





Chapel Street
Community Primary School

Reading Policy

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Signed by Headteacher	Ella Hughes	
Signed by Chair of Governors	Tim Wheeler	

Document control	
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Written by	Reading Lead & Curriculum Lead
Approved by	Headteacher
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Main amendments as part of this review / update	<ul style="list-style-type: none"> Updated with changes to whole school Curriculum.
Links to statutory guidance	<ul style="list-style-type: none"> Statutory framework for the early years foundation stage: Setting the standards for learning, development and care for children from birth to five The National Curriculum in England – Key Stages 1 and 2
Links to non-statutory guidance	<ul style="list-style-type: none"> The Key – model policy advice https://www.oxford-grove.bolton.sch.uk/information/curriculum/ Model policy
Other documents / resources used in the writing of this policy	<ul style="list-style-type: none"> N/A
Related policies	<ul style="list-style-type: none"> Teaching and Learning Policy Feedback and Marking Policy Assessment Policy SEND policy



Vision & Missions statement

Making a difference and achieving excellence for every child.

School values

- Growth – *We go beyond what is expected to continually improve standards and deliver ambitious outcomes.*
- Respect – *We do the right thing for our children.*
- Inclusion – *We care about people as individuals.*

You can find out more about school on our website: <https://www.chapelstreetprimary.co.uk/>

If you have any questions about the content of this policy:

- If you are a member of staff – speak with your line manager or a member of the leadership team
- If you are a parent / carer – contact the school office on 0161 224 1269
- If you are another interested party – contact the school office on 0161 224 1269

Justification

At Chapel Street Primary School, we value the impact that reading has on children's lives and consequently aim to provide a high-quality education in Reading. Reading is a fundamental life skill and builds the foundations for lifelong learning. Through reading, pupils have the chance to develop culturally, emotionally, intellectually, socially and spiritually. Reading opens up new worlds for children and gives them the opportunity to explore new ideas, visit new places, meet new characters and develop a better understanding of other cultures. Reading enables pupils both to acquire knowledge and to build on what they already know.

Intent

1. To develop children's love of reading and enable them to perceive themselves as readers.
2. A determination that every child will learn to read regardless of background, needs and abilities.
3. To teach pupils to read easily, fluently and with good understanding.
4. To help pupils develop the habit of reading widely and often, for both pleasure and information.
5. To ensure that pupils acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
6. To help pupils to appreciate our rich and varied literary heritage.
7. To enable pupils to talk confidently about books, form their own opinions and make choices in reading using specific reading skills to comprehend and analyse a range of texts.
8. To help pupils decode and read fluently using systematic synthetic phonics.
9. To develop pupils' ability to communicate their ideas and emotions to others, and through their reading and listening, allow others to communicate with them.
10. To develop an appreciation of a wide variety of text types and the importance of reading as a fundamental life skill.
11. To provide children with a reading environment which extends throughout the whole school, promoting reading through displays including recommendations from staff, pupils and the community as well as celebrating key figures' reading habits. Children are encouraged to read in a wide variety of spaces throughout school, including outside.

Implementation

1. At Chapel Street the *Little Wandle Programme* structures our teaching of systematic synthetic phonics. As part of this, children have daily Phonics sessions where they participate in speaking, listening and spelling activities that are matched to their developing needs. Phonics lessons follow the structure suggested by *Little Wandle*. Although it is not compulsory for children to begin phonics in Nursery, we believe it is fundamental to their learning.
2. Children will access a range of activities across the curriculum that allow them to apply their decoding learning. Children work systematically through Phases 1 to 6, building up their decoding skills to become fluent readers.
3. Staff will draw upon observations and assessment to ensure children are stretched and challenged and to identify children who may need additional support through interventions and one-to-one reading.
4. Within every area of the curriculum, staff will share a wide range of carefully chosen texts with children using our Reading Spine, modelling a love of Reading, reading behaviours and making links to decoding and understanding.
5. Throughout Key Stage 2, all children access regular spelling teaching using our school spelling programme. Links back to Phonics knowledge are prioritised throughout teaching and children are encouraged to use this

knowledge across the curriculum. Children will initially use *Bridge to Spelling* as part of our *Little Wandle Programme*, and move onto our spelling scheme.

6. We will recognise and celebrate skills that International New Arrivals have learnt in their own language. We will offer a wide variety of opportunities for these children to transfer skills from one language to another and assess their phonetical awareness.
7. Children will take home books matched to their developing phonics or reading knowledge. This will keep them engaged in Reading through age appropriate content. All children will also take home a library book of their own choice to encourage reading for pleasure.
8. Using our school library, children will develop a love for reading. They will be able to access books to read for pleasure, use computers for research and share the love of reading with their peers. Regular competitions run allowing opportunities for both Reading and Writing challenges, with a number of our pupils having been published in Reading challenge books.

Impact

We believe that every child should leave Chapel Street with the reading skills they need to access their next steps in life and participate fully as a member of society. We want every child to make at least good progress from their starting points on entry to our school.

Cross Curricular Links

As well as discrete reading lessons, a Reading Spine will be woven throughout the entire curriculum at Chapel Street. This will ensure that high-quality, accessible yet challenging, age appropriate texts underpin and enhance the teaching across the entire school. Reading is an essential skill and will be utilised in all areas of learning by all pupils. This ensures that texts supporting Geography, History and Science are in all classrooms to enhance the learning journey taken by children each term. These texts will also be using as a stimulus for reading and writing lessons.

Planning/Curriculum Content

In EYFS and KS1, planning is followed through the Little Wandle Scheme. As children complete their Little Wandle programme in Year 2, they move onto our Reading Gems to support with developing fluency and reading comprehension. The Early Reading and phonics section of the website has more information about the Little Wandle scheme and content. This is also included on the Reading Progression Document in more detail.

Reading Gems overview (4 lessons x 30 minutes)

Session 1 – pre-read	Lesson 2 - vocabulary	Lesson 3 guided read: Teacher led	Lesson 4 Independent Multi-skill lesson
<p>Predictions – based on front cover, blurb, a few sentences.</p> <p>What prior knowledge might the children need in order to understand this week’s text?</p> <p>Shared read – teacher to read the text to the children so the children can focus on comprehension rather than decoding.</p>	<p>- Discuss together what children thought of the text.</p> <p>-What are their likes and dislikes?</p> <p>-Can they find any links to other texts they have read?</p> <p>Explore the vocabulary identified:</p> <p>Discuss with children those words that you have identified to be key/central to the text and why.</p> <p>Ask children to underline these in the text and as you discuss them use context clues or root words to help them find a meaning. Children could annotate the text with definitions.</p>	<p>Shared read – model fluency, expression from a small extract of the text.</p> <p>Close text analysis of a small extract of the text. Check for understanding of vocabulary, retrieval of information, summary and inference of character’s motivations, feelings.</p> <p>Introduce gem, the image of the gem and what the means.</p> <p>Choose a strategy to focus on and an activity to do so.</p>	<p>Reading Gems- focus on all content domains</p>

The Reading Gems structure divides Guided Reading into eight skills which are taught explicitly. Please see below for an overview of each skill:

Define	Give/explain the meaning of words in context
Retrieve	Retrieve and record information/identify key details from fiction and non-fiction
Summarise	Summarise main ideas from more than one paragraph
Infer	Make inferences from the text/Explain and justify inferences with evidence from the text
Predict	Predict what might happen from details stated and implied
Relate	Identify/explain how information/narrative content is related and contributes to the meaning as a whole
Explore	Identify and explain how meaning is enhanced through choice of words and phrases
Compare	Make comparisons within the text

Recording and Assessment

We use a wide range of formative and summative assessment strategies to monitor children’s learning and assess the impact of our approaches.

Assessment in Reading	
Nursery	<ul style="list-style-type: none"> • Baseline assessment. • Teacher observations during whole class, guided group work and continuous provision, including during reading. Judgements are moderated and priorities shared.
Reception	<ul style="list-style-type: none"> • Baseline assessment. • Teacher observations during whole class, guided group work and continuous provision, including during Guided Reading. Judgements are moderated and priorities shared. • Little Wandle phonic assessments at the end of each unit.
Year 1	<ul style="list-style-type: none"> • Termly teacher assessment and upload on Insight. Judgements are moderated and priorities shared. • Little Wandle phonic assessments at the end of each unit. • Termly phonics assessments (PSC). • Statutory Phonics Screening Check.
Year 2	<ul style="list-style-type: none"> • Termly teacher assessment and upload on Insight. Judgements are moderated and priorities shared. • Little Wandle phonic assessments at the end of each unit. • Termly phonics assessments (PSC) for those children who are not yet secure at Phase 5. • Statutory Phonics Screening Check for those who did not pass in Year 1. • Non-statutory End of KS1 test.
Year 3	<ul style="list-style-type: none"> • Termly teacher assessment and upload on Insight. Judgements are moderated and priorities shared. • Termly phonics assessments (PSC) for those children who are not yet secure at Phase 6. • Termly Star reader assessments • Termly Reading age recorded through Star Reader tests
Year 4	<ul style="list-style-type: none"> • Termly teacher assessment and upload on Insight. Judgements are moderated and priorities shared. • Termly phonics assessments (PSC) for those children who are not yet secure at Phase 6. • Termly Star reader assessments • Termly Reading age recorded through Star Reader tests
Year 5	<ul style="list-style-type: none"> • Termly teacher assessment and upload on Insight. Judgements are moderated and priorities shared. • Termly phonics assessments (PSC) for those children who are not yet secure at Phase 6. • Termly Star reader assessments • Termly Reading age recorded through Star Reader tests
Year 6	<ul style="list-style-type: none"> • Termly teacher assessment and upload on Insight. Judgements are moderated and priorities shared. • Termly past SATs tests. • Termly phonics assessments (PSC) for those children who are not yet secure at Phase 6. • Statutory End of KS2 Test. • Words per Minute speed recorded and cognitive speeds

Teaching and learning is reviewed regularly by both the subject leader and members of the Senior Leadership Team. Assessment judgements are moderated internally and with the support of external consultants and pupil progress is interrogated with termly pupil progress meetings. Children needing additional support are provided with appropriate intervention by trained staff which is monitored regularly for impact. We conduct regular pupil, parent and staff voice which is used to evaluate and inform our reading approach throughout the year.

Resources

To support learning to read and developing a love of reading, a significant investment has been made to our reading provision which is continually reviewed and improved. We feel it is important that new and exciting titles are introduced to our library and reading spine each year.

To support with reading for pleasure, our school library has a vast collection of highly engaging fiction and non-fiction books. All children have an opportunity to visit the library each week and participate in weekly 'Book Club' sessions.

We have a Reading spine running from EYFS to Y6 which provides texts chosen for their literacy merits to support with the curriculum, promotes English heritage and provides reading opportunities for inclusion and British values. These books are displayed in each classroom, and rotate each half-term and contains a selection of fiction, non-fiction and poetry.

In EYFS, children have daily opportunities to read aloud and enjoy texts and nursery rhymes. We also have introduced 'Just Read' as a scheme from Year 1 – Year 6 where children are read to daily by an adult and given time to discuss and talk about the text as the story progresses.

To support with Little Wandle, the school provides appropriate texts, which are fully decodable to match their progress as they move through the Little Wandle scheme. Once completed, children are supported in choosing exciting and engaging texts that are appropriate to their reading level.

Professional Development

It is important to recognise any particular difficulties staff may have in delivering the curriculum and an annual review will determine any co-ordinator input or INSET which may be required.

SEN and Equal Opportunities

Our school will aim to provide for children with Special Educational Needs at both ends of the spectrum with a curriculum that is inclusive and which meets the needs of all children through differentiated activities. Activities during reading lessons will be differentiated to meet the needs of the particular children in the class and differentiations will be indicated on teacher's plans. We will ensure children from all gender, race and ability groups are included and motivated through a range of teaching styles and experiences. Adult support, scaffolding and interventions are in place to be accessed by children who require this.

Children with English as an additional language including INAs

We recognise and celebrate skills that children have learnt in their own language. We offer a wide variety of opportunities for these children to transfer skills from one language to another and assess their phonetical awareness. Sometimes, a family may not have been able to offer their child an early foundation in Phonics or Early Reading. For these children phonics interventions are offered which follow our school scheme, *Little Wandle*. Children who are new to English may need time with a bilingual staff member to work initially on key basic skills so that they can access the curriculum. Any interventions follow Phases 1 to 6 of the *Little Wandle* framework and all children access interventions as an addition to whole class teaching. For those children where a delay in learning occurs, we make careful first language assessments and links with their schools abroad to ensure they receive teaching that recognises their pace in language acquisition. This enables us to offer resources and teaching styles in Reading that build on early

foundations from other countries. For example, using whole word approaches to sight words and reciting familiar rhymes and jingles in their first language which are skills that are transferable into English.