



## Reading Policy

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## Intent - Vision statement

At Swavesey Primary School we aim to provide a broad, balanced and challenging curriculum which delivers varied and exciting learning opportunities. This enables us to motivate all pupils to 'leap into their learning' and make progress not only academically but to also grow a thirst for knowledge, instill a love of learning and become proficient independent learners throughout life.

We are strongly committed to raising standards, for all pupils, in reading and strongly adhere to the following statements from the Department of Education's Reading Framework: *Reading is fundamental to education and proficiency in reading, writing and spoken language is vital for pupils' success. Through these, they develop communication skills for education and for working with others: in school, in training and at work. Pupils who find it difficult to learn to read are likely to struggle across the curriculum, since English is both a subject in its own right and the medium for teaching.*

*'I realised in a whiplash burst that those children, all mine for one year, might never reach their full potential as human beings if they never learned to read.'* Maryanne Wolf

### **School Aims and Aspirations for pupils:**

- Establish consistently good practice in the teaching of reading
- Develop a love of reading through promoting reading for pleasure
- Foster a positive reading environment in school and at home
- Gain experience and knowledge of high caliber reading books and authors, including fiction, non-fiction and poetry
- Aim for all children, by the end of year 6, to be sufficiently fluent in reading and read effortlessly and with enjoyment

## Implementation

The school's Long-Term Plan (see separate document) tracks the knowledge and reading skills taught across each year group including early years. Where changes are required or desired in individual phases, teachers work alongside the subject leader to ensure that coverage of the key knowledge and skills is maintained.

### Overview of reading at Swavesey Primary School

- The national curriculum programme of study for reading is followed in each year group
- Fully decodable books linked to our school's phonics scheme, Little Wandle, provide support for the children's developing skills and phonics acquisition. These books are supplemented, where appropriate, with other genres and books to develop fluency in reading.
- Phase reading books are read aloud by teachers; these books are linked to our school's Reading Spine which ensures that all children have knowledge of, and access to, high quality books written by well-respected authors
- A store of rich vocabulary is acquired as the children progress through our school
- Reading is promoted as a form of emotional and social well-being and relaxation to escape from everyday challenges
- The love of reading is promoted through dedicated reading for pleasure sessions; regular visits to our well-resourced school library are an essential part of our pedagogy

The national curriculum programme of study for reading is based on a conceptual model which consists of two dimensions: language comprehension and word reading.

### **Language comprehension**

At Swavesey Primary School we understand the importance of talk and stories, and the critical links between these, especially the role stories play in developing young children's vocabulary and language. Poetry, rhymes and songs also attune young children to the sounds of language. Our teaching staff expand children's acquisition of words through talk throughout the day, within the curriculum and through stories. Listening to and talking about stories and non-fiction develops children's vocabulary, because they meet words they would rarely hear or use in everyday speech. Understanding vocabulary is vital for comprehension at all stages – both reading and listening – and so for all pupils' wider learning and enable progress.

### **Teaching word reading and spelling**

The national curriculum is designed to make sure that all pupils can read and write fluently and proficiently by the time they leave year 6, so that they can make progress at secondary school. A vital element of this is the early and successful teaching of phonics, complemented throughout the school years by teaching that promotes fluency and comprehension.

Understanding that the letters on the page represent the sounds in spoken words underpins successful word reading. Pupils' knowledge of the English alphabetic code – how letters or groups of letters represent the sounds of the language – supports their reading and spelling.

Synthetic phonics teaching is one of the most secure and best evidenced areas of pedagogy. Swavesey Primary School is accredited to the Little Wandle Systematic Phonics Scheme.

Class teachers, with support from the subject leader, are responsible for planning and delivering effective English lessons, in line with the national curriculum and the aims outlined in this policy.

### **Reluctant Readers**

Research has proved that pupils who struggle to learn to read early on start to dislike reading. As a school we address this through careful assessment, targeting of individuals and planned interventions; we aim for pupils to keep up with their peers rather than be helped to catch up later.

Where pupils make insufficient progress, pupils receive extra practice and support from the beginning through carefully tailored intervention programmes that link with our chosen synthetic phonics scheme, Little Wandle.

### **Enrichment and the wider community**

Through experiences such as World Book Day, National Poetry Day, author visits, travelling book fairs, sponsored Readathons, trips to the theatre and cinema, children are provided with rich experiences to give a focus to discussion and have a real context with which to practice their reading, writing and speaking and listening development. Reading is seen as a pleasurable activity and as a source of entertainment.

## **Impact**

Assessment is an integral part of our teaching and learning cycle. Formative and summative assessment is used to track pupils' progress and direct our teaching.

### **Formative assessments**

We use on-going formative assessments to collect evidence about a child's reading skills and learning which identify areas that may need further direct teaching and alerts teachers to groups of children who may need additional support via reading interventions.

### **Summative assessments**

Phonics assessments in Reception, Key Stage One and Catch-Up children in Key Stage Two are carried out each half term using the Little Wandle Phonics Progression Tracking Document. The children are assessed against the sounds that they are taught within their year group. These assessments are used to target children who may benefit from a phonics intervention, to support them in making good progress.

Pupils in Key Stage One and Two are assessed termly against a set of reading key performance indicators (KPIs). Teachers, and the subject lead, closely monitor the progress of children to identify any struggling readers who may benefit from additional support or intervention.

By the end of the year, pupils are expected to achieve all KPIs for their year group to meet the expected level of reading.

Regular assessments are carried out against the EYFS framework, including **Phonics Progression**. On entering reception, the Reception Baseline Assessment is carried out which assesses children's language, communication and literacy; and mathematics. In the summer term teachers make a judgement against all the Early Learning Goals (ELG) which determines whether a child has met the Good Level of Development (GLD). Summative assessments made at the end of every half term to monitor children's progress throughout the year.

### **Subject leaders are expected to:**

- Offer help and support to all members of staff (including teaching assistants) in their teaching, planning and assessment of reading.
- Maintain reading resources and advise staff on their use.
- In conversation with the school business manager and Head teacher, manage their curriculum budget.
- Lead staff training on new initiatives.
- Attend appropriate in-service training and keep staff up to date with relevant information and developments.
- Help staff to use assessment to inform future planning.
- Track teacher assessment and discuss how judgements were made

The subject leader monitors the progress of reading carefully through book looks, moderations, classroom observations and pupil voice to monitor and evaluate the procedures in place are positively impacting outcomes for all children.

This policy should be read alongside:

Phonics Policy,

English Policy,

SEND Policy,

Equality and Diversity Policy,

Homework Policy,

Early Years Policy,

Marking and Feedback Policy