starting point before moving on to develop their own ideas. Teachers and classroom assistants are used support some children, and to enable work to be matched to the needs of individuals.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum and assessment expectations allows us to consider each child's attainment and progress against expected levels. This ensures that our teaching is matched to the child's needs.

Target Setting

Children have Reading targets which are recorded in their learning passports (FS2 and KS1 have their targets recorded on a visual display) and they should be aware of them at all times. They should be aware of their progress towards achieving each target and know what they need to do to improve and make progress. Targets at Woodlands relate to the key reading objectives from the National Curriculum. The class teacher is responsible for monitoring progress against the pupil target and this is monitored by the subject leader.

Marking

The quality of marking is crucial. Verbal feedback is given to children throughout the session however sometimes that teacher may feel a written comment is necessary. If the teacher does make a comment in a pupils' book it should refer back to the learning objective and will normally involve ticking the LO met / LO partly met / LO not met box. Marking should be both diagnostic and summative and school policy believes that it is best done through conversation with the child but acknowledges that constraints of time do not always allow this.

When appropriate the children themselves can mark exercises which involves routine practice with support and guidance from the teacher. Where appropriate children are encouraged to annotate exercises

with corrected/modelled answers. This fosters independence in the children (who can seek help if they are unable to locate and correct their errors) and also ensures that pupils receive prompt feedback.

Homework

Children are expected to read three times a week to an adult at home each week.

Role of the subject leader

The subject leader's responsibilities are:

- To ensure a high profile of the subject
- To plan and regularly update the English Subject Action Plan
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To ensure progression of the key knowledge and skills identified within the National Curriculum and that these are integral to the programme of study and secure at the end of each age phase
- To monitor books to ensure curriculum coverage and evidence of objectives being taught and learnt securely.
- To ensure staff receive prompt feedback and make sure that staff achieve the development points that they are given.
- To monitor planning and the quality of Literacy teaching
- To lead further improvement in and development of the subject as informed by effective subject overview
- To ensure that the English curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy.
- The subject leader will attend relevant training for curriculum leaders and share information with staff.
- To ensure CPD is in place through working with the head teacher/ leadership team and at staff meetings.
- Assessment - The leader will also monitor staff use of the INSIGHT Assessment tracking system. Evidence will be kept from year to year.
- To work closely with the Lead Governor for English (providing appropriate support and challenge) and ensure that they meet with the subject leader at least three times every academic year (once every old term).

The English leader is released regularly from their classroom in order to work alongside other teachers. This time is used to monitor and evaluate the quality and standards of Writing throughout the school and enables the leader to support teachers to develop practise in their own classrooms.

Displays

The school promotes the displaying of Reading and books in all classrooms and in the hall / corridor areas. In classrooms, this should be in the form of a working wall, with examples that show reading at a greater depth. This can influence how children feel about their environment, convey standards and promote high

expectations. Displays should communicate ideas, stimulate interest, celebrate children's work, reflect the ethos of the school and respond to the children's interests.

How does Reading contribute to other areas of the curriculum?

The skills that children develop in Reading are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work at school.