

Reading Policy



Autumn 2023

National Curriculum:

‘Teachers should develop pupils’ spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.’ National Curriculum 2014

Our Vision:

At Woden, we believe that English underpins the school curriculum by developing students’ abilities to speak, listen, read and write for a range of purposes, using language to learn and communicate, to think, explore and organise. Reading is an important life skill which helps children to develop their mind, develop their language and strengthens their writing ability. Reading also has a positive impact on the well-being of the individual as it allows the children to be imaginative and escape to a different world! Additionally, helping students to become a confident reader enhances and enriches teaching and learning in all subject areas. At Woden, we aim to equip our children with the skills to be successful at reading and develop a love for reading.

Intention:

Our English curriculum offers a coherently planned sequence of lessons to help teachers ensure they have progressively covered the requirements of the English National Curriculum. The programme of work ensures that children have a varied and well mapped out English curriculum. It provides the opportunity for progression across the full breadth of the English National Curriculum for EYFS, KS1 and KS2. This progression is clearly identified through a STP carefully planned to cover all areas of the reading expectations for each year group. At Woden, we aim to help ensure a positive and healthy physical and mental outlook in the future and help young people to develop essential skills like leadership and teamwork. Within each reading lesson and experience, we strive to give every child the opportunity to develop skills with their reading; these elements are always clearly identified in lesson plans and supporting documents staff use. We also aim to encourage children to develop a positive attitude towards reading and therefore, develop a love for reading. At Woden, it is in our intention to provide all children with:

- An immersive reading environment that encourages and promotes a love of reading.
- Ability to read easily, with fluency and demonstrate a good understanding of what they read.
- An appreciation of our rich and varied literary language and heritage from other cultures.
- Develop habit of reading widely and often, for both pleasure and information.
- Encourage positive attitudes towards reading so that reading is perceived as an enjoyable and meaningful experience.
- Provide children with a range of reading strategies that allow children to overcome any reading challenges.
- Ability to use reading as a skill to provide a fundamental part of all curriculum planning and development.

Implementation:

At Woden, we expect that our intentions are fully embedded across our reading curriculum. We believe that we deliver a curriculum that is challenging, inspiring and provides many purposeful opportunities.

Our short term plans are written for every WCGR book. This will have a clear LO and the focus of the learning will come from the appropriate year groups focus area within National Curriculum for 2014. Clear LOs and StoS (Learning objectives and Steps to Success) are expected for every lesson. On each STP, there are a list of reading expectations for each year group so the coverage of the NC is done successfully. Additionally, interwoven into the teaching sequence are key assessment questions which are identified in red. These allow teachers to assess the different levels of understanding at various points in the lesson and also allow time to recap concepts where necessary, helping to embed learning.

RWi follows a set format and is used to teach phonics skills in ability groups. These sessions also include handwriting. More information regarding RWi can be found in the RWi Policy.

Our children in EYFS and KS1 follow the scheme of Read Write Inc to help start their journey of learning to read. The scheme is well structured and has a levelled set of books written specifically to ensure that our pupils can take steady and progressive steps towards reading success. To support their learning, we also follow the Oxford Reading Tree Scheme and RWi's Book Bag Books. Continuing into KS2, our pupils have an opportunity to choose a book, which is tailored to their needs, and take it home to read with parents. Furthermore, we provide every child a reading diary as a means of encouraging communication between parent and teacher throughout their reading journey.

English as an Additional Language

There are a significant number of pupils at our school, who have English as an additional language. Teachers must take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.

The ability of EAL pupils to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.

Inclusion

At Woden we have high expectations of our children and encourage them to have high expectations of themselves. We expect all teachers to plan work that stretches each pupil. Teachers should plan work that challenges pupils whose attainment is significantly above the expected standard. Teachers have an even greater obligation to plan appropriately pitched lessons and provide appropriately pitched books for pupils who are below expected standards of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious whilst focused.

Remote Learning

At Woden Primary, we understand the need to continually deliver high quality education, including during periods of remote learning – whether for an individual pupil or many. We recognise the importance of maintaining high expectations for English lessons and ensuring that all pupils have access to the learning resources and support they need to succeed. Teachers plan according to the National Curriculum and provide resources that are pitched to the children’s needs and are of high quality. Teachers have high expectations of the children and provide daily feedback of the children’s work so that the children can continue to make progress and next steps are given. Online subscriptions and websites will be used to enhance the learning from home such as Oxford Owl, Education City and BBC Bitesize. However, to overcome barriers for digital access laptops, educational work books and printed copies of work will be provided for these children. In EYFS and KS1, teachers provide children with a daily story time at the end of the day to continue to promote a love for reading attitude.

Impact:

Lessons and Planning:

At Woden, each reading experience is mapped against the progression of skills and National Curriculum to ensure that our pupils develop detailed knowledge and skills across the full breadth of the English curriculum. This is enabled through an engaging and carefully pitched curriculum to every pupil’s needs. The high quality and consistent approach to teaching, that is a feature of our lessons, demonstrates our commitment to attainment in knowledge and skills in English.

Assessment:

Assessment is an integral part of teaching and learning. It is the process through which pupils’ attainment and progress are recognised and is used to improve learning.

Assessment for learning is used seamlessly during each reading experience and informs our teachers on what the children know, understand and can do, what they have achieved and what the next steps are, which informs our practice.

Regular standardisation and moderation meetings take place with all staff to ensure that teacher judgements are standard across school. These meetings also take place with other schools within the CLPT trust. Woden also has its own LA moderator on the staff who supports this process within school.

Assessment of learning within English uses a range of strategies, not just in test form. At the end of each term, teachers assess all pupils for reading and these assessments are tracked each term. The tracking allows teachers to identify pupils who are below, at expected or exceeding age related expectations in line with the National Curriculum. It also highlights children who have not made progress, who are falling behind and any data gaps. This informs the teachers of who can be supported and in need of interventions for support or any SEN children.

Pupils:

We aim for all of our pupils to be engaged in an exciting English curriculum developing their independence whilst reading, using skills that have been taught. We hope for our pupils to

develop a love of reading and for reading to develop their writing skills too. We aim for our lessons to provide the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life.