**Vine Tree Primary School**

**Reading Policy updated September 2021**

**Curriculum Planning**

* + Reading is a core subject in the National Curriculum and we use the objectives set out in this as the basis for our long-term reading planning. This is supported by the use of the termly reading overviews for each year group (Focus Education) to ensure progression of skills.
  + A systematic synthetic phonics programme (Read Write Inc) is taught with fidelity daily in EYFS, Year One and Year Two and where children require further support, this is continued into KS2. Upper KS2 follow the Ruth Miskin Fresh Start Programme for additional phonics/reading intervention.
  + In addition to daily phonics, Year 1 and Year 2 follow a reading overview to provide daily reading sessions. These texts are voting for by the children and offer a range of fiction, non-fiction and poetry.
  + From Year 3 upwards, teachers plan and deliver daily whole class reading, following a year group overview with consistent school coverage of fiction, non-fiction and poetry.
  + A balanced coverage of the reading content domains is ensured through the long term plan across KS1/KS2.
  + In addition, reading objectives are taught at the start of a new text/stimulus (text immersion) and at appropriate/relevant points throughout a unit of English learning.
  + In EYFS, year One and Two, Teachers also plan and deliver WRI daily guided reading sessions (see weekly timetable).
  + The English lead has planned long term English overviews linked to high-quality, rich literature.
  + opportunities for Cross-curricular reading are provided in all year groups through the reading overviews which link to the wider curriculum.
  + Short-term planning is saved on the staff shared drive for monitoring purposes.
  + Year 1- year 6 plan and teach the required termly reading objectives (see reading termly overviews).
  + Vocabulary is taught explicitly before reading and reinforced through regular practise.
  + WCR ensures consistent, regular and repeated exposure to phonetically decodable words, root words, prefixes, suffixes and common exception words through careful weekly planning (word mats) linked to high quality texts.
  + Whole school fluency focus through WCR reading approach: listen to the expert, re-read, partner read, choral read, echo read and independent read.

**Phonics**

* The approach used to teach phonics is by following the Read Write Inc planning guidance.
* Phonics is taught daily in reception, year 1 and year 2.
* In Year 1, children will complete a phonics screening check and are expected to read real and nonsense words to show that they are secure in their phonics learning.
* Any children that fail the screening check will receive targeted support and re-sit the screening in Year Two.
* The assessment of phonics and the progress of children in phonics is monitored by our phonics lead to ensure consistency and support good levels of attainment.
* Children are assessed at least half-termly in order to identify vulnerable children/challenge all learners.
* Our phonics lessons provide a pacey, engaging, challenging and fun environment to learn reading and spelling patterns essential to English development.
* All children have a ‘book bag book’ that matches the sounds that they know.
* In addition to their phonics book, children take home a ‘bingo book’ to share and a non-fiction sharing book.
* In EYFS, year One and Two, Teachers also plan and deliver WRI daily guided reading sessions (see weekly timetable).
* KS2 children who require additional teaching of phonics, will receive appropriate intervention following the Read Write Inc guidance.
* 1:1 tuition must be provided for children not making the expected progress in phonics.

## The Early Years Foundation Stage

* In addition to the daily RWI session, children in EYFS will receive daily guided reading sessions following the RWI planning. During these sessions, children will read books that include sounds that the children already know.
* Children that require additional support, will receive fast track tutoring in line with the Ruth Miskin RWI planning guidance.
* We teach whole class reading in our reception class. Reading objectives are taught following the Literacy Counts **Steps to Read** planning. We give all the children opportunity to develop their reading skills through varied activities that allow them to enjoy, explore, practise and talk confidently about reading. Children are exposed to a rich reading diet from the start of their education.
* Reading opportunities are provided within continuous provision.
* All children are provided with reading book that matches the sounds that they know and a ‘bingo book’ to share at home.
* All children have a reading buddy with whom they read once a week.
* Storytelling and rhyme is key to our foundation stage curriculum and children will have the opportunity to listen to a story at least once daily.
* Poetry and rhyme time is a priority and children share a rhyme/poem/song daily.

**Reading for Pleasure**

* Each class has an appealing, well-stocked classroom library which is regularly restocked.
* Each class is allocated slots per week for our school library where children are given the opportunity to select and read books of their choice.
* Children are strongly encouraged to borrow a book from the school library to enjoy at home.
* Each classroom has a reading area where children are given the opportunity to read for pleasure.
* Each classroom has a listening station where children can access a range of audio books along with access to our Audible library.
* Weekly reading assemblies provide opportunities for children to listen to a story shared by one of their peers or an adult.
* Children have access to a range of high quality texts at home via Get Epic and their school bingo book/school reading book.
* At playtimes and lunchtimes Book Shack is open for children to loan, purchase, swap and share stories.

**Home Reading**

* Every child has a home reading book taken from our school reading scheme and a bingo book.
* Children choose and change their books independently whenever they need to do so.
* children are expected to read with an adult at least 3 times a week. The reading diary should be signed by an adult and is checked weekly in school.
* Reward systems are in place for children who read consistently at home.
* Children can access online books via GET EPIC. This is part of their home reading.
* Once children have finished the ORT scheme, they have access to a wide range of rich texts in the KS2 reading library.
* Poems are listed on the half termly homework project grids for children to learn ‘off by heart’ at home.

**Assessment for learning**

* Teachers will assess children’s work in reading from three aspects:

long-term (year 2 and 6)

medium-term (all year groups)

short-term formative (all year groups)

* We use short-term formative assessments to help us adjust our daily plans and to set appropriate targets. These short-term assessments are closely matched to the teaching objectives for each term in reading and take the form of observations during guided reading and whole class reading. Notes will be taken in the form of DM books.
* Teachers use formative assessment to make a judgement on progress against the reading objectives taught for each term. These are entered onto DC PRO, tracked and reviewed in termly progress meetings.
* Key Stage 1 and 2 children undertake formal termly assessments (medium term) using the reading assessments (PIRA). This is only used to inform future planning and provide targeted intervention. Where there are appropriate levels of fluency, this is introduced in Year 1.
* Medium-term assessments also support the benchmarking/progress through the ORT scheme of reading.
* Outcomes of medium-term assessments are used to inform intervention.
* We use the national tests for children in Year 2 and Year 6 Older children are encouraged to make judgements about how they can improve their own and each other’s work.

**Inclusion**

* Refer to Inclusion Policy

**Marking and Feedback**

* Refer to Marking and Feedback Policy

**Resources**

* All classrooms have a reading area with a wide range of high-quality literature across a range of genres.
* All teachers have access to the Ruth Miskin RWI portal
* Phonics lead provides regular CPD to all teachers of reading.
* Each class has access to reading materials in the whole school library and Education Library Service.
* Home school reading books are located in each individual classrooms in EYFS, Year 1 and Year 2. In KS2, there is a central area located in the hall.
* Each class has access to Get Epic and Audible.
* Each class has a core reading spine containing appropriate high-quality texts that are to be read as a whole class.
* Each class access to year group ‘bingo books’ that can be swapped by all children at any time.
* Each class has a core poetry spine.
* Each class has high quality resources to promote speaking and listening, fluency and vocabulary (talking tins, talking pegs, interactive recordable boards, ipads, CD players and headphones).