Ellison Primary Academy

Reading Policy

At Ellison Primary Academy, we are committed to ensuring that children can speak, read and write confidently and fluently to enable them to communicate effectively across the curriculum and beyond.

Intent

We promote a love of reading for pleasure and support children in reading age-appropriate texts fluently and confidently for a range of purposes. We are committed to giving children the opportunity to read and explore a variety of high quality text including different genres, authors, plays, playwrights and poets with stimulating an appreciation for our rich literary heritage being a focus. We encourage children to read widely and often at home as they do in school.

We expose children to a wide-range of high quality non-fiction texts written for a range of purposes to support the acquirement of knowledge, increase vocabulary and spark their imagination and curiosity about the world, people and places around them.

Implementation

Reading lessons

Reading lessons are taught daily in Key Stage 1 and four times a week in Key Stage 2. A range of strategies are used to encourage reading fluently and with expression:

- Teacher modelled reading
- Paired reading
- Choral reading
- Individual reading
- Reading to the punctuation
- Reading and completing the punctuation
- Adding punctuation to unpunctuated extracts that we read

Reading lessons expose children to a wide-range of vocabulary rich texts. These include carefully planned and sequenced differentiated texts which link to writing units (see text progression document); whole school differentiated texts (such as Shakespeare units or New Vic Theatre production stories); age-related extracts of other stories; a wide range of poetry and non-fiction texts. Where required, these books are phonetically decodable and follow the progression of Rocket Phonics.

Reading Skills

We use reading VIPERS as the set of skills that we teach: Vocabulary, Inference, Prediction, Explanation, Retrieval and Sequencing/Summarising. These skills are taught progressively with a heavy focus on retrieval and sequencing initially, bringing in more skills and building on prior learning throughout the academy. In EYFS and Key Stage 1 children are exposed to these skills at early stage through story times, in the moment questioning and staff modelling their thoughts.

Throughout the key stages, reading lessons have a balance between reading together, modelled thinking, discussion and recording/composing written answers. In Key Stage 2, children use Point Evidence Explain (PEE) as a frame to explain their ideas and articulate their understanding of what they have read. This enables them to think deeply about what they read and respond in a detailed manner.

Reading across the Curriculum

Although reading lessons are explicitly taught, this is just one element of our implementation and reading is a strong element across all of our curriculum. A range of high-quality non-fiction texts are chosen to support each unit of work in other areas of the curriculum and we our well-resources library is continually being updated. Children visit the library to change their books with children librarians regularly helping to set up new books, organise and sort. In addition to this, each classroom has reading area to encourage reading, showcase different types of books and allow all children easy access to a wide range of literature.

Reading at home

Children are encouraged to read at home as a habit and the expectation is that they read at least 4 for times a week. Home reading is recorded in their reading diaries and staff check these daily to ensure that children are reading and offer support if this is not happening. Parents are supported with helping children to make progress in their home reading with information being shared in letters, on our school website and through curriculum evenings. Children who are still access the reading scheme, take home an additional free choice book to share with adults or read independently if appropriate.

Promotion of Reading

At Ellison Primary, we make choices to promote reading. We regularly take time to enjoy, revisit and discuss a range of texts across the school, including whole school texts. Through story times, guided reading sessions and books chosen to enhance the wider curriculum, we are sharing a love of reading. In addition, we take part in World Book Day, share a story campaigns, hold book fairs, regularly invite our resident author and poet in to share their stories and ideas, take part in science book reviews and share stories in assemblies. Around the school, we heavily promote reading. Books line the corridors, books are attached to key displays, and an author of the moment is updated with staff sharing their love of reading with the pupils. All of this helps to continually raise the profile of reading, expose children to different stories or texts in different ways and spark their imagination.

Additional support

The bottom 20% of readers, where fluency is an issue, read with an adult, often the class teacher, each day. They may also receive an additional support from the list below based on their needs:.

- 'I can blend' intervention sheets using at home and school
- Rocket Phonics booklets used to plug gaps and reinforce previous learning
- Switched on to Reading invention (an intervention with evidence to support accelerate progress)
- Precision teaching of phonics/common exception words gaps which are identified
- Phonic key rings/flashcards used to revisit learning at home and school
- Reading Buddies
- Literacy Gold (where appropriate)
- Further chance to embed learning from phonics at a later point in the day

Reasonable adjustments for children with SEND

Our curriculum ensures that all lessons are accessible for all children with Special Educational Needs and Disabilities. Through the use of differentiated texts, teacher modelling and guided groups, learning can be adapted to reduce potential barriers. Learning is scaffolded to ensure children are given the correct challenge within lessons with scaffolding removed as their understanding develops. Where specific needs are identified, including in Individual Education Plans (IEPS), targets are set and lessons are adapted or specific additional support (see above) is put into place.

Reading in EYFS

Children are immersed within our reading curriculum from the beginning of their journey Ellison Primary Academy. Staff model sharing a story with children to their parents in the 'stay and play' sessions even before starting their first day and daily story time is a valued as part of the EYFS timetable (some books are chosen by the teacher but children are able to choose books that they share together too). Phonics is taught right from the start and carefully follows the Rocket Phonics planned progression sequence which is a gentle progression to ensure all children can fully consolidate their learning and encourage early intervention if this is not the case. EYFS join in with whole school texts and stories to encourage an early love and reading.

Impact

Teachers regularly assess children in both a formative and summative way. Using AFL strategies, teachers assess children's ability to read fluently, understand a text, use their VIPERS strategies etc. Children also have the opportunity to independently apply their skills in response to 'cold' or unseen texts. All of this informs planning moving forward as does the following:

- Year 2-6 complete PIRA tests once a term to give a scaled score and identify gaps
- Rocket phonics mini assessments are used each half term
- Year 1 Phonics checks
- Benchmarking and progress in home book level
- Tests to identify reading speed are used when required
- Reading diaries which show home reading.

The measure of our curriculum is that children should have a love of reading for both pleasure and to gather information. Children should be able to read fluently and confidently across all subjects with a good understanding of what they are reading. They should be able to discuss stories, poems and non-fiction texts to a high level and be able to discuss favourite authors, genres and poems. Reading skills are embedded so that they are able to access the secondary curriculum and beyond with confidence.