St. Paul's

C of E

Primary School

READING POLICY

Purpose of the policy

This policy reflects the aims and values of St. Paul's CE Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.
The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to the National Curriculum objectives and guidelines
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum

Provide Ofsted inspectors with evidence of curriculum planning and implementation**.**

Subject vision

Books may not change our suffering, books may not protect us from evil, books may not tell us what is good or what is beautiful, and they will certainly not shield us from the common fate of the grave. But books grant us myriad possibilities: the possibility of change, the possibility of illumination.
Alberto Manguel

At St Paul's, we believe that reading is the beating heart of the school and is therefore at the heart of everything we do. Reading is an essential life skill that provides access to a wealth of opportunities and opens the door to a rich and broad curriculum. It is vital that children acquire good reading skills in order to access the information that will support their learning in all areas. We achieve this through the high-quality teaching of reading to secure fluency and a good level of comprehension. This, underpinned by a culture that promotes a love of reading, ensures that our children become articulate and literate individuals who have a positive attitude towards reading. At St Paul's, we aim to weave together the key strands of language comprehension (background knowledge; vocabulary; language structures; verbal reasoning and literacy knowledge) and word recognition (automatic word recognition; decoding and phonological awareness) to develop competent readers.

Intent: Aims and Outcomes

Our intent at St Paul's CE Primary School is to ensure our pupils are fluent and effective readers who have a rich vocabulary and enjoy reading for pleasure.

The school's policy for English and Reading follows The National Curriculum 2014 for English Guidelines and the Early Years Foundation Stage Framework.
The Early Learning Goals for CLL are to:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.

The overarching aims for **English in the national curriculum** are to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.
The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language - appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences - use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Let your light shine in reading

"Reading is an exercise in empathy; an exercise in walking in someone else's shoes for a while."
*(*Malorie Blackman*)*

Through the teaching of reading, at St Paul's we aim to ensure our children are equipped to deal with the demands of the 21st century and become lifelong learners. Our children will be exposed to a wide variety of high-quality texts through a wide variety of reading opportunities and children will become skilled readers through developing a love of reading. At St Paul's, we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

At St Paul's we aim to:

To instil a love of reading in children that lasts a lifetime; to develop 'lifelong readers'.
To develop children's confidence, fluency and independence to read for different purposes.
To develop a range of reading strategies that allow children to tackle reading problems and the wider curriculum with confidence.

Phonics and Early Reading intent

Because we believe teaching every child to read is so important, we have a Reading Lead and Phonics lead who work together to drive the early reading programme in our school. Both are skilled at teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity to the Little Wandle Letters and Sounds Revised programme.

The school identify that children must learn to read before they can read to learn. Appropriate teaching strategies are employed through the three areas of reading development:

i) Early reading and phonics
ii) Fluency
iii) Comprehension

Through the teaching of effective phonics at St Paul's we want our children to become confident and fluent readers as well as supporting them in developing a love of reading.

By giving children the best possible phonics teaching, this enables them to grow into efficient readers and opens the doors to all learning. The more children can read the more they learn and want to learn.

At St Paul's, we believe that all our children can become fluent readers and writers. This is why we teach reading through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. We start teaching phonics in our Nursery class and follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

We want our children to be able to tackle any unfamiliar words as they read. We also model the application of the alphabetic code through phonics in independent and guided reading and writing, both inside and outside of the phonics lesson and across the curriculum until children are fluent in reading and writing. We have a strong focus on language and vocabulary development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Implementation: Teaching and Learning

"At one magical instant in your early childhood, the page of a book – that string of confused, alien ciphers – shivered into meaning. Words spoke to you, gave up their secrets; at that moment, whole universes opened. You became, irrevocably, a reader."
Alberto Manguel

Foundation for Phonics

Foundations for Phonics develops children's phonological and phonemic awareness through fun, engaging games and nursery rhymes.

Developing these skills in Nursery lays the best possible foundations for learning phonics in Reception. There are two aspects to Foundations for Phonics: Rhyme time and Tuning into sounds. Rhyme time explores rhyme to build up a bank of shared language, develop children's understanding of the world and familiarity with the sounds in words. Tuning into sounds teaches phonological and phonemic awareness through games.

Early reading and phonics (Learning to read)

The Rose Report (2006) emphasises high quality phonics as a fundamental part of the decoding skills required by children when learning to read.

At St Paul's, we have a consistent, high quality approach to the teaching of phonics across the Early Years Foundation Stage, Key Stage One and on into Key Stage Two for children who still need further support.

The scheme we use is Little Wandle Letters and sounds revised. There are seven features of effective phonics practice:

- direct teaching in frequent, short bursts
- consistency of approach
- secure, systematic progression in phonics learning
- maintaining pace of learning
- providing repeated practice
- application of phonics using matched decodable books
- early identification of children at risk of falling behind, linked to the provision of effective keep-up support.

Secure, systematic progression in phonics learning

It is essential for progression in phonics learning to cover:

- all the phonemes of English words
- correct pronunciation of the phonemes
- all commonly occurring grapheme-phoneme correspondences (GPCs)
- the correct formation of all graphemes
- blending for reading
- segmenting for writing
- the sequenced learning of appropriate tricky words

Maintaining pace of learning

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read to reading to learn, giving them access to the treasure house of reading. Their progress must include reaching national standards by the required times, for example in the Phonics Screening Check. This means they should successfully cover the full phonic progression over the timespan of the school's programme so the pace of learning needs to reflect this. However, this needs to be balanced by our understanding (backed by recent research) that children do not cope well if they have to learn too many new things at the same time. Pace of learning is therefore also about spacing out new learning to avoid overload, and to allow time for repetition and consolidation, so that learning becomes fully embedded in long-term memory. Optimum pacing is a balance between these two considerations. The ultimate goal of teaching phonics is that children read fluently, recognising most words instantly and using phonics to decode any unknown words. This means that phonics knowledge needs to be embedded in long-term memory so that its application becomes automatic. Repeated, spaced practice is by far the most effective way of transferring knowledge from short- to long-term memory. Effective phonics teaching offers repeated practice at the point of learning and returns to practise the same elements again at intervals over an extended period. Practice makes permanent.

Application of phonics using matched decodable books

To be effective, it is essential that decodable books:

- are exactly matched to the phonics progression of the programme used
- present only words made up of GPCs learned to that point
- include tricky words only as they are introduced in the programme

- are used exclusively when children are practising reading and not mixed in with books that are not fully decodable at the child's level.

Teaching reading: Reading practice sessions three times a week

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.
- Are monitored by the class teacher and phonics lead, 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 and early comprehension skills:

- decoding
- prosody: teaching children to read with understanding and expression
- comprehension: teaching children to understand the text

Foundations for a Love of Reading

Research has demonstrated that children's attitude towards reading is one of the strongest predictors of their later academic and life success (OECD, 2002).

At St Paul's we use the Little Wandle Foundations for Phonics resource to help prepare children for phonics teaching in Reception. We also recognise the importance of children in Nursery developing a love of reading. The Foundations for a Love of Reading programme fosters a strong Reading for Pleasure culture in our Early Years setting, while also developing children's language.

Each half term children will read and enjoy a high-quality books and will have repeated opportunities to engage with these texts. Copies are also available for the children to enjoy in the class library. Within each text key verbs and nouns are identified for the teacher to explore with the children to aid language development. There are also lots of opportunities for the children to connect and engage with the book through sensory activities, nursery rhymes, action songs, poems and songs that link to the text. This will provide opportunities for children to develop a rich repertoire of these rhymes and songs, which will support language development and enjoyment.

We know that engaging parents and carers in their child's reading journey is key to their success so we also keep parents informed of ideas to support their engagement. Linked texts, including books written or illustrated by the same book creators and related non-fiction texts and poetry are also available in the class library along with a photograph of the book's author/illustrator.

We know that research shows that children benefit from daily sharing of high-quality stories and poems from a young age: they learn language faster, enter school with a larger vocabulary and become more successful readers (Mol et al., 2008).

From the start of Nursery, children have lots of opportunities to engage with books that fire their imagination and interest, as well as immerse them in language they would not otherwise be exposed to. They are also provided with a range of high quality books to choose and read (in their own words), as well as to share with an adult.
Children have the opportunity to benefit from reading both as part of a class or key group and also one-to-one with an adult.

Learning nursery rhymes and action rhymes

Singing a range of nursery rhymes and action rhymes is part of the daily routine in Nursery and Reception classes. Children experience a rich repertoire of nursery rhymes and action rhymes that include multi-sensory experiences, such as action rhymes in which children have to add claps, knee pats or foot stamps, or move in a particular way. They will build a stock of rhymes through hearing them in different contexts.

To ensure that nursery rhymes and action rhymes are shared effectively we:

- Use a wide range of nursery rhymes and action rhymes
- Repeat these often, so that children learn the words and actions for themselves
- Use actions and clapping
- Use different voices and sound effects

CLL

In addition to prosody and comprehension skills being taught during practice reading sessions children are asked to predict; identify key parts of stories and discuss their thoughts on books during English writing lessons and daily story time/shared reading sessions. Extended questioning through their play also enables them to develop a wider understanding of the world. Enjoying books is part of the daily diet of all children in the Early Years.

Children who are not reading fluently

Some children can confidently read and recognise graphemes but struggle to apply this knowledge when blending and reading with increasing automaticity and fluency. At St Paul's we assess the reading fluency of **all** children once they have completed phase 5 set 5 phonics and have been reading phase 5 set 5 books for at least 5 weeks.

If they are reading at 60–70wpm with 90%+ accuracy they move onto reading through the school book banded reading scheme as well as reading Little Wandle Fluency books in Guided Reading sessions for the rest of KS1 and in Y3, otherwise, they continue to practice reading Little Wandle decodable books matched to their phonics learning. We also assess all children in KS2 who have a reading age below 8 years in KS2 but have completed the Little Wandle phonics programme. These children then receive a reading intervention using the Little Wandle Fluency materials to help them develop reading confidence, stamina and speed.

This intervention has a carefully designed progression and increasing word counts across 10 fluency levels, which will help children complete the phonics code, extend vocabulary and gain speed and confidence — easing the transition from learning phonics to becoming independent readers.

In these sessions a range of teaching strategies are employed:

- fluency partners
- echo reading
- emphasis sentences
- speed reading
- repeated reading

In addition to this, pupils in KS1 who are making slow reading progress or who do not read regularly at home have a reading buddy from KS2. Reading buddies read with and to children at lunchtimes to ensure that these children have the opportunity to read regularly. Pupils who do not read at home in KS2 or who are not supported to read at home have peer reading buddies and are given opportunities to read during the school day.

Developing Reading (once children are fluent readers)

"Stories are light. Light is precious in a world so dark." – Kate DiCamillo

Alongside their developing fluency and continued regular practice in reading independently, children then need to build an understanding of what they have read. In KS1 and KS2, once children have been assessed to be fluent readers, reading skills are discretely taught in guided reading sessions through the use of the different content domains for reading.

Guided Reading Structures

(As previously mentioned, in EYFS and Year 1 children have x3 Little Wandle reading sessions matched to their progression in phonics. In these sessions the children focus on decoding, prosody and comprehension.)

In Year 2 and above, once children are deemed to be a fluent reader and are no longer in a Little Wandle reading practice group, guided reading sessions focus on teaching specific reading skills. Children develop their independence and confidence in answering a range of questions linked to the content domains.

These explicit teaching of reading occurs 3 times a week for 30 minutes. During this time, children are taught specific reading skills They have the opportunity to discuss the use of language, widen their vocabulary and develop their levels of comprehension. Lessons are based on good quality literature with a focus on developing answers to reading questions.

The explicit teaching of reading takes place either whole class and in smaller, guided groups. High quality reading materials are essential in providing the opportunities to not only fluency and comprehension but also to engage children and develop a culture of 'Reading For Pleasure'. High quality, relevant, inclusive and engaging texts have been identified for each year group.

The Guided Reading teaching sequence:

Each unit of work is expected to last a half term. There should be 3 whole class shared reading units and 3 Project X or Little Wandle Fluency reading (In Y2 and Y3) units per half term. During shared book units, one whole class shared reading lesson is taught each week with additional sessions after that lesson for a more bespoke grouped read with a smaller number of pupils. In all shared or group sessions there is a clear teaching focus with the opportunity to master key reading skills in the session. There are follow on reading tasks to enable pupils to evidence the skills they have mastered independently.

Whole class guided reading session:

- The whole class session should always be taught to all pupils before the grouped read or follow-on tasks.
- The session is around 30 minutes long with roughly 5-10 minutes per section of the lesson. It should be taught at a fast pace.
- Reading aloud by the teacher should be modelled at a suitable pace (age-appropriate) with time set for pupils to answer questions quickly with a partner.
- A variety of ways to read should be practised and adapted for the needs of your class: teacher modelling, paired and independent reading or independent speed reading.
- Pupils work in mixed ability groups and pairs. Discussion of answers is encouraged. Children are paired so that pupils who are weak word readers are paired with strong word readers with poor comprehension skills, for example. Adults facilitate appropriate discussion.
- The shared lesson always follows a four-part structure: predict, clarify vocabulary, read and retrieve, and read and explain (where the mastery focus is taught and practised).
- It is also an opportunity to look at text features to support writing for example language features in myths or folk tales or how nonfiction texts are structured.

Project X reads:

These sessions help decoding and reading fluency as well as reading comprehension as texts are book banded. Children are grouped in ability groups and read the text with an adult during which the text is interrogated. Children then complete follow up tasks which can be completed in further sessions in their journals. Groups and their book bands are reassessed following each assessment point or from ongoing teacher assessment.

Grouped reading session:

- The class is divided into reading groups. (Not including pupils who are in Little Wandle reading practice groups).
- The groups are created based on reading ability (both word reading and comprehension is considered).
- Each grouped reading session also has four parts: predict/summarise, strategy check/ vocabulary, read for a range of purposes, discuss understanding.

The adult led guided session will be a close read of a text which will allow for lots of discussion and really in-depth analysis of the text. This way the questions can be adapted for ability.

Close Reading

Close reading teaches children the key strategies of 'in the moment of reading'. Without these strategies, they won't build basic meaning as they read. Asking them questions after a text is like trying to build a block of flats on top of a swamp. Fortunately, it's possible to model these 'in the moment' strategies to a whole class or group, using teacher talk and modelling on top of text. Modelling in this way is called 'read aloud, think aloud' and makes the elusive process of comprehension more concrete. Children can then practise these strategies on the same or a follow-on text, then share and discuss so that more meaning and enjoyment is gained from a text.

Close reading involves the sustained and detailed reading of a short text or extract. This may involve:

- the repeated reading of a text.
- Selecting an appropriate part of the class text and Identifying new concepts and vocab
- Identifying key stopping points
- Planning questions
- Considering the different aspects to be focussed on during different reads.

Follow on tasks

- Tasks further practise the mastery skills taught in the shared and grouped reading sessions. These are straightforward, easy to follow tasks which allow for independent reflection on reading. They may also involve re-reading of the texts or pre-reading before grouped sessions.
- Activities are adapted to challenge or support learners according to need but can include: retrieval; inference; summarizing; predicting; sequencing and vocabulary work.
- Pupils have a journal to collate these tasks as well as some of the extended answers to questions in the shared or grouped reading sessions.
- Some groups of pupils will complete the follow-on tasks after the shared read and some will complete them after both the shared and the grouped read.
- Follow-on tasks are adapted to meet the needs of the group and to match the book.

Whole Class paired Fluency reading Y2-Y6

Once children have gained a secure phonetical knowledge, they need to become fluent readers. This means children must be able to recognise words automatically in order to use appropriate expression and intonation and read at a natural pace.

Throughout the school, children's fluency is developed through guided reading; independent reading as well as explicit Reading fluency teaching sessions using Little Wandle Fluency.

Whole class paired fluency reading sessions happen twice a week with children reading the same text twice in every class from Y2 to Y6 regularly**. They** ensure that children hear texts being read with prosody and pace and allow children to continue to practice these skills regularly. During these sessions a range of teaching strategies are employed:

- Fluency partners
- Echo reading
- Emphasis sentences
- Speed reading
- Repeated reading

Texts are chosen to stretch reading but are also accessible for most children. Texts are also chosen to support and enhance current learning in other subjects and to allow for further teaching of key vocabulary.

Shared Reading across the school

"Reading can take you places you have never been before." – Dr. Seuss

Across the school, classes engage with story time/shared reading daily after lunch. Classes read a text or class novel chosen to link in with the literary genre or subject topics being studied that term. In KS1 children hear quality picture book texts and in KS2 children hear longer chapter books. During these sessions children are asked to predict; identify key parts of stories; and discuss their thoughts on books. Books have been carefully selected to ensure that children hear a range of authors and genres.

These sessions take place to foster a love of reading. Books are read aloud by both teaching assistants and teachers:

"Teachers are the best people to promote a love of reading because children, particularly young children, care what their teachers think about the stories they read aloud. If teachers show they love the story, the children are likely to respond in the same way. However, this does not mean that teachers should choose only the books they loved as children. When teachers read aloud to a class, they try to replicate for children what it feels like to have someone's undivided attention while sharing a story. This is why reading aloud should be a priority."
The DfE Reading Framework 2023

Effective ways of sharing books and poems

When we share books and poems adults in school have been trained to consider a range of strategies which will more effectively engage children with the book being read and so help all our children to develop a love of reading. These strategies are to:

- use a balance of reading styles. Research suggests that the most effective styles are:
- Dialogic – where the children are active participants in the reading (rather than just reading being read to) and where they are talking about and around the book (rather than just focusing on the text).
- Pause reading – where the practitioner pauses and encourages the children to talk at an appropriate point without disrupting the flow of the story (Colmar, 2014).
- Use of props or objects – particularly effective for children with low levels of language (Wasik and Bond, 2001).
- Use of elaborative reminiscing – where the practitioner and children relate events in the story to events in the children's life (Reece et al., 2010).
- Build anticipation – provide children with snippets of information about the book before it is read.
- Share passion and enthusiasm when reading – discuss our favourite books so that children can develop their own passions and enthusiasms.
- Read the book before reading it to the children, to ensure interests can be developed and new and
- interesting vocabulary is identified.
- Encourage the children to join in with repeated refrains (such as 'Run, run, as fast as you can, you
- can't catch me, I'm the gingerbread man').
- Use different voices for different characters, to spark interest and imagination.
- Trigger the children's curiosity and invite their participation by 'wondering aloud' (for example, say: I
- wonder why that happened? I think that means…)
- In KS1 and EYFS, read stories over and over again. Hearing words repeated is crucial to children learning new language.

Vocabulary

A barrier to children's fluency can be their recognition and understanding of vocabulary. Tier 2 vocabulary is essential for accessing texts from the across the curriculum. Therefore, tier 2 words are taught explicitly in order to develop sight recognition and understanding. Key vocabulary is identified in all curriculum subjects and is then taught as part of high quality teaching and also through explicit teaching using the WORD AWARE resource each week. In addition to this, vocabulary investigations form part of Guided Reading lessons, Practice Reading session, Fluency Reading and vocabulary generation activities in writing lessons. All class rooms are vocabulary rich environments and key vocabulary is displayed on curriculum information displays in all areas of the curriculum. Key vocabulary is identified in Early years and beyond using **semantic fields**. These are generated to teach additional vocabulary which will aid children's learning. See example below:

Semantic Field	Examples
planes	Wood, metal, material, flying, plane, journey, pilot
clothing	Helmet, goggles, bloomers, dresses, old fashioned
history	Past, long ago, old, formal
Printing	Sponge, print, paint, shape, pattern,
Seaside	Beaches, sand, coast, waves, sea, land, map
Countryside	Fields, farms, woods, fences, lanes, trees, villages, map, sheep, cows
ice	Cold, slippy, freeze, melt, warm, solid, water, liquid
Antarctic	Ice, snow, south pole, freezing, climate, landscape, ice burgs, penguins, whales, seals

Reading at Home and Independent Reading

We encourage parents to engage with children's reading by hearing them read as often as possible at home and recording this on The Learning with Parents learning platform. We hold reading workshops for parents in Reception to encourage regular reading at home.

Children who are following the Little Wandle phonics programme will bring home their reading practice book after it has been read 3 times in school. This book will be changed each week. Children who are reading fluently but are not yet reading with sufficient confidence and accuracy to be able to read books above the grey book band level will bring home a book banded text each week to read at home. Children who are free readers will bring home their chosen book to continue reading at home. This will be changed when it has been completed. All children will read with an adult in school on a regular basis and this is monitored by the reading lead each term to ensure that children's books are appropriate and that children are reading with an adult regularly.

Children's reading ages are tested tri-annually and this information, in conjunction with assessment data and teacher assessment, informs book banding. Individual reading books are chosen according to reading age and ability up to the grey book band then from the class library. All children can also choose a challenge book to read during ERIC time each day.

Once a child is reading confidently within grey bank s/he can then select an individual reading book from their class library. Books in each class library have been selected to be age appropriate and to appeal to readers within the class based on subject or style. If a teacher feels that a child would benefit from the structure of a scheme book beyond grey book band, then they will continue to choose books from the book banded reading scheme but will also be allowed to select an individual book from the class library.

Reading incentives

"*Books make great gifts . . . they have the whole world inside of them.*"
– Neil Gaiman

Each class has a reward system which is used to encourage regular reading at home. In EYFS Y1 and Y2 a reward is given after a child has read at home 5 times. Parents are informed of this via their child's school planner.
In KS2, each class keeps a tally and children are rewarded through participation in a fun activity if they read the required number of times at home. In addition to this, the child who is the class reading champion is allowed to select a book which school buys for them.
Those children who are not supported to read at home will be given opportunities to read in school during breaks so that they can be included in the reading rewards.

Author and illustrator engagement

Each year, we engage in as many author and illustrator events as we can. Where possible, we invite authors into the school to talk to the children and take children to author reading events. In addition, we participate in many online events with authors and illustrators to help engage children in reading. Our connections with the local book store enables us to provide these opportunities for our children.

Developing Reading for pleasure

"*No matter how busy you may think you are, you must find time for reading, or surrender yourself to self-chosen ignorance*." (Confucius)

Defining Reading for Pleasure: *"reading that we do of our own free will, anticipating the satisfaction that we will get from the act of reading. It also refers to reading that having begun at someone else's request we continue because we are interested in it"*
(Clark & Rumbold, National Literacy Trust, 2006)

Children who enjoy reading are three times more likely to read above the level expected for their age NLT, 2019
At St Paul's we know that developing a love of reading is crucial for children to becoming successful and confident readers. All staff promote reading and books are visible across the whole school. Teachers in EYFS, Year 1 and 2 are passionate and enthusiastic at sharing a variety of stories with children as we know that sharing stories is a crucial and fundamental part of children's early reading development. This is achieved through the texts which have

been carefully chosen to support our writing curriculum as well as the sharing of books daily during timetabled story times. Children also have time planned into each day to enjoy books independently and we have books available in the outdoor environments to enjoy during playtimes. Our school reading Champion and librarians recommend books to other children and each year our Y6 leavers select a text which they would like other children to read as their legacy and which school then purchase.

On Friday at the end of the school day, once a fortnight, the book truck is taken out onto the playground by the librarians for children to choose a book to read at home and then return once it has been read. Children in Early Years can also join their class library and borrow books to read enjoy at home.

Reading materials

Any book that helps a child to form a habit of reading, to make reading one of his deep and continuing needs, is good for him. Maya Angelou

Reading has a high status at St Paul's and as such, the school seeks to provide high quality, up-to-date resources for all children to enjoy as well as to support the teaching of reading and other subjects. We recognise that:

"pupils who read regularly report heightened levels of social and emotional wellbeing. For many, reading is a form of relaxation, a place to escape everyday challenges, a source of entertainment. Reading allows readers to adopt new perspectives, develop empathy and become more socially conscious."
(The Reading Framework July 2023 p13.)

We have therefore taken great care in selecting all the texts that are on offer to the children in school. We are also aware of the diverse nature of our school community and that:
"Books create belonging. They help us to see each other and understand one another. They shine a light on the world."
(Lit in colour report 2020 Penguin and Runnymede Trust)

At St Paul's Primary School, we believe in the importance of equality and everybody having the same opportunities. As part of our unique and broad curriculum we support the personal development of our pupils in all subjects. However, we explicitly support our pupil's Personal Development through a scheme called No Outsiders. It involves the use of age appropriate story books to teach about seven of the protected characteristics of the Equality Act 2010.

All children in school should be able to see themselves in what they read.

In selecting the reading materials in school we have chosen books that allow:

- The Immersive pleasure of play: getting lost in a book and the immersive pleasure of play.
- Intellectual pleasure: finding out about issues of interest in the world and solving problems in narratives.
- Social pleasure: belonging to a community of readers and connecting to others through reading as well as identifying as a reader.
- The pleasure of functional work: using reading to learn, think and act indifferent ways and using reading to shape ones writing.
- The pleasure of inner work: using reading to find out about oneself to imagine oneself in different situations and consider options.

Books are available to children in the following ways:

- Little Wandle phonics books that are matched to children's phonics learning.
- Book banded texts sourced from either Oxford or Rising Stars to support individual home reading.
- "free readers" books for children who have acquired the expected decoding skills for their age group.
- Class library books which can be shared and enjoyed during the school day.
- Guided reading texts
- "Basket Books" individually chosen by pupils, with some direction from an adult, to read during the school day during free reading time or when directed by the class teacher.

Reading environment

Our reading environment encourages children to develop a love of reading. Books are on display in all areas of the school.

Library areas

All library areas in school support our aim to develop a school Reading Community and are welcoming attractive and well curated spaces.

They include:

- A rich reading environment
- Allow space and time to read
- Give opportunities to choose books
- Provide a variety of reading resources
- Contain books reflective of a diverse community
- Reflect the choices of reading role models
- Allow for individual class reading initiatives
- Support teaching and learning
- Allow social interactions

Parental Engagement

- Co-operation and support from parents is paramount if a child is to become a successful and competent reader. At St Paul's we strive to develop and encourage a strong partnership between home and school.
  - Reading books are sent home regularly for children to share with parents.
  - Reading rewards are used to encourage children and parents to share books at home at.
  - Reading champions are announced in the newsletter
  - Our school website provides current information on reading at St Paul's.
  - Reading expectations are provided online and at parents' evenings.
  - Reading is discussed in depth at parents' evening
- A reading meeting is held for all parents of children in Reception prior to home reading books being sent home
- Separate Phonics workshops are held for parents of children in Reception, Nursery, Y1 and Y2.
- Reading Breakfast events are held each term
- The book truck lending library is available each Friday on the playground run by the school librarians.
- Children can donate a book to school on their birthday

Curriculum Progression

St. Paul's CE Primary Heathside Grove	English Reading School overview Y1 – Y6

Year 1 programme of study: Reading Comprehension Statutory Requirements: Pupils should be taught to:

develop pleasure in reading, motivation to read, vocabulary and understanding by:

- ♣ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- ♣ being encouraged to link what they read or hear read to their own experiences
- ♣ becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- ♣ recognising and joining in with predictable phrases
- ♣ learning to appreciate rhymes and poems, and to recite some by heart
- ♣ discussing word meanings, linking new meanings to those already known

understand both the books they can already read accurately and fluently and those they listen to by:

- ♣ drawing on what they already know or on background information and vocabulary provided by the teacher
- ♣ checking that the text makes sense to them as they read and correcting inaccurate reading
- ♣ discussing the **significance** of the title and events
- ♣ making inferences on the basis of what is being said and done
- ♣ predicting what might happen on the basis of what has been read so far
- ♣ participate in discussion about what is read to them, taking turns and listening to what others say
- ♣ explain clearly their understanding of what is read to them.

Year 2 programme of study: Reading Comprehension Statutory Requirements: Pupils should be taught to:

develop pleasure in reading, motivation to read, vocabulary and understanding by:

- ♣ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- ♣ discussing the sequence of events in books and how items of information are related
- ♣ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- ♣ being introduced to non-fiction books that are structured in different ways
- ♣ recognising simple recurring literary language in stories and poetry
- ♣ discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- ♣ discussing their favourite words and phrases
- ♣ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

understand both the books that they can already read accurately and fluently and those that they listen to by:

- ♣ drawing on what they already know or on background information and vocabulary provided by the teacher
- ♣ checking that the text makes sense to them as they read and correcting inaccurate reading
- ♣ making inferences on the basis of what is being said and done
- ♣ answering and asking questions
- ♣ predicting what might happen on the basis of what has been read so far
- ♣ participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- ♣ explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Year 3 **programme of study: Reading Comprehension Statutory** Requirements: Pupils should be taught to:

develop positive attitudes to reading and understanding of what they read by:

♣ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
♣ reading books that are structured in different ways and reading for a range of purposes
♣ using dictionaries to check the meaning of words that they have read
♣ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
♣ identifying themes and conventions in a wide range of books
♣ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
♣ discussing words and phrases that capture the reader's interest and imagination
♣ recognising some different forms of poetry [for example, free verse, narrative poetry]

understand what they read, in books they can read independently, by:

♣ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
♣ asking questions to improve their understanding of a text
♣ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
♣ predicting what might happen from details stated and implied
♣ identifying main ideas drawn from more than one paragraph and summarising these
♣ identifying how language, structure, and presentation contribute to meaning
♣ retrieve and record information from non-fiction
♣ participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Year 4 **programme of study: Reading Comprehension Statutory** Requirements: Pupils should be taught to:

develop positive attitudes to reading and understanding of what they read by:

♣ listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
♣ reading books that are structured in different ways and reading for a range of purposes
♣ using dictionaries to check the meaning of words that they have read
♣ increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
♣ identifying themes and conventions in a wide range of books
♣ preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
♣ discussing words and phrases that capture the reader's interest and imagination
♣ recognising some different forms of poetry [for example, free verse, narrative poetry]

understand what they read, in books they can read independently, by:

♣ *checking* that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
♣ asking questions to improve their understanding of a text
♣ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
♣ predicting what might happen from details stated and implied
♣ identifying main ideas drawn from more than one paragraph and summarising these
♣ identifying how language, structure, and presentation contribute to meaning
♣ retrieve and record information from non-fiction
♣ participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Year 5 programme of study: Reading Comprehension Statutory Requirements: Pupils should be taught to:

maintain positive attitudes to reading and understanding of what they read by:

- ♣ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- ♣ reading books that are structured in different ways and reading for a range of purposes
- ♣ increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions English – key stages 1 and 2 34 Statutory requirements
- ♣ recommending books that they have read to their peers, giving reasons for their choices
- ♣ identifying and discussing themes and conventions in and across a wide range of writing
- ♣ making comparisons within and across books
- ♣ learning a wider range of poetry by heart
- ♣ preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

understand what they read by:

- ♣ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- ♣ asking questions to improve their understanding
- ♣ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- ♣ predicting what might happen from details stated and implied
- ♣ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- ♣ identifying how language, structure and presentation contribute to meaning
- ♣ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- ♣ distinguish between statements of fact and opinion
- ♣ retrieve, record and present information from non-fiction
- ♣ participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- ♣ explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- ♣ provide reasoned justifications for their views.

Year 6 programme of study: Reading Comprehension Statutory Requirements: Pupils should be taught to:

maintain positive attitudes to reading and understanding of what they read by:

- ♣ continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- ♣ reading books that are structured in different ways and reading for a range of purposes
- ♣ increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions English – key stages 1 and 2 34 Statutory requirements
- ♣ recommending books that they have read to their peers, giving reasons for their choices
- ♣ identifying and discussing themes and conventions in and across a wide range of writing
- ♣ making comparisons within and across books
- ♣ learning a wider range of poetry by heart
- ♣ preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

understand what they read by:

- ♣ checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- ♣ asking questions to improve their understanding

- ♣ drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- ♣ predicting what might happen from details stated and implied
- ♣ summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- ♣ identifying how language, structure and presentation contribute to meaning
- ♣ discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- ♣ distinguish between statements of fact and opinion
- ♣ retrieve, record and present information from non-fiction
- ♣ participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- ♣ explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- ♣ provide reasoned justifications for their views.

English Reading Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N	**Rhyme time** Pat a cake Miss Molly had a dolly Jack and Jill The Grand Old Duke of York Ring a ring of Roses	**Foundations for a love of reading** Where's Lenny Hello friend Kindness makes us stronger	**Foundations for a love of reading** All through the night Car, Car, Truck, Jeep The whales on the bus	**Foundations for a love of reading** Errol's Garden Sam plants a sunflower Bloom	**Foundations for a love of reading** Amazing Would you rather.	**Foundations for a love of reading**
						
R	Monkey Puzzle Peace at Last My World Your World	We're going on a Bear Hunt Princess and the Pea Little Red Riding Hood	Whatever Next Lost and Found Mr Gumpy's outing	The Hungry Caterpillar Little Red Hen One Tiny Turtle	The Lion Hunt Handa's Surprise Why elephant has a trunk	Lost on the Beach A house for hermit crab Pirates love underpants.
						
Y1	Class Reading: Jack and the Beanstalk (Barefoot books) (fairy story) Jasper's beanstalk. (story) Jack and the beanstalk (Nick Sharrat) Julia Donaldson various Nick Sharrat various	Class Reading: Whatever Next (Jill Murphey) (Story); Molly's Moon Mission (story/non-fiction) Here come the aliens (story) On the Moon (Non- fiction)	Class Reading: Horatio's bed. (story) No-Bot Robot Rumpus (story) Traction Man (Mini Grey)	Class Reading: A First Book of Nature (Poem) Winter's child (Angela Mcallister and Graham Baker Smith) (DK First Fact: The Seasons. (non- fiction) Traditional Tale: Little Red Riding Hood (various)	Class Reading: Little Polar Bear (key story) Perky little Penguins (Poem) Penguin Small	Class Reading: The True story of the 3 little pigs. (traditional tale) The 3 little wolves and the pig bad pig. (Traditional tale) The Wild woods(story) Stanley's Stick (story); The True story of the 3 little pigs).

Y2	**Class Reading**: Hansel and Gretel (**Jane Ray**), Hansel and Gretel (**A. Browne)**) The Jolly Postman (**Ahlberg)** Mr Wolf's Pancakes (Jan Fearnley) **Guided Reading**: On The Way Home (**Jill Murphy)**	**Class Reading**: The Princess and the pea. (Fairy Story) The Pea and The Princess Cinderella: Sarah Gibb (Fairy story) Mr Wolf and the Enormous Turnip (Jan Fearnley) **Guided Reading**: That rabbit belongs to Emily Brown (Cressida Cowell) Paired Fluency: The Kings Knickers (Allberg)	**Class Reading**: Mama Panya's Pancakes (patterned key story) Anansi the Spider (various) The Mother of Monsters Bringing the rain to the Kapati Plain **Guided Reading**: The Leopard Drum (Traditional Tale) Paired Fluency: The Fire Children (Traditional Folk Tale)	**Class Reading**: Tell Me a Dragon (Jackie Morris) The Dragon Machine (Helen Ward) Zog (Julia Donaldson) Zog and the Flying doctors (Julia Donaldson) **Guided Reading**: The Great Fire of London anniversary edition Zog; (Julia Donaldson) Paired Fluency Reading: The Great Fire Of London anniversary edition (non-fiction)	**Class Reading**: Light Fingered Larry Flying Like Flittermouse. (Jan Fearnley) Storm Seal, (Michael Morpurgo Michael Foreman) Seal Surfer Mousehole Cat (Traditional Tale) **Guided Reading**: The Secret of Black Rock: Joe Todd Stanton The Deep Sea Diary (Simon Bertram) Paired Fluency: seaside information	**Class Reading**: The Night Pirates Commotion in the Ocean (poem) The Ghostly Galleon The pirate cruncher (Jonny Duddle) **Guided Reading**: The Ghostly galleon (HA) **Jonny Duddle** (story)Dolphin Boy (**Michael Foreman and Michael Morpurgo**) **(**key story**)** Paired Fluency: Project X Pirates
Y3	**Rock and Roll!** **Shared text** – Little Nose (story) **Guided Reading**: Glog **Paired Fluency:** Stone Age Beasts (Ben Lerwill) Stone Age Boy Stone Age Bone Age. (non-fiction)	**The Iron Man** **Shared text** - Me and Mr P (story) **Guided Reading: Rabbit and Bear (Rabbit's Bad Habits)** **Paired Fluency:** Alastair Humphrey Great Adventurers Poetry: Coming Home (Michael Morpurgo)	**Light/Romans** **Shared text** - Me and Mr P (story) **Guided Reading**: Winters Child (Angela McAllister) **Paired Fluency:** Ocean Meets Sky: The Fan Brothers	**Shared Text**: The Bolds (story) **Guided Reading**: History VIP Boudicca Paul Harrison **Paired Fluency:** History VIP Boudicca Paul Harrison	**How Does Your Garden Grow?** **Shared Text**: James and Giant Peach **Guided Reading**: The boy who grew dragons, (story) Paired Fluency: A First book of Nature poems.	**Local area Study** **Shared Text**: How to Train Your Dragon (story) **Guided Reading**: The Seal Children. (folk tale/legend) Paired Fluency:The Selfish Giant (fairy story)
Y4	**Sparks Might Fly!** **Shared text** – Pugs of the frozen north(story) **Guided Reading**: Until I met Dudley **Paired Fluency reading**: So many Questions about Robots	**Ancient Greeks** **Shared Text**: Pugs from The Frozen North (story) **Guided Reading**: DK Greeks Book (Jean Menzies) Paired Fluency Reading: DK Greeks Book (Jean Menzies) Orchard Greek Myths (Geraldine McCaughrean)	**The Great Plague/Animals including humans** **Class text –**The Children of Winter. **Guided Reading**: Lost Happy Endings (**Carol Ann Duffy) (story)** Paired Fluency: Plague Poetry: The Crow's Tale Naomi Howarth	**Passport to Europe** **Shared text** – The Dancing Bear (story) (**Michael Morpurgo**) **Guided Reading**: Shifty McGifty Paired Fluency: Cities of the world Atlas	Water, Water Everywhere **Shared Text**: Charlie and The Chocolate Factory (**Roald Dahl**) **Guided Reading** The Rhythm of the Rain (poetry) Paired Fluency: I am the seed that grew poetry	**All Living Things and Their Habitats** **Shared Text**: Charlie and The Chocolate Factory (Roald **Dahl**) **Guided Reading**: Princess Blankets **(Carol Ann Duffy)** Paired Fluency: Tales from a fragile Earth (myths and tales)

Y5	**Amazon Adventure** **Shared Reading**: Finton Fedora World's Worst Explorer(story) **Guided Reading**: The wonder Garden (non-fiction) Paired Fluency: The Amazon-Earth's Incredible Places (non-fiction) I am the Seed that Grew (poetry)	**Amazon Adventure** **Shared Reading**: Finton Fedora World's worst explorer (story) **Guided Reading** Explorers Atlas (lonely planet) (non-fiction) Paired Fluency: Atlas of Adventures (non-fiction)	**Earthlings** **Shared Reading**: Compton Valence: Powerfullest boy in the universe(story) **Guided Reading**: We Are All Astronauts! Paired Fluency: Tim Peake space book Alienogragy (Chris Riddle)	**Awesome Egyptians** **Shared Reading**: Compton Valence: Powerfullest boy in the universe **Guided Reading:** The Adventurers and the Temple of Treasure (Jemma Hatt) **Paired Fluency:** Egyptology (Dugald Steer)	**A Kingdom United** **Shared Read**: Rat Burger David Walliams **Guided Reading**: Boewulf (Legend) (**Michael Morpurgo**) **Paired Fluency:** Boewulf	**Animals including Humans** **Shared Reading**: Rat Burger- David Walliams (story) **Guided Reading**: Anglo Saxon Boy Tony Bradman Paired Fluency: Anglo Saxon information
Y6	**Survival!** **Shared Read**: Running Wild (**Michael Morpurgo**) Holes Louis Sacher **Guided Reading**: Darwin's Dragons Tales from Africa (Oxford) (folk tales) Paired Fluency: Holes: Louis Sacher Bear Grylls: Never Giving Up	**Shared Read**: Children of the Kingdom of Benin **Guided Reading**: Children of the Benin Kingdom. Leon and the Place Between **(Graham Baker Smith** Paired Fluency: Real life Dragons and their story of survival. (non fiction) Children of the Kingdom of Benin	**Heroes and Villains** **Shared Read**ing: Loki and Storm Breaker **Paired fluency**: Romeo and Juliet (various versions) **Paired Fluency:** Loki	Heroes and Villains **Shared Reading**: Storm Breaker and Foul Play Paired Fluency: Viking information. Feelings poems (Courage in a poem)	**Shared Reading**: Foul play and There's a boy in the girls' bathroom Guided reading: Storm Breaker **Paired Fluency: How to be a spy, Alex Rider's Gadgets**	**Robin Who?** **Shared Read**ing: There's a boy in the girl's bathroom and The Final Year. **Guided Reading: The Final Year** Paired Fluency: Volcano information

Impact

Assessment for learning is used during all reading activities

- daily within class to identify children needing Keep-up support
- weekly in the Review or guided reading lessons to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.

Summative assessment of phonics:

EYFS; Y1 and children still working through the phonics programme complete a one –to-one assessment using the Little Wandle phonic assessments each half term to track their progress; inform next steps for learning and identify pupils for keep up sessions. The results of these assessments are then added onto the Little Wandle assessment tracker so that children's attainment and progress are closely tracked. This is done:

- every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Catch-Up support that they need.
- to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

Little Wandle Fluency assessment

This assessment measures children's accuracy and reading speed in short one-minute assessments. They are used:

- in Year 1, once children are reading the Phase 5 set 5 books for 5 weeks
- to assess when children are ready to exit their programme. For Year 1 children, this is when they read the final fluency assessment at 60–70+ words per minute. Older children can exit the phonics programme when they read the final fluency assessment at 90+ words per minute. At these levels, children should have sufficient fluency to tackle any book at age-related expectations.
- After exiting their programme, children do not need to ready any more fully decodable books.
- For children in KS2 with a reading age <8
- For children new to school

Phonics placement assessment

This is used:

- with any child new to the school to quickly identify any gaps in their phonic knowledge and plan and provide appropriate extra teaching.
- Children in KS2 who have a reading age <8 and are not able to read books at age related expectations

Summative assessment Y2-Y6

During the assessment cycle, NFER and past SATs reading comprehension tests are conducted in Y1-6. Overall, termly judgements will be informed by test scores, along with teacher assessment and a wider range of evidence. Reading moderation takes place across the year and with SLT termly to ensure judgments are in line with National expectations and consistent across the school. Year groups will moderate more regularly within year groups. Class data grids will be completed by the class teacher, recording which children are working at pre key stage standards; working towards age related expectations; working at age related standards and those working above. These assessments will be made termly. This information can then be relayed to the next year group during handover. Teachers will also submit a termly moderation grid to the reading leader detailing test scores, reading ages; phonics assessments and book band. These are used in professional discussion during pupil progress meeting to identify any pupils or groups of pupils who may need to receive targeted support in the following half term. Individual progress is also reported back to parents either through parents' evenings or a written report.

Statutory assessment

Children in Year 1 sit the Phonics screening check. Any child not passing the check re-sit it in Year 2.

Children in Year 6 sit the statutory Key Stage 2 Reading Test, unless the child is unable to access any part of the test following the guidance in the ARA.

Reading ages

Children's reading ages are assessed each term using the Salford Reading Test or the Suffolk Reading Test. This information is used as part of the termly moderation process and to identify pupils who may need a fluency assessment.

Pupil's new to school

Due to the high mobility levels in school, it is essential that initial assessments are completed when a child arrives in school so that teaching can be targeted appropriately and any interventions can be put in place in a timely fashion. These initial assessments can also be used to identify pupils who may need referring to outside agencies due to EAL or SEND barriers to learning. Assessments include: Phonics screening assessment; fluency reading assessment; reading age test; GL dyslexia screening and NFER reading tests.

GL Screener

All children in KS2 are assessed using the GL Dyslexia screening tool to identify if they have an increased tendency to being dyslexic

Roles and Responsibilities

Headteacher

The Headteacher at our school will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out

Subject leader

The subject leaders at our school will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject
- Attend appropriate CPD
- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources
- Provide support, training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupils' learning and development
- Make presentations to governors on the subject and how it is being taught
- Provide the Headteacher with a summary report in which the strengths and weaknesses of science are evaluated and indicated areas for further development

Classroom teacher

Classroom teachers at our school will:

- Plan, teach and assess the subject according to the principles laid out in this policy
- Report to the subject leader
- Maintain subject knowledge and appropriate CPD

Parents

The parent community at our school will:

- Make sure their children are prepared for learning
- Support their children to read regularly at home and record this in their child's planner.

Inclusion

At St. Paul's, teachers set high expectations for all pupils in Reading, whatever their ability and individual needs. Reading forms part of the school's core curriculum and we acknowledge that learners with additional needs are likely to experience difficulties within their learning which may act as barriers. Through our teaching, we provide learning opportunities that enable all pupils to make good progress by adapting the teaching of Reading to suit the needs of all pupils. At St Paul's, we teach Phonics to all children, whatever their ability and individual needs. Through our

Phonics teaching, we provide learning opportunities that enable all pupils to make good progress. We strive to meet the needs of those pupils with special educational needs, disabilities and those learning English as an additional language. When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – including: classroom organisation, teaching materials, teaching style and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment allows us to consider each child's attainment and progress against expected levels. This ensures that our teaching is matched to the child's needs

We strive hard to meet these needs and will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with special educational needs (SEN)
- Pupils with English as an additional language (EAL)

Teachers carefully consider these adaptations as shown below:

Cognition and Learning	
Barriers	**Provision**
•Understanding Word finding skills. •Articulation Sequencing (including retaining instructions). •Processing speed. •Attention and Listening. •Comprehension skills. •Understanding of key vocabulary	• Pre-teach key knowledge and vocabulary, then ensure multiple and regular exposure to these words. • Consider accessibility of worked examples. • Consider the use of displays and make sure vocabulary is related to learning for that lesson. • Use the working walls and whiteboard to show the focus of each lesson and how it fits in the sequence of lessons. • Use symbols, images or objects to make it more accessible. • Use of Grow the Code • Use of writing frames to prevent cognitive load. • Encourage use of mind maps/ pictures/ flow charts and visual organisers. • Choice of font and sizing. • Use of working walls. • Appropriate and targeted interventions and catch up teaching • IEP targets • Repeated reading strategies • Precision teaching • Use of SEND Little Wandle planning • Small group phonics teaching • Teaching delivered in quiet and distraction free environment.
Communication and Interaction	
Barriers	**Provision**
•Processing of instruction. •Retention •Accessing texts. •Working memory. •Making links •low self esteem •General gaps	• Recognition that some vocabulary may be challenging for many children. • Give specific contextual use of words, with images to support understanding. • Pre-teach key vocabulary, ensure multiple and regular exposure to these words. • Label equipment with symbols and words. • Check children's understanding by getting them to reiterate what you have asked them. • Give children time to process and formulate. • Reduce adult talk and length of input. • Use of working walls. • Further opportunities to embed language through application of it contextually, orally. • SALT interventions • SALT knowledge used to inform phonics screening assessments outcomes • Little Wandle SEND planning

Physical and Sensory	
Barriers	**Provision**
•Artificial lighting. •Classroom noise/busy-ness •Tone and volume of adult voices •Core strength and fine-motor skills •Fatigue	• Label new equipment and processes to help develop vocabulary • Consider ventilation and positioning of children for anything that may have an odour • Ask for specialist advice on equipment for children with particular SEND e.g. tactile ridges on measuring glassware for children with a visual impairment. • Use of sensory aids as part of usual provision e.g. gloves, audio/visual support. • Consider pupil sensory audits and adaptations. • Processing difficulties use of technology including iPads and laptops. • Use of concentration aids. • Finger-strengthening exercises and busy fingers tasks. • Use of working walls. • Use of standing desks, wobble boards, flexibility over where children read, thera-bands, over-lays.
Social, Emotional and Mental Health	
Barriers	**Provision**
•Emotional well-being •Anxiety around completing tasks •Changes in routine •Lack of structure/open-endedness of task •Lack of clarity- what is expected •Feeling constrained by content/ outcome (demand avoidance)	• Consistency of approach reduces children's anxiety - it allows children to predict what will happen. • Provide an overview of the lesson elements so the children know what is coming. • Pre-teach the child some of the elements of the lesson etc. • Use of working walls • Consider carefully the groupings – prepare the children by ensuring they are aware of the group they will be working in. • You may need to specifically teach the skills of cooperation and interaction for practical work. • Controlled choices • Clear expectations • Use of adult scribe, my turn your turn, paired work • Deliver task in short achievable bursts rather than all at once • Use of laptop, whiteboards, choice of writing tool • Opportunities to develop social skills including being taught these discretely to support engagement in group work and collaborative learning. • Teacher modelling of 'getting stuck' and positive attitudes o towards perseverance. • Rewarding and praising effort, not only academic content

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

Links to other policies

This subject policy links to the following policies and procedures:

- Assessment policy
- Marking & Feedback policy
- SEND policy

Monitoring and Review

To ensure consistency and pace of progress every member of teaching staff, support staff and senior leaders in our school have been trained to teach Reading, so we have the same expectations of progress.

- We all use the language, routines and resources to teach children to read so that we lower children's cognitive load.
- Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.
- Lesson templates, Prompt cards and 'How to' videos ensure teachers all have a consistent approach and structure for each lesson.
- The Phonics Leader and SLT use the Audit and Prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning

The Phonics Lead and SLT carry out a programme of monitoring and evaluation of the teaching and learning of Phonics and reading. Reports are made to the Governing Board. Teachers are given a summary of the main findings as well as individual feedback.