



# Longford Primary Academy

Member of staff responsible: L Roberts

Date policy written: January 2025

Date to be reviewed: January 2028

## Reading Policy

(To be read in conjunction with the Phonics and Early Reading Policy)

### Intent

At Longford Primary Academy we believe that all our children can become fluent readers and writers.

When our pupils have successfully completed the *Little Wandle Letters and Sounds Revised*, (our chosen systematic and synthetic phonics programme,) we continue to practice and build on their fluency skills and prosody using high quality, language rich age-related texts. Intertwined with this, the pupils are also given a plethora of opportunity to build and strengthen their comprehension skills through the use of exploring the content domains in a purposeful and progressive order to avoid cognitive overload and ensure deep learning.

### Comprehension

At Longford Primary Academy, we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Because we believe teaching every child to read is so important, we have a Reading Leader who drives both the early reading programme and reading curriculum in our school. This person is skilled at teaching phonics and reading, and they monitor and support our reading team, so everyone teaches consistently and effectively.

### Implementation

Within Reception and Year 1, the children learn to read through the systematic, synthetic phonics programme Little Wandle Letters and Sounds Revised where children take part in three group reading sessions a week linking directly to their secured phonics knowledge. This third reading session has a comprehension focus with a specific half termly content domain focus. (For further information, please refer to the Phonics and Early Reading Policy and Appendix 1)

Throughout Years 2 to 6, the teaching of reading has a daily timetabled slot where children take part in a 'whole class' reading approach. The teachers deliver the planned curriculum overview which is broken down into half termly texts exposing children to fiction, poetry and non-fiction. These high quality texts expose children to a wide and rich vocabulary to support their language development, reading engagement and comprehension skills through the coverage of sequential content domains and well planned scaffolds. In addition, the majority of texts link directly to the wider curriculum topic for the half term enabling stronger learning links across the wider curriculum, deepening subject knowledge and the opportunity to strengthen the children's background knowledge.

### Additional reading support for vulnerable children

- Children requiring additional targeted reading support (that have passed the phonics screening check,) will complete the Accelerated Reader Programme daily.
- Daily 1 to 1 reading will also be used as additional support to develop individual reading fluency, automaticity and prosody.

## Ensuring consistency and pace of progress

- Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.
- A clear, defined reading curriculum has been devised by the reading leader to ensure consistency, a clear structure, progression and high expectations. (Please refer to Appendix 1)
- The Reading Leader and SLT regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

## Ensuring reading for pleasure

*'Reading for pleasure is the single most important indicator of a child's success.'* (OECD 2002)

*'The will influences the skill and vice versa.'* (OECD 2010)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

## Story times and book areas

We recognise that story times play a pivotal role in engaging children to read for pleasure. In addition, teachers reading aloud to their class is a priority as they try to replicate for children what it feels like to have someone's undivided attention while sharing a story.

In order to accomplish this, we:

- Read to children every day in a timetabled slot. We choose books carefully as we want children to experience a wide range of books, including books that reflect the children at Longford Primary School and our local community as well as books that open windows into other worlds and cultures. (Please refer to Appendix 2 for our 'Read Aloud Spine.'
- Ensure that every classroom has an inviting book corner that encourages a love for reading. These areas act as mini libraries where children are given opportunity to read, share and take home books. Each book in the book corner is worth reading aloud, with books chosen by both the children and teacher. In addition, there are books linked to the current half termly theme where the children can revisit or explore new learning to broaden their knowledge and understanding.
- The book areas are displayed using these non-negotiables:
  - ✓ Not displaying too many books at once
  - ✓ Refreshing the display
  - ✓ Making the books attractive and easy to find.
  - ✓ Chosen books will link where possible to the current curriculum theme – fiction and non-fiction
  - ✓ A selection of chosen books will have been bought based on pupil choice.
  - ✓ Books will link to age-related expectations with some books linking to those needed fully decodable readers,
- In the EYFS, children have access to the reading corner every day in their free flow time and the books are continually refreshed.

## Home reading

- Children from Reception onwards have a home reading record. The parent/carer record comments to share with the adults in school and the adults will review these on a regular basis to ensure communication between home and school.
- As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.
- 100% decodable texts are used to support the children still accessing the systematic, synthetic programme in Reception, Year 1 and for the lowest 20% accessing the programme
- For those children working at age-related expectations from Y2 to Y6, the children choose a relevant book banded text to support their reading at home.

## Library

- The school library is made available for classes to use at protected times. It must be booked via the school booking system unless timetabled. Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops etc).

## Impact

### Assessment

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

- Assessment for learning is used:
  - daily within class to identify children needing Keep-up support.
- Summative assessment is used:
  - Each term, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.
  - by SLT to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

### Statutory assessment

- Children in Year 6 sit the reading SAT each year in May.

### Ongoing assessment for catch-up

Children in Year 2 to 6 are assessed through their teacher's ongoing formative assessment as well as through the half-termly comprehension and fluency assessments. Throughout the year, the SLT may choose to utilise diagnostic reading assessments to ascertain specific needs and gaps of particular groups or individual pupils.

## Conclusion

We firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments. Our children can read, explore and enjoy the enchanting world of books throughout our curriculum. They are able to read aloud with automaticity, accuracy and prosody sharing their understanding and experiences of reading with other children and adults- talking about the books, characters, events, themes and authors they love. The children acquire and understand language that without texts they would never be exposed to and draw upon their reading abilities to enhance their writing content.

## Appendix 1

KS1 Reading Curriculum Overview—Cycle B 2021-22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>Curriculum Theme</b>	<b>Polar Explorers</b>	<b>Chomp! Munch! Chew</b>	<b>Amazing Animals</b>	<b>Digging for dinosaurs</b>	<b>Lost in Space</b>	<b>Twisted Tales</b>	
<b>Pathways Main Text</b>	<a href="#">Lost &amp; Found by Oliver Jeffers</a>	<a href="#">Nibbles by Emma Carroll</a>	<a href="#">The Lion Inside by Rachel Bright</a>	<a href="#">The Curious Case of the Missing Mammoth by Ellie Martine</a>	<a href="#">Toys in Space by Mini Grey</a>	<a href="#">Goldilocks &amp; Just the One Bear by Leigh Hodgkins</a>	
<b>Domain Coverage</b> Other remaining domains covered orally through story time	<b>Retrieval</b> (vocabulary ongoing)	<b>Retrieval</b> (vocabulary ongoing)	<b>Inference &amp; Retrieval</b> (vocabulary ongoing)	<b>Inference &amp; Retrieval</b> (vocabulary ongoing)	<b>Sequence &amp; Retrieval</b> (vocabulary ongoing)	<b>Inference &amp; Retrieval</b> (vocabulary ongoing)	
Y1 Fiction	<p>Y1 decodable texts are centered around children's secure phonic knowledge and follows the Little Wandle Letters and Sounds Revised Programme. (Please see the Phonics and Early Reading Policy for further information.)</p>						
Y1 Non Fiction							
Y2 Fiction	<p><b>Reading Recovery</b></p> <p>Based on 2020-21 attainment in phonics the cohort will follow the Phonics and Early Reading Policy using 100% decodable texts with GPCs they are fully secure with.</p>	   	  				
Y2 Non Fiction & Poetry			  	  			

LKS2 Reading Curriculum Overview—Cycle B 2021-22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2																	
Curriculum Theme	Surf's Up	Snow Place Like Home	Digging Up the Past	Friends of the Earth	A City of Two Halves	In the Footsteps of Pharaohs																	
Pathways Main Text	<a href="#">Sea Surfer</a> by Michael Foreman	<a href="#">Winter's Child</a> by Angela McAllister	<a href="#">Stone Age Boy</a> by Satoshi Kitamura & <a href="#">Snow Dragon</a> by Vivienne French	<a href="#">The Blue Whale</a> by Nicola Davies	<a href="#">Journey</a> by Aaron Becker	<a href="#">Zetta</a> Gifford by Eleanor Hoffmann																	
<p><u>Reading Recovery</u> Teaching Sequence based on the 'Essential Concepts'.</p> <p>Fluency remains vital and is incorporated daily into the reading session through: choral, echo, cloze, phrase or independent reading.</p>	<table border="1"> <thead> <tr> <th></th><th>Domain Covered</th><th>Metacognitive 7-step model</th></tr> </thead> <tbody> <tr> <td>Monday</td><td>Vocabulary/ *Predicting</td><td>Step 1—Activating prior knowledge</td></tr> <tr> <td>Tuesday</td><td>Retrieval</td><td>Step 2-7 for weaker readers. Some children may be able to start at step 6 based on word recognition and language comprehension skills.</td></tr> <tr> <td>Wednesday</td><td>Inference</td><td>Step 2,3,4 &amp; 5—modelling, memorization and guided practice</td></tr> <tr> <td>Thursday</td><td>Inference</td><td>Step 1—activating prior knowledge of inference skills. Step 5 (as needed.) Heavier focus on Step 6 and 7 linked backed to the inference success.</td></tr> <tr> <td>Friday</td><td>*Summarise, identify/explain, compare or predict</td><td>Step 2 to 7 based on the understanding of the text.</td></tr> </tbody> </table>		Domain Covered	Metacognitive 7-step model	Monday	Vocabulary/ *Predicting	Step 1—Activating prior knowledge	Tuesday	Retrieval	Step 2-7 for weaker readers. Some children may be able to start at step 6 based on word recognition and language comprehension skills.	Wednesday	Inference	Step 2,3,4 & 5—modelling, memorization and guided practice	Thursday	Inference	Step 1—activating prior knowledge of inference skills. Step 5 (as needed.) Heavier focus on Step 6 and 7 linked backed to the inference success.	Friday	*Summarise, identify/explain, compare or predict	Step 2 to 7 based on the understanding of the text.				
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Y3/4 Fiction		 																					
Y3/4 Non Fiction & Poetry	 	 				 																	



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2																		
<u>Curriculum Theme</u>	Shinning Bright	I Need a Hero!	Vicious or Victorious?	To Infinity and Beyond	There's No Place Like Home	In to the Wild																		
<u>Pathways Main Text</u>	<i>Queen of the Pella</i> by Chris Van Allsburg	<i>The Lost &amp; Happy Findings</i> by Carol Ann Duffy	<i>Arthur &amp; the Golden Rope</i> by Joe Todd-Grant	<i>The Darkest Dark</i> by	<i>The Paperboy Prince</i> by Colin Thompson	<i>The Hunter</i> by Paul Gaskell																		
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15/6 Fiction				 Ross Welford																				
15/6 Non Fiction & Poetry	 			  CHES HADFIELD		 																		

## Appendix 2



### Longford Primary Academy's 'Read Aloud Spine'

### Early Years and Key Stage One

Year Group	Story books	Poetry
Nursery		
Reception		
Year 1		
Year 2		



### Longford Primary Academy's 'Read Aloud Spine'

## Key Stage 2

Year Group	Story books	Poetry
Year 3/4		
Year 5		
Year 6		

## Additional Texts

Each class, in conjunction with their class teacher, select their own additional six texts to add to their 'read aloud spine.' As the texts are covered, the children and the teacher discuss the events, characters, themes etc with a focus on language comprehension skills through coverage of the Content Domains.