



Mountbatten Primary School

Reading policy



1	Summary	Reading Policy			
2	Responsible person	Adam Tompkins			
3	Accountable SLT member	Jamie Wegg			
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
5	Who has overseen development of this policy	Adam Tompkins			
6	Who has been consulted and recommended policy for approval	LGB			
7	Approved by and date	Autumn 2023 – Governing board.			
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1. Introduction

We aim to continually develop all children's abilities within an integrated programme of speaking, listening and reading. Children will be given opportunities to progress their skills in the use, knowledge and understanding of spoken English within a broad and balanced curriculum, that consolidates, reinforces and extends taught Reading skills. The teaching, learning and assessment of Reading will be consistent across the school to ensure best practice and allow for smooth transitions between year groups and classes.

1.1. Children at Mountbatten Primary School will:

- Learn how to read, starting with the teaching of systematic, synthetic phonics
- Learn how to read with fluency, understanding and confidence, developing a range of independent strategies to take responsibility for their own learning
- Be encouraged to develop a love of reading and to read for enjoyment
- Develop their ever-growing vocabulary, through an interest in words and their meanings
- Experience a range of text/media types and genres, across a range of contexts, to develop their understanding

1.2. Statutory Requirements

Statutory requirements for the teaching and learning of Reading are set out in the National Curriculum in England (2014) The aim for Reading in the National Curriculum is to promote high standards of fluency, language and comprehension by allowing children to develop a strong command of the spoken word, and to develop their love of reading.



2. Roles and responsibilities

The subject leader for the areas of Reading are:

- Reading – Adam Tompkins

The Subject Leader is responsible for improving the standards of teaching and learning in Reading through:

- Monitoring and evaluating Reading provision across the school to include: lesson observations, book scrutiny, learning walks, pupil interviews
- Pupil progress meetings
- Analysis of data
- Curriculum coverage
- Leading moderation of work
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Leading CPD
- Regular meetings with other Reading co-ordinators
- Purchasing and organising resources
- Keeping up to date with recent English developments and disseminating to staff
- Termly meetings with the link Governor for Reading

2.1. Planning

The long-term plans for writing and reading are completed by the subject leaders and reviewed by staff annually. Medium-term plans are completed in year group teams and teachers plan Reading from these.

3. Reading curriculum

Reading is a valuable, lifelong skill that intersects all areas of the curriculum. We develop our children through independent and guided reading as well as cross-curricular sessions which empower them to find pleasure in reading. To be a successful reader, children need to be able to decode, be fluent and read with expression, have vocabulary knowledge and use inference drawing on prior knowledge which will in turn lead to good comprehension. We use a range of strategies to facilitate this success.

3.1. Early reading

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, 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: - decoding - prosody: teaching children to read with understanding and expression - comprehension: teaching children to understand the text.
- In Reception, these sessions start after their first assessment. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.
- In Year 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.



3.2. Home reading

- Practice books are taken home to ensure success is shared with the family.
- Big Cat Collins online books assigned to each child. The book is matched to the phonic sounds that have been taught/are being taught in class for extra practise at home.
- Blending sheet of phonics learning sent home each week to consolidate and practise at home.
- Weekly pronunciation and blending videos recorded and shared with parents.
- Reading for pleasure books also go home for parents to share and read to children, as part of our 'Books for Sharing' scheme.
- We use the Little Wandle Letters and Sounds Revised parents' resources to engage our families and share information about Phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

3.3. Additional reading support for vulnerable children

- Children in Reception and Year 1 who are receiving additional Phonics Keep-up sessions read their reading practice book to an adult regularly.
- Daily 1:1 reading support session for those children who need it, including the lowest 20% and children with SEN.

3.4. Reading in Nursery and Reception

The reading offer in Nursery and Reception is wide and varied. Books are available in all areas of provision. In Nursery and Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed. Children are exposed to various genres including fiction, non-fiction, poetry and traditional tales. Adult led activities take place in Nursery while in Reception children take part in three reading sessions per week. There are daily opportunities for children to read to adults and the lowest 20% read every day. Key focus texts in Nursery and Reception, covering both fiction and non-fiction, are mapped out over the year according to themes. Children have daily access to many other quality fiction and non-fiction texts alongside the key focus texts.

3.5. Reading in Key Stage 1 and 2

In Key Stage 1 and 2, the reading offer continues to be wide and varied. The children enjoy daily story time which exposes them to quality texts, both fiction and non-fiction and allows them to experience a variety of authors. Similarly, to EYFS, Year 1 has a key text that extends over the whole half term. Children choose a book from our libraries and take it home to share and enjoy with their family and friends. There are daily opportunities for children to read to adults and the lowest 20% read every day. All children have access to a wide range of phonetically decodable home/school reading books, both online and in hard copy.

4. Ensuring reading for pleasure

'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002) 'The will influences the skill and vice versa.' (OECD 2010) We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children



at Mountbatten Primary School and our local community as well as books that open windows into other worlds and cultures.

- Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- Reading for Pleasure forms part of our weekly timetables. This is a chance for children to choose books for themselves while recommending books to their peers. This supports love of reading and reading stamina.
- Quality texts have been carefully chosen to use in our writing and reading curriculum to allow children to enjoy the books they are reading everyday and show them important moral messages that will help them grow.

5. Guiding reading

At Mountbatten, a variety of different genres, both fiction (including poetry) and non-fiction, are chosen each term as part of whole-class guiding reading. The medium-term plan for reading maps out reading skills showing progression from Y1-Y6. All children in Years 2-6 take part in a daily Guided Reading session with a teacher or teaching assistant.

Y2-6 pupils use a whole class text during guided reading sessions. A five-day cycle is followed with opportunities to: develop knowledge of vocabulary, practise and use their retrieval skills, to practise and use their inference skills and answer a wider range of questions that cover a variety of content domains. All children will have the opportunity throughout the week to read aloud together as a class to help understanding and use a number of other reading strategies to help comprehension and fluency during lessons. Also, teachers model reading strategies and provide WAGOLLS to support the children with what skill they are learning that day and developing longer responses to questions. Children will be given a variety of question styles ranging from low cognitive demand to higher cognitive demand questions. The lessons are structured so each child is being read everyday by the teacher or support staff and that children are reading carefully chosen quality texts in their Guided Reading lessons.

6. Home reading beyond early reading

Home reading books are given at the children's reading level with some at the level below to develop fluency or because they have chosen that book as they enjoy it. Children will have regular opportunities to change their reading books. Children can choose their own books, to promote enjoyment and free choice but guidance will be given if needed. Parents, children and class teachers will use the reading records to communicate about the pupils reading.

We use book levels that link to reading ages approach for our home reading scheme. We encourage children to select their own books from the class libraries and welcome suggestions regarding the texts they would like to read in future; an enhanced opportunity to focus on the 'reading for pleasure' element of the curriculum.

7. Assessment of reading

Children are continually assessed in reading at school and this is documented on OTrack using the following:

- Responses in Guiding Reading support teacher assessment.



- Fluency assessments take place 3 times a year to assess children's word reading skills.
- Year 6 complete the statutory end of key stage tests each year
- NFER termly assessments completed for Year1-Year 6
- Lexia for the lowest 20% and SEND pupils Assessment is moderated by the subject co-ordinators as per the monitoring timetable and moderations take place between Venn schools each year.

8. Speaking and listening

The ability to speak and listen is fundamental to pupils' language and social development. It is an essential tool for all areas of the curriculum, as talk underpins learning and thinking. It is vital that its significance is recognised by pupils, parents and teachers. Pupils need to be provided with many and varied contexts for talk, but they also need direct teaching in the skills of speaking and listening.

In order to promote high quality speaking and listening, teachers adopt roles that involve:

- modelling dialogue, e.g. turn taking, offering opinions and inviting response;
- modelling listening, e.g. the use of non-verbal communication, respecting, even if disagreeing with, the views of others;
- modelling values, e.g. encouraging the participation of retiring or reticent pupils, praising those who display sensitivity;
- modelling participation, e.g. recognising the value of being seen as a learner alongside the pupils;
- providing a wide range of contexts for speaking and listening;
- supporting the pupils by providing clear structures for tasks which require the pupils to learn through talk;
- sharing roles with the pupils, e.g. as questioner, the 'expert' on a particular topic.

Pupils in Reception are taking part in the Nuffield Early Language Intervention (NELI). This is a 20-week programme proven to help young children overcome language difficulties and to improve spoken language ability. It is targeted at children with relatively poor spoken language skills and combines small group work with one-to-one sessions delivered by trained teaching assistants, targeting vocabulary, narrative skills, active listening and phonological awareness.

Pupils take part in three 30-minute sessions per week in groups of 4-6 children during the Spring and Summer terms (20 weeks). They also attend an additional two 15-minute individual sessions per week.

The children are assessed at the start of the programme using the language screen assessment and then reassessed at the end of the 20-week programme to see how much their language acquisition has improved.

Mountbatten Primary School, along with other Venn schools, is part of an academy wide oracy project in partnership with Oracy Cambridge. This aims to develop language skills, effective talk, group talk and presentational speaking. Oracy will be taught and embedded in teaching leading to effective classroom dialogue.

9. Inclusion

The needs of all children are considered carefully when planning and teaching English at Mountbatten Primary School. We want children to reach their full potential. Where necessary, teachers identify which children are not making progress and take steps to improve their progress and attainment in Reading in liaison with the SENCO.



When pupils are working significantly below their peers, we assess their understanding using Little Wandle interventions. These show where pupils need to go next in their reading journey to narrow the gap between themselves and their peers and to help them plug any gaps missing from previous years. Pupils will work on content from previous year groups to close gaps.

More-able and talented children are identified, and suitable learning challenges are provided.

10. SMSC

Through Reading, we will promote Children's spiritual development by;

- Providing opportunities for children to explore feelings and emotions through role play, storytelling, responding to different texts and communicating their attitudes and beliefs in class discussions and debates. Children's moral development by;
- Children will form their own opinions on these views and use their speaking and listening skills to respond, either challenging or demonstrating their support for them.
- Asking open-ended questions that require children to consider their moral standpoint and discuss these views with their peers. Children's social development by;
- Teaching the essential lifelong skills of reading and communication that will allow them to actively take part in a culturally diverse society.
- Providing opportunities to engage in exploration, problem solving and decision making when completing Reading-based tasks.
- Providing opportunities for children to develop the skills necessary to participate as contributing members of a group.
- Delivering the Reading curriculum in a way that allows the children to develop their creativity and raise their self-esteem. Children's cultural development by;
- Focusing on traditional texts, texts from other cultures, and exploring the wider community, city, country and world through the books they read and engage in.
- Providing the opportunities for the children to reach out through social media to the wider community.
- Providing opportunities to perform to parent/carers and the wider community.
- Celebrating children's success in English.

This policy will be reviewed every two years.