



Reading Policy

INTENT

Rationale

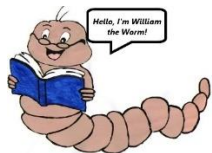
At Lyng Primary, we believe that all pupils can achieve in Reading, both for pleasure and in their comprehension and understanding. It is a skill which affects written communication across the curriculum; children must be able to read with ease and fluency and show a deep understanding of what they have read so that they can progress in every area across the curriculum. Therefore it is vital that we thoroughly teach our children the skills of reading so that they have secure knowledge and understanding in all areas.

We are also aware of how regular reading has a positive effect on future life chances. To give our pupils the best start to their lives, we want to instill a love of reading that will follow them throughout their lives and raise their aspirations.

For all the children of Lyng Primary School to be **fluent readers** with a **deep understanding** and a **love of reading**. Our intent is that we:













- Ensure pupils read easily, fluently and with good understanding
- Develop the habit of reading widely and often
- Equip pupils with a range of reading strategies
- Offer a language rich environment
- Instill a love of reading for life

William our Reading expert



Following the Chris Quigley curriculum enables teachers to recognise the key characteristics of readers in their lessons. These are then presented through Lyng Learning Animals to allow the children to access these in a fun and engaging manner. As chosen by the School Council, William the Worm, is our expert reader in school.

Our Reading Curriculum is designed to allow pupils to develop the following key characteristics for a reader:

KS1	KS2
<p><i>As a reader I will aim to:</i></p> <ul style="list-style-type: none">  <i>use my phonics skills when they are needed,</i>  <i>read texts from lots of different subjects.</i>  <i>know the meaning of lots of different words.</i>  <i>answer lots of questions about a text.</i>  <i>read both in school and outside school.</i>  <i>have learnt lots of things through reading.</i> 	<p><i>As a reader I will aim to:</i></p> <ul style="list-style-type: none">  <i>have excellent phonics skills.</i>  <i>accurately read texts in all my subjects.</i>  <i>have knowledge of an extensive and rich vocabulary.</i>  <i>have excellent comprehension skills.</i>  <i>be motivated to read in class and for enjoyment.</i>  <i>have learnt lots of things through reading.</i>

IMPLEMENTATION

To become **fluent readers**, the following concepts start being taught in Reception during phonics and early reading:

- Decoding
- Speedy word recognition
- Prosody
- Fluency

To have a **deep understanding**, the following domains start being taught from year 2 during reading lessons and throughout the rest of the school, how to:

- 1a and 2a - Understand vocabulary
- 1b and 2b - Retrieve
- 1c and 2c - Summarise and sequence
- 1d and 2d - Infer
- 1e and 2e – Predict
- 2f – identify and explain content
- 2g – identify and explain word and phrase choices
- 2h – make comparisons

To have a **love of reading**, we have a high profile for reading and it is widely celebrated across the school by:

- Half term Reading certificates handed out in whole school assembly
- Termly Reader reward (vending machine)
- Appointed librarians
- Timetabled DEAR slots
- Designated reading outside the classroom areas
- DEAR teacher swap themed sessions
- Termly reading celebration
- Author visits

Planning

For the planning of Reading, teachers use the Chris Quigley milestones which are taken from attainment targets from the reading programme of study for KS1 and KS2 in the National Curriculum. These milestones are then cross referenced with the reading domains for KS1 and KS2.

Teachers then select these milestones to create a sequence of reading lessons. A record of when these Milestones have been taught, is kept in the Class Reading Evidence book.

Any cross-curricular reading opportunities are signposted in **purple for reading** on Medium Term Planning.

Regular LOTC (Learning outside the classroom) opportunities are planned for, alongside visits and visitors into school and these are identified.



Phonics

- Phonics lessons follow the Little Wandle sequence of sounds
- EYFS - Daily phonics lessons for 15-30 minutes each day (Nursery progression over an academic year)
- Year 1 - Daily phonics session for 30 minutes
- Year 2 - Daily phonics sessions for those pupils who did not pass the phonics test
- Year 3-6 intervention to catch up on children who did not pass their phonics screening test or are new to school/ country.

Early Reading in Reception and KS1:

- Reception – fully decodable books to be sent home
- Year 1 and 2 - daily reading sessions for 20-30 minutes
- Year 1 (Y2 children who are not secure with phonics) – fully decodable book to be sent home
- Year 1 and 2 – colour coded band books to read at home

Whole Class Reading (Y3 – Y6):

- Children will have a timetabled reading sessions every day, at least 30 minutes in length
- Most lessons will be based around a quality class novel
- The teacher should source other resources to ensure that there is a balance of genres across each milestone.
- Milestones will be taken from Chris Quigley Reading and teachers will plan their lessons around these to ensure coverage across the year.
- There will be a reading journey that takes place across a week:
 - **Preparation** teacher to pre-read and identify purpose
 - **Predictions** teacher model predictions, pupils make own predictions
 - **Thinking out loud** teacher to read text aloud and model what they are thinking
 - **Word aware** identify, define and unpick vocabulary
 - **Discussion** on what has been read focussing on particular skills
 - **Read and Respond** independently to what they have read
- Discussions will be based upon the **Chris Quigley Milestones** and linked to the **Reading Content Domains**.

Read and Respond tasks will be based upon the **Chris Quigley Milestones** and linked to the **Reading Content Domains**. These can take a variety of different forms including examples of test style questions.



Individual reading (Y2 – Y6):

- Teachers to select pupils to read when and if needed during whole class reading sessions and at any other time during the curriculum
- Regular 5min reading intervention for Pupil Premium pupils and those pupils that are in the bottom 20% of the year group.
- Pupils to select book from colour coded book bands

DEAR time

Across the school we recognise and value the importance of children listening and joining in with stories. Each class must have at least three timetabled DEAR time sessions a week where the teacher simply reads to the children. This sessions take place both in and outside the classroom.

Library

At Lyng Primary, we have well-resourced and organised library that the children can visit to select a book to read for pleasure. Each class has a timetabled slot across the week.

Reading Bus

We are lucky enough to have an old double decker bus that has been converted to a reading bus on site. Each class has a designated slot for them to visit the reading bus and enjoy a story.

Progression of skills

The Chris Quigley Essentials Curriculum which Lyng Primary School has adopted includes all National Curriculum subjects and through this approach the key reading skills are grouped under two key concepts:

- Read words accurately
- Understand texts

These are then broken down further into three milestones. Milestone 1 for Year 1 and Year 2, Milestone 2 for Year 3 and Year 4 and Milestone 3 for Year 5 and Year 6. In each milestone, pupils demonstrate their learning under 3 different cognitive domains which they are assessed against:

BASIC	ADVANCING	DEEP
Low-level cognitive demand. Involves following instructions.	Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.	Cognitive demands are complex and abstract. Involves problems with multiple steps or more than one possible answer. Requires justification of answers.

CPD

Where appropriate, members of staff, usually the coordinator, are sent on relevant courses. The content of these courses is then shared with the rest of the teaching staff. The impact of this training is then monitored and recorded through the subject leader's leadership log.

Marking and feedback

Reading lessons are marked in accordance with the marking policy (see marking policy).

Monitoring

Reading is monitored through lesson observations, work scrutinies, learning walks and planning scrutinies by the Reading Lead and the leadership team as per the school monitoring rota. Pupil voice is also captured.

SEND

At Lyng Primary we ensure that all pupils have access to a broad and balanced curriculum. SEND pupils may be supported through modelling visible on tables and from further modelling from either the class teacher or other expert pupils. Where possible visits and trips are organised to provide pupils with hands on experiences.

G&T

Gifted and Talented pupils are identified and recorded by class teachers on the whole school template. The record includes those who are considered Gifted and Talented with regard either to their reading knowledge and/or skills. These are the pupils who teachers regularly challenge through their teaching and application of 'Step On' vocabulary as part of our Word Aware approach, through becoming expert readers in lessons and sharing their understanding with the class. They are also challenged through killer questions that include questions or activities that challenge the pupil's thinking.

IMPACT

Assessment and Moderation

Children's progress in reading is assessed through success criteria in lessons with the progress against these informing the marking of that child's work. The class teacher is expected to upload judgements of their progress and attainment on SIMs tracker. Progress and retention of knowledge is monitored through regular quizzing and revisiting vocabulary through the word wallets in every classroom.

At the end of each term, pupils will complete the NFER Reading test (Years 1-6). In addition to this, teachers will use Running Reading Records as an ongoing tool to assess the book band level that each child is working on. Each child should be assessed with a Running Reading Record each term. The lowest 20% of each year group and Pupil Premium pupils, are identified for intervention in groups or on a one-to-one.

Moderation of reading work occurs on a half termly basis. Children's work is moderated against the BAD grids as per the Chris Quigley approach. Chris Quigley history companions were purchased in early 2020 and the proof of progress tasks are going to be used to further quality assure these judgements.

Teaching and learning practice is also shared with other local schools at the local English Hub which Lyng Primary School regularly hosts.

Pupil Evidence

- Evidence from independent reading activities can be found in children's English books.
- Class reading discussion books have evidence from each child during class discussions.
- There are class Reading Folders where individual evidence from the Running Reading Records is collated.

Whole school love of reading.

- Website to show the variety of ways reading is celebrated across the school
- Pupil conferencing to show positive responses towards reading
- An increase in reading for pleasure
- The school environment to promote a love of reading

Celebration of learning

Impact is measured through the learning journey in books and by pupil voice. The journey in books should reflect both the progress in skills and knowledge.

The impact of the reading leader is monitored through the leadership log template which is shared with a senior leader on a half termly basis.