

Reading Policy
Reviewed September 2019

Intent

We are proud to offer the pupils at our academy a rich reading environment where imagination and creativity can be fuelled. Through using a range of reading strategies, we are able to bring a sense of wonder and enjoyment to our pupils which enables them to explore real-life issues, develop conversation and create a passion for learning.

Aims

- To teach the essential skills of reading.
- To promote a culture of reading for learning.
- To develop a life-long passion for reading.
- To facilitate independent learning and progress across the curriculum.

Implementation

Early Reading

At Robsack Wood, our sharp focus is on ensuring that younger children gain the phonemic knowledge and language comprehension necessary to read, and the skills to communicate so that they have the foundations necessary for all future learning. Alongside high quality phonics, teachers promote early book talk using the Aiden Chambers approach (Tell Me Grids). From the moment pupils start with us at Robsack Wood, we begin to systematically develop pupils' vocabulary using the Word Aware and Concept Cat programmes. We assess all pupils on entry to Reception using RAPT and deliver highly focused Narrative Therapy Intervention led by qualified adults.

The Daily Supported Reading Programme (DSR) is a classroom programme that we begin in Reception that helps to move all pupils on in their reading. It is delivered fully from Year One, but introduced into Reception when pupils are ready. It is used to support our lowest attaining pupils in Year Two for maximum impact across the academy. It helps children make accelerated progress by working with trained adults in small groups matched to their independent reading levels.

Progression in Reading

Destination Reader is taught from Year 2 to Year 6. Pupils are assessed in Year 2 in order to determine when they are ready to move from Daily Supported Reader to Destination Reader. In some instances, pupils will transition to Destination Reader, but continue to receive Daily Supported Reader sessions. The aims of Destination Reader are as follows:

- To foster a life-long love of reading.
- To develop a consistent approach to reading from Year 2 to Year 6.
- To guide and support teachers in terms of best practice in reading.
- To have a consistent approach to developing vocabulary from Year 2 to Year 6.
- To accelerate pupils' progress in reading.
- To provide a robust assessment approach, centered on formative assessment.
- To develop pupils' reading stamina.
- To place high quality book talk centrally within the reading curriculum.
- To develop pupils' thinking and understanding.

Through the programme, pupils are first introduced to **three key learning behaviours**, which foster both engagement and independent. These are:

1. Support and actively listen to others.
2. Discuss and explain ideas.
3. Take responsibility for their own/their group's learning.

Once these learning behaviours have been embedded, the pupils learn 7 key reading strategies, which help them to deepen their understanding of texts. These are: predicting, inferring, asking questions, evaluating, clarifying, making connections and summarizing. Pupils then complete a Big Picture task on a Friday, which assesses across the strategies.

Individual Reading

During Destination Reader lessons, the teacher and TA will read one-to-one with a pupil, for up to 10 minutes, ensuring that each pupil reads with an adult at least once a week. During this time, the teacher will ask the pupil questions to extend their thinking and develop key reading skills. This will be recorded in their academy Reading Album.

Reading at Home

In all year groups, pupils will be provided with a Reading Journal, which will include a range of age appropriate reading activities for pupils to complete based on their current reading book. At least one activity should be completed each week, but pupils may do as many as they wish. The purpose of the journal is to make reading at home enjoyable and to ensure parents understand how to best support their children and how to engage with their child's reading.

Buddy Reading

Our Buddy Reading system is an opportunity for younger and older pupils to come together and share their books with one another. Buddy Reading takes place a number of times over the term.

The Wider Reading Curriculum

Reading is integrated across the wider curriculum, for example in English (writing) through the use of Power of Reading approaches and texts and in Learning Journey through the careful selection of high quality non-fiction and fiction texts that support learning and enable pupils to engage in meaningful subject-specific research.

Impact

Love of Reading

In order to promote a love of reading, teachers across the academy read to pupils on a daily basis. All staff within the academy are reading role models for our pupils and are expected to engage with recent children's literature in order to be able to share that interest with all pupils. We encourage staff and pupils to share their love of reading through mini book review labels that can be added into books recently enjoyed. All staff use the Aiden Chamber's book talk approaches to raise the profile and develop a love of reading. Teachers are supported to carefully select texts to engage all pupils and to broaden pupils' horizons. We expect all texts to be of high quality and we use the CLPE to inform our book choices as well as selecting texts that complement the wider curriculum and develop pupils' knowledge and understanding. In order to support parents and promote a love of reading at home, we run a range of book clubs across the year groups, to which parents are invited. The stories that pupils get to know best form the backbone of our writing curriculum and are carefully selected from the Power of Reading recommended text lists.

We believe in the importance of giving pupils access to beautiful books and in ensuring that pupils have special spaces where they can enjoy reading. Our pupils worked alongside staff to design a beautiful library, which all pupils have access to and can enjoy. Our landscaped playground and outdoor sensory areas provide pupils with further reading areas and access to books throughout the day.

Each class has a book area which includes a range of high quality books. All book areas are created to be a relaxing and peaceful place to be, all including cushions and soft places to sit.

Meeting the needs of all pupils

We believe reading is the single most important skill that the pupils learn at the primary phase. We ensure all pupils reach their full potential through our rigorous and progressive reading curriculum. We recognise that our planning for reading activities must allow pupils to gain a progressively deeper understanding of the English language as they move

through the academy. This is to ensure that all pupils are provided with the key tools needed to become a fluent reader. All pupils in Year 1, and any pupil across the academy not make expected progress in reading, are assessed using a diagnostic reading assessment system (PM Benchmarking system) and the outcomes of this assessment is used to plan tailored reading sessions that address pupils' particular needs.

Assessment and Reporting

We triangulate phonic assessment, book band levels and formal reading assessment with teacher judgements to ensure our assessments are accurate for each pupil. Planning is adapted and key reading skills are taught weekly in order to progress learning. When a child is identified as being at risk of falling behind, intervention is swift and effective. Once a concern is raised, a child will be assessed using the Nelson PM Benchmarking system, which is diagnostic in nature. An appropriate intervention will be decided on as well as specific targets for that child and work with class teachers and parents to provide as much support as possible.

Policy status and Review

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