



**Wycliffe Church of England Primary School**

# Reading Policy



Ratified by the governing body:  
To be reviewed:

May 2022  
May 2024

## **Vision Statement**

We nurture an aspirational family of hard-working, respectful individuals who work collaboratively to have a lifelong love of learning.

“Life in all its fullness” (John 10:10)

*Our vision is to ensure that our school family are happy and fulfilled in a creative learning environment. This is flexible and caters to individual needs while developing a life-long love for learning through which all members can flourish. We nurture an aspirational family of hard-working, respectful individuals who work collaboratively.*

At Wycliffe Primary School, teachers make explicit the links between reading, writing and speaking and listening. A range of fiction and non-fiction texts are available to the children and the notion of everyone a reader is promoted across the school.

## **Aims**

Our Reading Policy aims to ensure:

- Discrete and focused phonics, alongside daily spellings, is taught every day in Reception and Key Stage 1
- All children read from books with the sounds they know, while they are learning to read
- Teachers and teaching assistants provide extra practice (such as reading with an additional adult during the week) through the day for the children who make the slowest progress (the lowest 20%)
- All children can read age-appropriate books
- Teachers instil in children a love of literature

To promote high standards and a love of reading at Wycliffe, and in line with our vision of valuing all God’s children, we aim 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
- Are competent in the skills of speaking and listening, asking and responding to questions and participating in discussions, demonstrating understanding of what they have read

## **Reading and Phonics at School**

### **EYFS**

When children enter Reception, they experience a wide variety of stories and different text types. Books are readily available for children to look at and share with adults. They are taught how to handle books and learn that all print carries meaning. Children are encouraged to understand elements of a story and discuss what they know about the characters. They also listen to and participate with nursery rhymes and jingles, and books are read frequently to children throughout the day. Reading is also taught through phonic activities. At Wycliffe, we follow Little Wandle Letters and Sounds Revised, which draws on the latest research in how to support our youngest readers. The programme ensures that learning stays in children’s long term memory and promotes a lifelong love of reading. In Reception, children learn Phases 2,3 and 4 before moving onto Phase 5 in Y1. Keep up interventions

are used throughout all key stages to target specific children who need further repeated practice to become confident readers.

## **KS1 and KS2**

During KS1 children are encouraged to form an interest in and take pleasure from a variety of text types. They are taught strategies to decode words. Throughout the school, children develop reading skills through daily reading practice, whole class sessions and reading to an adult. Children continue to take home a reading book every night, for further practice at home. Children have opportunities to read a variety of text types, varying in length and complexity, to provide challenge.

We read in various ways, across all subjects to develop a love of reading. High quality texts have been purposefully chosen to enhance the learning experience and make links to the wider curriculum. Teaching sequences in English have been thoughtfully planned, using core texts that both challenge and inspire children with reading and writing. We enjoy reading in different ways across all areas of the curriculum, reading focus texts as a class, in groups, pairs and individually.

All classes have a shared book/novel that helps develop a love of reading and this is a standalone book – not necessarily linked to topics.

## **Accelerated Reader**

We have recently launched Accelerated Reader at Wycliffe. At the start of each academic year, every child (who has passed their phonics screening check) completes a STAR reading assessment. This assessment gives class teachers an in-depth evaluation of the reading skills of every child. Once the assessment is complete, each child is given an individual ZPD (Zone of Proximal Development) from which they can choose books from. The aim of AR is to promote a love of reading whilst also providing an appropriate comprehension challenge. Every class in school has a book box full of fiction and non-fiction texts which have a quiz to be accessed on AR. Teachers can monitor the progress of children and can identify which children need more support with quizzes. Our school aim is for children to become millionaire readers through a love of reading on AR.

## **The Teaching of Reading**

At Wycliffe Primary School, phonics is emphasised in the early teaching of reading to secure independent decoding. From Year One onwards, we teach weekly reading comprehension sessions, focusing on developing pupils' competence in both word reading and comprehension as outlined in the National Curriculum Programmes of Study for Reading. Skilled word reading involves both the speedy decoding of unfamiliar printed words and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words.

Each week, all children read with an adult during 1:1 sessions. We also have a well-stocked school library and each classroom provides a range of stimulating reading material in our welcoming book corners. We endeavour to ensure our lowest 20% of readers are heard daily.

## **Assessment**

Assessment for learning is ongoing and formal assessments are taken each term. Teaching staff assess attainment in Reading every term to update Pixl (our in-house assessment system) using evaluations made on their planning and reading comprehension sessions, written assessments of comprehension and independent learning the children have produced – either written or verbal. Phonics progress is assessed half termly. We use Pixl tests per term and use past SATs papers throughout the year to help prepare Year 6 for their external tests in May.

In addition to our testing procedures, we use Alison Philipson Assessment Grids for Reading. This enables accurate recording and assessment of children fulfilling National Curriculum objectives.

### **Home Reading**

We work in partnership with parents and carers, so that pupils develop a love of books and reading. Parents are expected to share books with their children. Our expectation is that parents hear children read at home regularly and record reading in the child's Home Reading Record book - this is signed by staff and parents. Reading records communicate reading progress between home and school, and include teachers' and parents' feedback. This is communicated throughout the school year through various ways, including our school newsletter and Parents' Evenings. Daily reading at home and at school is essential to ensure children make good progress in developing reading skills, whatever their age.

Reading books sent home match the children's learning and reading ability, so that they can:

- Practise learning the phonics sounds they know
- Develop inference skills
- Improve understanding of grammatical knowledge
- Enhance the reading for pleasure experience