



English: Reading Policy 2023

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Statement of Intent

Intent

At Cumberworth we are committed to providing high quality reading provision and developing pupils' proficiency in, and love of, reading. We ensure that all children have the skills, knowledge and understanding to become confident and enthusiastic readers. We believe that high-quality phonics teaching improves literacy levels and gives all children a solid base on which to build and develop their reading habits so that they read widely and often.

At the heart of our strategy is our drive to foster a love of reading, enriching children's learning through carefully designed teaching activities that utilise imaginative stories and thought-provoking texts. We understand the importance of parents and carers in supporting their children to develop both word reading and comprehension skills, and so we encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school through high quality texts.

Implementation

At Cumberworth, we strive to develop a whole school reading culture by teaching reading directly and indirectly. Timetabling ensures that from Year 2 to Year 5, children have a daily 30-minute Book Study or Reading lesson. We use VIPERS to learn about the different reading strategies we need. Our weekly view of reading lessons involves:

- Developing fluency and prosody, accuracy and automaticity so that children can more readily understand the text
- Vocabulary focus in every lesson so that children can develop a wealth of rich language
- Teacher modelling how to make responses to what children read particularly when responding to the VIPERS domain questions
- Learning the skills of skimming, scanning and text marking

Reading for Pleasure

Story Time is prioritised every day for 20 – 30 minutes where children have the opportunity to listen to the teacher reading aloud a high-quality text, without interruption. Teachers act as role models in their selection and discussion of texts to share during this time, and model reading with confidence and enthusiasm, prosody and fluency.

Cumberworth Reading Challenge takes place every Friday. Each week, the class will vote for a text type from the challenge. Teachers are challenged to plan and prepare a bespoke lesson in line with the class selection. This could range from listening to an audio text, reading a blog or comparing two versions of a story. The aim is to continue to broaden the range of reading experiences children have.

School Library – every child is able to loan a book of their choice from the school library. This can be taken home and enjoyed with parents.

Book Club is offered in each Key Stage once a week. Teachers share recommended reads and children reciprocate with discussion about their favourite books and authors. The club members read and write reviews of texts to share with the rest of the school.

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Class Sessions are prioritised every Friday where children can bring in any book or text to share with other members of the class. Children read together, choosing books from across the genres. This is an informal session led by the children.

We want to inspire our children to become life-long readers and provide as many opportunities as possible to immerse them in high quality texts.

At Cumberworth, all children have a book taken from the school's reading scheme which matches their ability and a further deepening text. This text will be from a different range of schemes, some of which are phonically matched and others of which have been picked to extend vocabulary and comprehension skills. Teachers support and guide children through the colour banded series of books according to their specific needs. The schemes used to match this approach include: Oxford Reading Tree, Rhino Readers (Twinkl), Project X and Rising Stars Reading Planet. These texts provide a range of genres, including non-fiction.

Children will regularly read one-to-one with an adult in their class. This regular practice ensures that children make a good and rapid progress. Reading books are sent home to be practised and the regular use of these ensures children achieve the age appropriate expectation. At Cumberworth, we believe that regular reading at home is an important tool to further develop reading skills.

Tutoring Programme

In line with our Early Reading and Phonics policy, Tutoring with the Lightning Squad (TWL) is an approved tutoring programme that is designed to enable pupils to catch up with their reading skills. It provides assessment, planning and teaching tools for tutoring pupils in pairs or individually. The programme provides structured reading activities and practice to address skill development in fluency, phonemic awareness, phonics, vocabulary and comprehension.

In a TWL tutoring session, pupils work in pairs on a computer. During the activities, partners take turns completing activities and providing feedback to each other. The member of staff works with pupils to provide support, teaching and helping them if they get stuck, conducting quick checks to verify mastery and providing feedback to ensure success.

Impact

As we believe that reading is key to all learning, the impact of our reading curriculum goes beyond the result of statutory assessments. We aim to continuously develop a whole school reading culture where children become life-long readers and the whole school community shares the same drive and passion for reading. Through the teaching of systematic phonics and reading enquiry, our aim is for children to become fluent and confident readers who can apply their knowledge and experience to a range of texts through the Cumberworth curriculum. We monitor impact through the assessment data we obtain and through monitoring of practice. Analysis of data informs practice and supports ongoing developments in reading so that all children master the skills, knowledge and understanding required to be confident and fluent readers. Lesson observations, shared pedagogical dialogue, shared best practice and an ongoing commitment to achieve the very best for all our pupils make for impactful practice. We set expectations high and measure the impact against these expectations. Our findings are built into action planning and are part of our continual cycle of improvement.

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