TILERY PRIMARY SCHOOL

READING POLICY

Ratified by Curriculum Committee: 09 November 2023
Shared with Staff: 05 January 2024
Signed by Chair of Governors: 09 November 2023
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What We will Offer

At Tilery Primary School, we believe that all children should have the opportunity to become fluent, confident readers who can comprehend and understand a wide range of texts. We aim to create language rich environments for all pupils from Early Years through to Year 6. We want pupils at Tilery to be able to use their reading skills to achieve across the entire curriculum and use these skills to achieve their aspirational goals. We aim to foster a love of reading for all children, offering a wide range of genres and books where all children can see themselves represented.

We follow the National Curriculum, the aims of which are below.

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, 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.

See Appendix 1 for Progression of Knowledge and Skills.

The reading curriculum begins with phonics, learning how to read the sounds and building up to words. We then begin to teach some retrieval, inference and prediction strategies to the children. The curriculum builds on these skills each year, with increasingly more complex texts, with a higher word count and more opportunities to use the reading skills to decode.

Cross curricular links

Our reading curriculum is designed to give pupils opportunities to read across the curriculum. Class reads are based on an area within the wider curriculum and texts used for reading comprehension sessions are cross-curricular where appropriate. In other subjects, pupils are encouraged to read widely and for purpose.

Inclusion – Curriculum for all

We aim to deliver a curriculum which supports and challenges pupils. All pupils have access to levelled reading materials, which match their reading level. Pupils keep the same book for a week to ensure they build fluency and expression. Pupils who are SEND or need further phonics, have this opportunity on a daily basis and have access to the reading materials at their phonic levels.

Equal Opportunities

We believe that all children irrespective of background, race, gender and capability should have equal access to the curriculum as stated in each curriculum policy. The school makes every effort to respect and reflect pupils' religious beliefs and take community views into account when teaching reading.

SEN
At Tilery Primary we recognise the need to cater for children with special educational needs. Work is differentiated to assist in children's learning in terms of:

- learning outcomes
- tasks
- teaching methods
- resources
- outcome

Tasks can be broken down into small steps, giving children achievable goals. Vocabulary can be pre-taught, word banks and visual cues can be provided. Activities should reinforce children's understanding of the subject and their basic literacy or numeracy skills should not be a barrier.

Reading underpins everything, not only in school but in life. We want our pupils to be able to read and apply their skills to their further education beyond primary school and into their careers and lives as adults. Being able to read and apply for a job, reading recipes, completing applications and understanding criteria, reading is absolutely fundamental to life.

How We will Deliver It

Staff have regular development sessions at staff meetings and attend local authority training where we feel it will have a positive impact on practice. The English subject lead attends regular local authority meetings around the English curriculum and feedbacks to staff.
We want our reading learning environments to be engaging, we offer a wide range of books to the children. Staff deliver reading sessions daily, to help children with the word reading and comprehension skills. The children should be read to daily, from a book from our current reading spine or one which is based on something in the wider curriculum.
We use VIPERS language with the children, this helps them to recognise question types and what they may need to find out. Staff teach specific strategies to help pupils with their comprehension skills.
Staff have access to a wide range of resources, they can choose reading from books, Grammarsaurus and Literacy Shed.

To encourage a love for reading, we are in the process of creating reading areas within school for all classes.

Assessment is in line with the school's assessment policy. Teachers are expected to assess at the end of every term against the end points outlined on the reading curriculum map for each year group, alongside the key concepts.

The Difference it Will Make

We want pupils to be able to read fluently and with expression. Staff aim to improve pupil's reading each term, ensuring that children are able to read texts with increasing difficulty and to use their reading skills to answer questions and gain further insight into a text. Pupils should use their reading to access the wider curriculum and in their life beyond school. Staff consistently monitor the data of the pupils in their class, they use this to develop skills and put interventions in place.

English lead reports in yearly data to governors and parents receive termly updates on their child's progress.

Curriculum Enrichment

As a school we want to celebrate reading. We believe reading is not only fundamental, but fun and want our pupils to feel that love of reading. We try to engage pupils with author visits, both online and in person. We also celebrate World Book Day each year, which highlights a passion for reading throughout the school.

Roles and Responsibilities

The Governing Body

The Governing Body will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.
The Governing Body will also ensure that:

- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements;
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN);
- The school implements the relevant statutory assessment arrangements;
- It participates actively in decision-making about the breadth and balance of the curriculum.

Headteacher

The Headteacher has overall responsibility for the leadership and management of the school. As the leading professional, the Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met;
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Governing Body;
- The school's procedures for assessment meet all legal requirements;
- The Governing Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum;
- Proper provision is in place for pupils with different abilities and needs, including children with SEN.

Role of the Subject Leader

The role of a subject leader is to provide professional leadership and management for a subject to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.
The subject leader ensures that the policy is adhered to and will:

- provide leadership and direction for the subject and ensure that it is managed and organised to meet the aims and objectives of the school and the subject;

- have responsibility for securing high standards of teaching and learning in their subject as well as playing a major role in the development of school policy and practice;
- ensure that practices improve the quality of education provided, meet the needs and aspirations of all pupils, and raise standards of achievement;
- play a key role in supporting, guiding and motivating teachers;
- evaluate the effectiveness of teaching and learning, the subject curriculum and progress towards targets for pupils and staff, to inform future priorities and targets for the subject;
- produce an annual action plan which will be part of a School Development Plan.

It is important that a subject leader has an understanding of how their subject contributes to school priorities and to the overall education and achievement of all pupils.

Role of the Class Teacher

Classroom staff will ensure that the school curriculum is implemented in accordance with this policy.