

Mapplewells Primary & Nursery School



Reading Policy

Updated September 2024

The school aims and mission statement underpin all that we do in school:

School aims

- To provide an environment in which all children feel safe, cared for and supported.
- To encourage independence and confidence to take risks and make their own decisions
- That every child who walks out of the door at the end of Year 6 will have become the very best that they can be

All our aims are encapsulated by our motto **SUCCESS:**

- S – self-confidence
- U – understanding
- C – celebration
- C – curiosity
- E – excellence, enthusiasm and enjoyment
- S – self-discipline
- S – support

Mission statement

To provide every child in our care with the best quality education possible, in a warm, respectful and caring environment. Our children will be capable of dealing with the priorities of today as well as the unknown priorities of tomorrow. To put our school in the heart of the community and form links with that community which will benefit our children.

Vision

At Mapplewells, we believe that all our children can become **fluent, life-long** readers by creating a reading community within school. We value reading as a **crucial life skill**. By the time all children leave us, they read confidently for meaning and reading for pleasure is an embedded attribute they possess. Children see themselves as readers for both pleasure and purpose. Reading is a **fundamental** skill that all children should have the opportunity to learn, practice and consolidate as reading is the **gateway** to unlocking the curriculum. Reading has the **highest profile** within our school and is a key part of our Curriculum Principles (MOVE) through developing the use of new vocabulary and raising aspiration for all. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Our immersive environment at Mapplewells provides children with every opportunity to read. Displays are vocabulary rich and a consistent approach to introducing new vocabulary to children is well embedded (blue for new, black think back). Opportunities for children to read are the **golden thread** within the curriculum and children are exposed to a range of high-quality

reading books as part of termly enquiries, which promote **diversity and equity**, this is evident within our reading spine and around our school environment, which is shared with all staff.

Developing a love for reading

Across school, children are offered regular story times to promote a love of and interest in books and stories. The children are taught to handle books carefully and respectfully as they understand the importance of reading and share a love of it with everyone.

Books are attractively displayed in comfortable surroundings and children enjoy looking and engaging with them. Within class timetables, there is a designated slot every day for story time in every classroom to promote a love of reading and reading for pleasure.

An interest and love in books is actively encouraged. Adults in school set an example by showing their enjoyment of books. The school organises book fairs and celebrates World Book Day. Outdoor provision throughout school also promotes reading. Fiction and Non-Fiction Book sheds have been installed for children to access during play and lunchtimes to promote a love of reading. Each year group are given allocated times to use both areas. There is also an established Book Exchange to use at the beginning and the end of the school day prioritised for families in order to promote reading at home.

Teaching of reading

A variety of strategies are used to develop word recognition.

- Sight vocabulary is developed using flash cards, labels, captions, notices and display work throughout the school as well as daily teaching in phonics.
- Children are taught to build words phonetically. They are taught different code following the No Nonsense Phonics Scheme. In conjunction with this, the children are taught to blend the code to read words.
- Through story sessions, and by providing interesting displays with appropriate labels, children learn that print carries meaning.

As the children move through school and become more confident readers, they are taught to understand and interpret texts. They are questioned on the meaning of what they have read and are taught to explore the author's use of language and its effect. Activities are planned to enable children to respond and explore literature. They review, discuss and compare books they have read or had read to them. Literature-based enquiries focus on specific books or genres. Children are surrounded by a variety of reading materials, which include: fiction, non-fiction, their own writing and other texts such as magazines and newspapers.

The children are also taught study skills: - alphabetical order, the use of dictionaries, note taking and library skills. As a part of curriculum enquiry work, they are taught to find and extend the information they need and to present it in a clear form. These presentations may be graphic, oral, written or a combination of all three to support answering the enquiry question.

Teachers listen to children read during class reading and individually. Staff hear Spotlight readers every day. Throughout the school, children read in a variety of situations; individual, silent reading, group reading and shared reading with adults and peers.

Reading Sessions

In Foundation Stage 1, children read 1:1 with an adult to support their fluency and comprehension on an individual basis. From FS to Year 6 daily dedicated reading lessons are additional to the English lesson. In FS and KS1 reading is taught through daily LaunchPad reading sessions. This is taught following the Early Reading planning applying the teaching of No-Nonsense Phonics into the LaunchPad reading sessions each week. Through the No Nonsense Phonics Programme, children are taught new phonics/spelling code every other day, alongside the teaching of handwriting. All children are given the opportunity to read and write words containing the code that they have learnt as well as short pieces of text to comprehend and understand.

From Spring 2, in Year 2 through to Year 6, children are taught reading strategies through the Key Knowledge Progression Document objectives. Teachers use the objectives and aims from this to plan lessons around high-quality texts and brings the focus of reading skills back into the reading spotlight while enhancing children's enjoyment and understanding.

Additional reading support.

Within Mapplewells, we have an Early Reading Intervention Expert who ensures that all early reading interventions are of a high-quality and are consistent throughout school. Having this role also ensures that particular children and year groups are targeted in order to make sufficient progress.

Reading books.

The children begin in Foundation 1 by taking home 2 books; a lilac picture book which they can share with an adult at home and a reading for pleasure book from the reading area. From Autumn 2 onwards, the higher achieving readers who are already starting to understand some code move onto books that are matched to their phonics reading ability rather than the lilac picture books.

Within Foundation Stage 2 and Key Stage 1, the children take home 3 reading books; a reading for pleasure book to enjoy with their adults at home, an independent book that is matched to their phonics reading ability that the child can read 90% of independently and a fluency book that the child has already had for a week meaning that they now should be reading with 95+% fluency.

In Key Stage 2, if the children are working below turquoise book banded books then they still follow the 3-book approach to support them with their phonics. If they are above turquoise

book banded book, the children will take home 2 reading books; a reading for pleasure book and an independent book that is matched to their book band.

These books are taken home and parents are encouraged to share the book with their children, listening to them read and discussing the book. Children work through the Book Bands during their time in school. The books are colour coded using the No Nonsense Phonics Programme and the Nelson Thornes PM book scheme. The children progress through the different colours as their reading ability develops.

Reading Records and Personal Organisers

Children are given a Reading Record when they begin in F1 and this is again used in F2 as a means of communicating with parent/carers what skills have been taught in school and to give short tasks for them to complete at home. Once a child enters Y1, they receive a Personal Organiser that contains a Reading Record within it, as well as a range of resources to support Reading and Writing.

There is an expectation for the class teacher to write a comment in the Personal Organiser at least once a week for each child in school. When the children have been assessed, staff write the book band that children have moved up to in their planner.

- In F1 and F2, the children are given a Reading Record which they take home with their book, parents are encouraged to write a comment in the Reading Record after they have shared a book with their child.
- In KS1 parents are encouraged to write the comments and the book title in the Reading Record section of the Personal Organiser when they listen to their children read.
- In KS2 the children write down the title of the book, the date they got it and when they have finished their book. They then add a comment about if they enjoyed it or not. Parents are also encouraged to write a comment when they listen to their children read.

Reading incentives

To encourage children to read to parents at home, the school has introduced numerous reading incentives. Each week, all personal organisers are checked by a member of staff and the total amount of reads are tallied for the whole class. These are then shared during the 'Star of the Week' assembly every Friday. The class with the highest number of reads in each Key Stage then earn themselves 10 minutes extra playtime.

For every 3 reads that a child has recorded in their personal organiser each week, they are issued with a raffle ticket. One raffle ticket is picked at random in every class each week to win a reading-related prize. These raffle tickets are also kept until the end of the half-term when 2 are picked out. Whichever children are picked will receive a reading book decided upon by the class teacher based on the interests of the child.

Communication with parents

Home learning is also set weekly in each class. It is the expectation that each child reads at least 3 times a week as well as undertaking a piece of Phonics/Reading homework set by the class teacher.

At Mapplewells, we work closely with parents/carers at home, to ensure that every child is getting the reading support that they need. Comments are written and responded to promptly within personal organisers and school staff are always on hand to support parents/carers.

At the beginning of each academic year, 'Meet the Teacher' meetings are held for parents/carers to meet their child's new class teacher and to find out the expectations for the upcoming academic year. Within these meetings, the importance of reading is discussed and key vocabulary is given out so that everyone understands and can support.

We also hold numerous parent morning and workshops where we support parents with reading at home and give them different strategies that they can use to support their children.

Alongside these, we also have other incentives to promote reading at Mapplewells. Our 'Rise and Read' morning is held once a week on a Friday from 8:30am until 8:50am, giving children the opportunity to bring their parents into their classroom and sit and read for 20 minutes before the start of the school day.

Reading Assessments

Assessment of reading is continuous and ongoing to ensure that children are on the correct book band for their reading ability. In EYFS, KS1 and KS2 children reading below Turquoise book banded books in KS2, No Nonsense Phonics assessments enable staff to see each child's gaps in phonics knowledge, ensuring that interventions are then put in place to ensure that every child has the appropriate knowledge.

The expectation is that by the end of their time in F1, children are secure with all aspects of listening skills and are beginning to have some knowledge of letter sounds.

By the end of their time in F2, children will have worked their way through the No Nonsense Phonics Scheme Books 1 – 5.

By the end of Year 1, children will have worked through books 5 – 8 with the ambition that all children will then pass their Year 1 Phonics Screening Check in the Summer term. Carefully tailored intervention is put in place to support all children in order for them to achieve their maximum potential. Additional intervention will be put in place for any children who do not pass the Year 1 PSC to support them with the Y2 Phonics re-test.

Once a child reaches Year 2, they will finish the No Nonsense Phonics Scheme with books 8 and 9, teaching them alternative spellings, before then being assessed on their reading fluency, comprehension and understanding using the PM benchmarking programme. This allows the child's comprehension and understanding skills to be assessed alongside their fluency of reading.

These assessments then inform teachers of gaps in knowledge and enables them to plan for these, as well as what book band the child should be reading from.

Progress in reading is monitored in a range of ways, including: Use of reading Key Knowledge Progression Documents, Optional SATs, Practice SATs, Benchmarking, Rising Stars tests. These tests incorporate a range of different texts and question types to assess the level in which the children are working. We then track the progress of each child on ScholarPack and this then informs Quality First Teaching as well as provision mapping / interventions for the subsequent term.

Equal Opportunities:

The school is committed to providing a quality education for all children irrespective of their gender, race, disability or background. In relation to reading material, books are available and are being continually purchased which include stories and factual information from different countries and cultures. Gender and sex stereotyping is also taken into account when books are purchased. Discussion activities based on current events and topical issues are raised within the school, class, group or by an individual. Learning to live and work together and to respect each other is encouraged throughout the school.

Inclusion:

The Reading policy runs in conjunction with the Inclusion Policy in its care and provision for children with learning difficulties in the areas of language, reading and writing, as well as those children who are gifted in reading and / or writing. Extra support for the child's individual needs is taken into account in short term planning.

Support is given within English lessons for children both on the special needs register and those needing extra support. This support is provided by everyone working in conjunction with class teachers to identify the children and the relevant support required. When a child has achieved their learning with support this is identified as "WS" in the margin of their learning.

The role of the English Leader:

All leaders have some common responsibilities in relation to: -

- writing and reviewing policy,
- maintaining their expertise,
- giving advice,
- monitoring standards and progression.
- managing the budget for the curriculum area.
- writing the development plan for the subject.

To that end, the English Leader has written this policy, with the help of all the staff, using their wide experience, knowledge, evaluation and assessment of the children.

The English Leader attends relevant meetings and courses and shares with staff new developments, ideas and information gained to support and coach staff to improve their pedagogy in the school.

The English Leader monitors the delivery of the policy and evaluates its success within the bounds of the school aims and those of the National Curriculum.

The key objectives for each term can be accessed by the English Leader to determine how the policy is being delivered at any given time.

The English Leader leads meetings at which the policy or part of it is discussed and samples of children's work from throughout the school evaluated.