

**West Row  
Academy**

***West Row Academy***

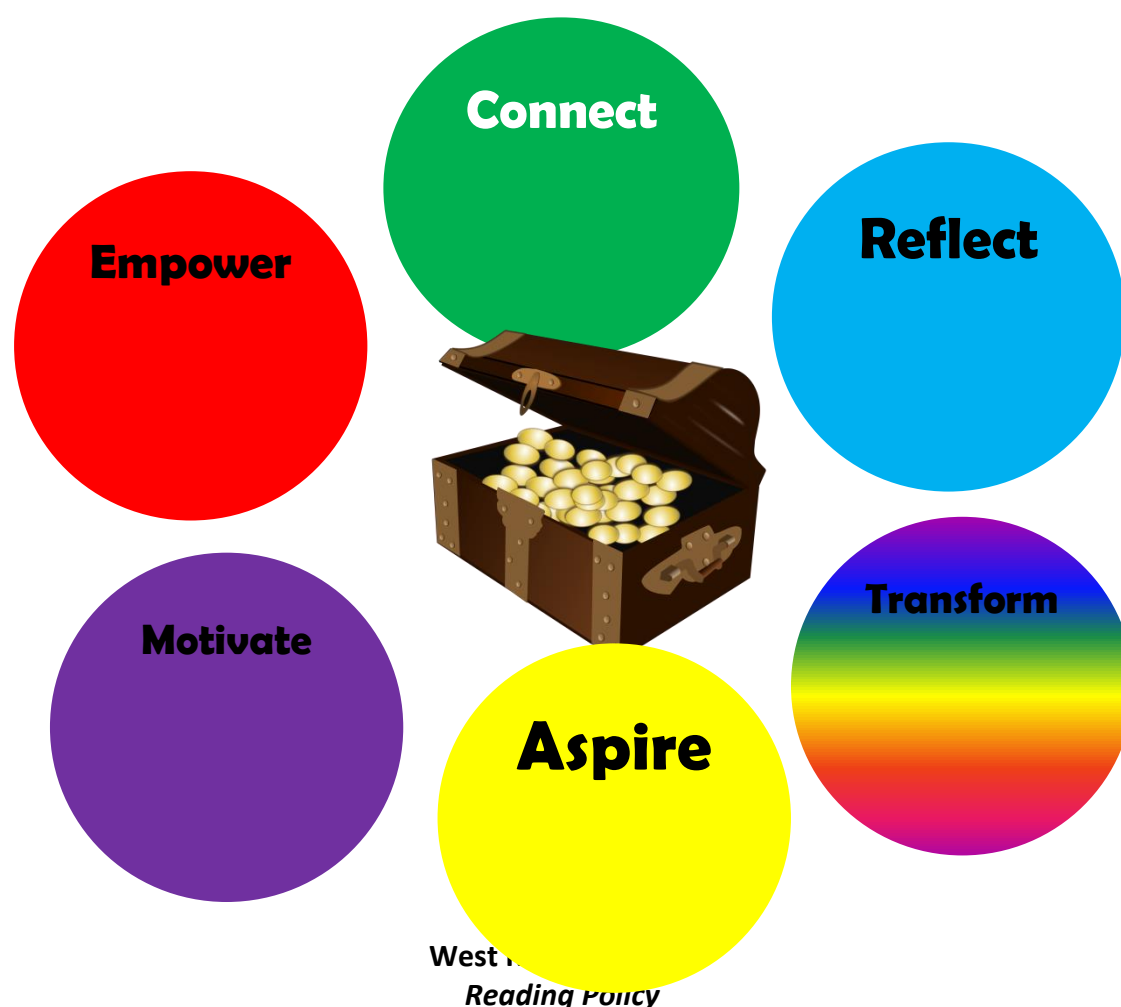
***Reading Policy***

***2022-23***

**West Row Academy**  
**'Empowering everyone to achieve excellence'**

At West Row Academy, we are driven to:

- Empower students to be responsible, resilient and confident learners
- Support students to be self-aware with the ability to regulate their emotions
- Aspire to be the very best
- Be motivated to be curious, challenge themselves and one another
- Make a difference to our local and global community
- Be able to take control and transform in an ever-changing world.



**Introduction**

Reading is a vital skill that supports children's learning and ability to access the wider curriculum. As a school, we will ensure that our children are taught to read with fluency, accuracy and understanding through daily discreet teaching and cross-curricular learning opportunities. We encourage a love of reading and produce lifelong readers.

**Intent**

We want to **motivate** all children to develop a love of reading and **transform** them to become lifelong readers with high **aspirations**.

### **Key Principles**

- Instil children with a love of reading that lasts a lifetime.
- Develop children's understanding of a variety of high-quality text types including non-fiction, fiction and poetry.
- Develop children's ability to reflect and have an interest in what they have read and the language, vocabulary and punctuation choices made by the author.
- Ensure children have a secure phonological awareness and use a phonics first approach to reading.

### **Implementation**

All children will have a love of reading and will be transformed into lifelong readers with high aspirations.

### **Early Years and Key Stage 1 Reading**

- We teach children to read through reading practice sessions three times a week. These:
  - are taught by a fully trained adult to small groups of approximately six children
  - use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments.
  - are monitored by the class teacher, who rotates and works with each group on a regular basis.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:
  - decoding
  - prosody: teaching children to read with understanding and expression
  - comprehension: teaching children to understand the text.
- In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.
- In Year 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

In Early Years (EYFS) the teaching of reading is taught through:

Differentiated daily phonics sessions as described above and story sacks where adults will model reading aloud using expression and props. In the summer term shared reading will begin. Once a week the teacher will deliver a whole class guided reading session where children will read an extract of a cross-curricular text together and then have an oral guided discussion based on 'Reading VIPERS' (see appendix 1). Adults will read with all children once a week. Comments are recorded in their home reading records and in the class reading folder. Children in EYFS will take home 2 books; one will be their phonics book which is directly related to their phonological awareness and one book for pleasure taken from the library bus. Phonics books will be changed once a week in EYFS to develop their fluency.

In Year 2 children will begin 'Love to Read' sessions, which will focus on a cross-curricular text or extract each week from a range of text types. In each session all children will be involved in shared reading of the text followed by an oral question and answer session following 'Reading VIPERS' (see appendix 1). This focuses on each key skill of reading comprehension. Throughout the week each reading group will complete a differentiated activity with the Teacher and TA in a 'Love to Read' book. In addition, each child is read with once a week during the activity phase in the 'Love to Read' session. Comments are recorded in the class reading folder for evidence of children's reading skills. Children in Key Stage 1 will take home 2 books; one will be their phonics book which is directly related to their phonological awareness and one book for pleasure taken from the Discovery Centre. Books will be changed once a week in Key Stage 1 to develop their fluency.

### **Key Stage 2 Reading**

Children in Key Stage 2 will participate in a daily 30 minute 'Love to Read' session where both the teacher and children will share the reading of a text. By the end of Key Stage 2 the children will have read a range of text types including novels, poetry, information texts, letters and instructions. During 'Love To Read' sessions, teachers focus on teaching children how to read books in the way the author intended them to be read; use drama to explore character and themes; practise responding to test style questions (which will focus on character, theme, author intention; language and style; format/layout) and record their thoughts, ideas and opinions about the books. Throughout the week each reading group will complete an activity with the Teacher in their 'Love to Read' books. Children in Key Stage 2 are signed up to the Accelerated Reader programme. Children will take a 'Star Reader' quiz which allocates them a ZPD level. If a child does not reach a ZPD level of 2.5 then they will use the coloured book bands related to their phonological awareness. In Key Stage 2 we have secured age appropriate decodable texts for older readers. Reading comments are recorded in the class reading folder for evidence of children's reading skills.

### **Appropriate text levels**

According to Ofsted 2004, 'Texts pupils read should match children's proficiency so they are reading at 90% accuracy.' At West Row Academy, we understand the importance of children enjoying the reading process and how this can be impeded if the children are faced with texts which are inaccessible. Therefore, staff ensure that the texts children are reading are sufficiently accessible so that at least 90% of the words are phonetically decodable. In addition, it is important to check that the children are understanding the text and that it is not just a decoding activity. To check pupils' accuracy of reading staff will complete a running record with a child every term, and children will complete a STAR reader test every half-term.

### **Love of Reading**

Fostering a love of reading within school and at home is imperative to secure life skills. At West Row Academy all staff show a love of reading through:

- Writing book reviews
- Sharing story time weekly with children
- Holding reading assemblies
- Visiting the school Discovery Centre

- Holding reading rewards
- Celebration book days
- Author visits

At West Row Academy we also work with parents to develop a love of reading by:

- Holding reading cafés with a reading focus linked to ‘reading VIPERS’
- Organising parent reader partnerships
- Communicating with parents through the Google Classroom
- Sharing school reading rewards with parents
- Sending letters home when home reading recordings have not been completed

### **Impact**

All children will have a love of reading and will be transformed into lifelong readers with high aspirations.

### **Early Years**

Assessment of Communication, Language and Literacy is based on observation – listening to children talk, observing how they interact with books, role-play and small world resources, observing how they listen to others and attention skills during independent and adult led activities. In collaboration with the reading leader, teachers will identify the lowest 20% of children who are not achieving age-related expectations and decide on actions for intervention together. In addition to this, children who are not ‘keeping up’ with the whole class phonics approach will receive daily precision teaching to address gaps in their phonic knowledge.

### **Key Stage 1**

Teachers will carry out half-termly phonics assessments to check each child’s phonic knowledge. At the end of each half term, teachers will put children’s names onto a reading tracker grid (see appendix 5) for their class. In collaboration with the reading leader, teachers will identify the lowest 20% of children who are not achieving age-related expectations and follow the Little Wandle catch-up and keep-up programmes.

### **Key Stage 2**

At West Row Academy we use Accelerated Reader to monitor and track reading and comprehension. At the beginning of the year children will complete a Star Reading screening report as a baseline assessment. At the end of each half-term children take another ‘Star Reader’ test and teachers will use the children’s ‘Star Reader’ growth report to track progress on the whole class tracker. In collaboration with the reading leader teachers identify the lowest 20% of children who are not achieving age-related expectations and decide on actions for intervention together.

### **Equal Opportunities**

#### **Interventions**

#### **Early Years and Key Stage 1 - Phonics and reading**

There are coloured cells on the tracker grids, which indicate where children should be at any given time in Early Years (Spring and Summer term only), Year 1 and Year 2, to be ‘on track’. Children who are not on track and the first 20% of children will be

discussed with the reading leader and together they will decide on actions for intervention.

**Intervention groups for children not 'on track' in phonics and reading:**

- Small group alternative phonics
- Post session catch up phonics in the afternoons
- Extra 1:1 reading
- Pre-teaching phonic sessions
- Precision teaching

**Key Stage 2**

Pupils requiring intervention are identified via the Accelerated Reader tracking grid, teacher judgments and class tests. In addition, children who have struggled during a lesson may also be involved in a small afternoon group in order to secure the skill/knowledge they struggled with earlier in the day – this can be identified by discussion with the pupil in the lesson or by marking in relation to the success criteria. Children who are not on track and the first 20% of children will be discussed with the reading leader and together they will decide on actions for intervention.

KS2 interventions include:

- Y5 and Y6 booster classes for reading
- Y3 and Y4 booster classes for reading
- Precision teaching for phonics, spelling and punctuation.
- Small group phonics if appropriate for the child
- Extra 1:1 reading with reading prefects
- PP children have Lexia or Nessy interventions

**Monitoring and Review**

The policy will be monitored by audits on an annual basis. This will be the responsibility of the reading lead who will report to the senior leadership team.

Review Date: November 2022

Next Review Date: July 2023