

Reading Policy



Wheatley Hill Community Primary School

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Introduction

Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for our children's 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.

Aims

Our school focuses on the early stages of teaching reading. Its key objective is to enable Wheatley Hill Primary school to meet its expectations around early reading as set out in the National Curriculum and the Early Years Foundation Stage statutory framework.

The policy aims to:

- Set out the importance of talk, stories and systematic synthetic phonics in the teaching of reading
- Provide practical support for high-quality teaching, including assessment and the importance of 'fidelity to the programme'
- Support teachers to evaluate their teaching of early reading, especially in Reception and year 1, and identify how to improve provision if weaknesses are found
- Explain the importance of systematic phonics teaching for older pupils who are at risk of failing to learn to read because they cannot decode well enough
- Support teachers to develop reading fluency, comprehension & pupil engagement across Key Stage Two
- Support parents to help their children learn to read.

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Overview

Language comprehension

The document explains 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. It explains how teachers expand children's store of words through talk throughout the day, within the curriculum and, in particular, 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 and also for wider learning and progress. The documents also considers the role of poetry, rhymes and songs in attuning children to the sounds of language.

Teaching word reading and spelling

The national curriculum is designed to make sure that all children are able to read and write fluently 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.

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

Children at risk of reading failure

Pupils who fail to learn to read early on start to dislike reading. The document emphasises that pupils need to keep up with their peers rather than be helped to catch up later, at a point when learning in the wider curriculum depends so much on literacy. Where pupils make insufficient progress, extra efforts are made to provide them with extra practice and support from the beginning.

The importance of Reading

Developing children's spoken language

At Wheatley Hill Primary School, we encourage children expand their language and vocabulary when they listen to or join in with a story or rhymes across all key stages. We also endeavour to talk about books as this brings particular advantages in language development. Book-related talk introduces children to language that they might not hear in ordinary conversation, especially the vocabulary of the book itself. This primes them to understand what they read later, in their leisure reading and across the curriculum.

Children at Wheatley Hill Primary School enjoy daily opportunities for book-related talk to develop their spoken language. This is achieved through well-chosen texts that support learning or expose the children high quality literature. Key vocabulary from these texts is then interwoven into the wider curriculum. *Key expert* (Tier 3) and *challenge vocabulary* (Tier 2) is identified, explored and displayed within the classroom. Children are then challenged to applied new vocabulary within other areas of the curriculum to support language development.

We encourage our parents to engage their children in books to support them in becoming committed and enthusiastic readers. In EYFS and KS1, this is achieved through 'Other Books We Like'. Children are sent home with a second reading book that may be beyond their reading level. We ask parents to read these books with their children so that they can listen to or join in with a story. In KS2, we ask parents to listen to their children read and provide an opportunity for book-related talk to discuss language that they might not hear in ordinary conversation. These interactions and then recorded in children's home reading records.

Reading for pleasure

At Wheatley Hill Primary School, we want all of our children to become lifelong lovers of reading. Firstly, we aim to achieve this through a systematic approach to the teaching of reading. This will enable our children to become competent readers by the end of Year 6. This will allow them to develop communication skills for education and for working with others: in school, in training and at work. We want children to unlock the whole curriculum through their reading ability.

In EYFS and KS1, this is through fidelity to the Read, Write, Inc. phonics programme. In-school books and home readers are matched precisely to each child's stage of the programme. This allows them to build their confidence to read independently and to apply their growing reading knowledge. When children complete the RWI programme they follow the same as approach as KS2.

In KS2, children have dedicated reading lessons, which teach them the skills of word reading, language comprehension and spelling. Children in KS2 complete half termly Star Reader assessments as part of the Accelerated Reading programme. This provides them with a 'zone of proximal development' (ZPD). Their ZPD enables children to read texts that are at their level, independently. Children use their ZPD to independently select books that they are interested in and that they want

to read. These books are regularly 'refreshed' by teachers using the school's central library so that children are motivated by new reading material.

Secondly, we want to promote reading 'freedom', which is not dictated by reading levels or stages of our adopted reading programme. In EYFS and KS1, this is achieved through 'Other Books we Like'. Children are sent home with a second reading book that may be beyond their reading level. We ask parents to read these books with their children so that they can listen to or join in with a story. This approach is adapted in KS2 as children become more independent. Children in KS2 are encouraged to continue this approach by independently utilising our 'love of reading books' book areas.

Across all key stages, classrooms have 'Other Books We Like' book areas. Children can explore these books throughout the school day during choice times. The books themselves are the most important aspect of these areas. It is the words of the stories and not the props that transport children to different worlds. Well-chosen books capture children's imagination to such an extent that they become unaware of whether they are sitting on a beanbag, an ordinary classroom chair or a bench in the book corner. Time is spent on selecting, displaying and promoting the books in the book areas. The books in these areas are forward facing to remove clutter and entice the children to explore a new book or revisit a book that they love.

This is a place for children to browse the best books and revisit the ones that the teacher has read to them. Every child is encouraged to spend time in their book area. Every book in a book corner is worth reading aloud. Teachers display the books that they read aloud to children, including some of the children's favourites from the previous year.

When deciding to which books to include in these areas, teachers consider if the book:

- Elicits a strong response – curiosity, anger, excitement, laughter, empathy
- Has a strong narrative that will sustain multiple readings
- Extends children's vocabulary
- Has illustrations which are engaging and reflect children from all backgrounds and cultures
- Helps children connect with who they are
- Helps children to understand the lives of people whose experiences and perspectives may be different from their own.

Language Comprehension

Developing talk

At Wheatley Hill Primary, we provide a language-rich environment in which adults talk with children throughout the day. The more children take part in conversations, the more they will understand once they can read and the more vocabulary and ideas they will have to draw on when they can write.

Spoken language runs through the national curriculum programmes of study for English and all seven areas of learning and development in the revised Early Years Foundation Stage statutory framework

Back and forth talk across the curriculum

Underpinning the reforms to the Early Years Foundation Stage is the aim of reducing the language gap between children from language-rich homes and others. The progress of these children depends on adults engaging them in high-quality dialogue and direct teaching so that they can:

- Articulate what they know and understand
- Develop their knowledge across all areas of learning, using the vocabulary they need to support learning.

Critical to this are children's back and forth interactions with adults. These form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial.

These back and forth interactions involve the adult in:

- Thinking out loud, modelling new language for children
- Paying close attention to what the children say
- Rephrasing and extending what the children say
- Validating the children's attempts at using new vocabulary and grammar by rephrasing what children say if necessary
- Asking closed and open questions
- Answering the children's questions
- Explaining why things happen
- Deliberately connecting current and past events ('Do you remember when...?')
- Providing models of accurate grammar
- Extending children's vocabulary and explaining new words
- Connecting one idea or action to another
- Helping children to articulate ideas in well-formed sentences.

See Teaching & Learning policy – **ABC questioning and MTYT**

Developing & Extending Vocabulary

To develop and extend children’s language, key expert vocabulary (Tier 3) has been identified and deliberately planned across the curriculum, with opportunities built in for repetition. When planning an area of learning, teachers consider:

- What do we want children to know and think about?
- What vocabulary is associated with this knowledge and thinking?
- How can we engage the children in back and forth talk that supports their knowledge and thinking?
- What photos could we take that would reinforce the vocabulary and language after an activity or visit?
- Which books could be read aloud and shared before and afterwards?
- Which songs might introduce or reinforce the vocabulary?

For example, a class visit to a fire station might generate a range of vocabulary related to its different aspects – the semantic field or word field – such as the following.

Semantic field	Examples
fire	blaze, flames, heat, smoke, plumes, extinguish
emergency	emergency, accident, harm, dangerous, trapped, (blue) light, siren
safety and rescue	protect, shield, escape, first aid, rescue, save, tackle
protective clothing	visor, helmet, gloves, soles, material
properties of materials	transparent, see-through, fire resistant, strong, tough, unbreakable, fireproof, protective, waterproof
equipment	fire engine, truck, reel, hose, ladder, turn-table, water, cutters, axe, air tanks, thermal imaging camera, torch
personal characteristics	brave, courageous, speedy, quick-thinking, daring, heroic

Following up the visit in the classroom, adults reinforce the language and vocabulary: talking about the photographs taken on the visit, or recalling and naming specific features of the fire-fighters’ clothes or the fire engine. The subject specific **Expert Vocabulary** will be gathered & clarified as well as appropriate **Challenge Vocabulary**. Once it has been introduced, opportunities arise to repeat and consolidate the vocabulary in different contexts, such as when describing the characteristics of a hero or heroine or exploring the properties of materials.

Later, by capturing this event in the class floor book with photographs taken on the visit, teachers can revisit the language used and the children can learn to describe the events in greater detail on each ‘reading’.

In EYFS, sharing and discussing pictures in non-fiction books offers opportunities to broaden children's experiences beyond the immediate and the local. For example, books about space, other countries, animals, exploration, and courageous people from a range of occupations and ethnic backgrounds are rich sources of vocabulary and knowledge. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. Extending children's familiarity with words across domains is particularly important for children from disadvantaged backgrounds who might not otherwise meet such vocabulary.

Talking with a partner and giving feedback

At Wheatley Hill Primary School, we help our children to articulate their ideas in well-formed sentences, by scaffolding, extending and developing their ideas.

They all need to practise their skills of listening to, talking with a partner and giving feedback to the group. Learning the routines of back and forth talk is particularly important for children who have not experienced such talk before they come to school.

We use 'talk to your partner' and MTYT to encourage them to discuss a question, problem or idea and agree on their joint response. Because their answer belongs to both of them and they will have practised it first, they grow in confidence when asked to respond in front of others.

Teachers choose which pair feeds back to the group, rather than responding only to pairs who might raise their hands, to encourage all the pairs to be ready to contribute. If children think they might not be selected, they might not engage fully. By establishing strong routines for responding to questions and suggestions, children will be more likely to pay attention because they know they will be expected to respond.

Note - See questioning within the Teaching & Learning Policy

Story times

Choosing books to read aloud to children

Literature is probably the most powerful medium through which children have a chance to inhabit the lives of those who are like them. All children need to imagine themselves as the main protagonist in a story: celebrating a birthday, going shopping, being ill, having a tantrum, having their haircut, worrying about a new sibling, being the superhero, going camping, visiting the seaside and having adventures.

Children also need to learn about the lives of those whose experiences and perspectives differ from their own. Choosing stories and non-fiction that explore such differences begins to break down a sense of otherness that often leads to division and prejudice.

Teachers are the best people to promote a love of reading because children, particularly young children, care what their teachers think about the stories they read aloud. If teachers show they love the story, the children are likely to respond in the same way.

A single book is unlikely to meet all the criteria below, although a full selection should do so. When choosing suitable books for reading aloud, teachers consider the following questions.

Does the book:

- Elicit a strong response – curiosity, anger, excitement, laughter, empathy?
- Have a strong narrative that will sustain multiple readings?
- Extend children's vocabulary?
- Have illustrations which are engaging and reflect children from all backgrounds and cultures?
- Help children connect with who they are?
- Help children to understand the lives of people whose experiences and perspectives may be different from their own?

Each year group has a core list of **50 recommended stories, poems and non-fiction texts**.

Living the story

Everybody loves a good story. Even small children who have difficulty focusing in class will sit with focused attention in the presence of a good storyteller. But stories are not just fun. There are important cognitive consequences of the story format. Our minds treat stories differently than other types of material. People find stories interesting, easy to understand, and easy to remember.

When teachers read aloud to a class, they try to replicate for children what it feels like to have someone's undivided attention while sharing a story. This is why reading aloud should be a priority.

Thriving on repetition

It is not just the number of different stories children listen to that matters. On each rereading, their familiarity with a story deepens and, with that, comes a greater emotional engagement.

When children ask for a story to be re-read, in effect they are asking for another chance to explore the language, the characters and their feelings, and to relive the emotions they felt on the first reading. They hear the same words read in the same way and gain a sense of comfort in knowing what follows. They wait for their favourite bits, ready to join in or ready to be scared, even when they already know what happens. Their attachment to the story equips them to retell it and, when they have learnt to read, encourages them to read it for themselves.

Preparation and practice

The main aim of storytelling is to breathe life into the words, capturing children's attention rather than simply entertaining them. Reading aloud therefore requires preparation. How to emphasise particular words, phrases and sentences is planned so that the children understand the story as a whole.

Teachers consider the following in preparing a reading:

- Voice(s)
- Pauses
- Word meanings
- Asides
- Memorable words and phrases.

First and subsequent readings

Before a first reading starts, the teacher can build up children's anticipation during the day. Once the children have been told the name of the author and the title, and the story has been introduced, the reading should start. The first reading is left to weave its own magic, with no questions, no explanations and no requests for the children to predict what might happen.

On the second reading, asides, voices and actions can explain the meanings of new words in context. Because the story is read aloud in a similar way each time, the children can gradually join in with particular words and phrases, and even respect the pauses.

Reading and Spelling

Phonics

At Wheatley Hill Primary school, we follow one systematic synthetic phonic programme: Read, Write, Inc. phonics. This programme teaches children grapheme-phoneme correspondence, to blend phonemes into spoken words and segment spoken words into phonemes.

In our Two-Year-Old provision, children are beginning to develop their listening and attention skills through lots of adult direct group time sessions. They enjoy lots of rhymes and songs, encouraging participation through actions and words. They are developing early reading skills from listening to stories and enjoy retelling them using story sacks and props.

Children in nursery are continuing to develop their listening and attention skills through longer adult directed sessions. They enjoy stories and rhymes and we introduce and begin to use the RWI terminology of "My turn, your turn". We introduce name cards to the children to develop initial sound awareness and begin teaching the RWI picture cards (3 per week). Children have lots of opportunities for new vocabulary through talking tubs and Fred talk games. In the summer term the children, who are ready begin to learn a new sound each day in their own speed sounds lesson in preparation for their move to reception.

In Reception and KS1, children receive dedicated phonics lessons through a five-day approach. This is supplemented by Fred games, pinny time and mentoring throughout the day. Teachers follow the RWI 'what to teach when' document to ensure that children move progressively through the programme. Children in Reception are expected to reach the green stage of the RWI programme. Children in Year 1 are expected to reach the blue stage of the RWI programme. Children in Year 2 are expected to complete the RWI programme.

What To Teach When

Group	In Speed Sounds lessons, teach children to:	Through the day:	To progress into the next group children should be able to:
Set 1 Sounds Group A	Read first 16 Set 1 sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers	Fred Games Pinny Time Speed Minutes	Read first 16+ Set 1 sounds
Set 1 Sounds Group B	Read 25 Set 1 single letter sounds Blend orally Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers	Fred Games Pinny Time Speed Minutes	Read 25+ sounds Blend sounds into words orally
Set 1 Sounds Group C	Read 25 Set 1 single letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.4 Spell using Fred Fingers	Fred Games Pinny Time Speed Minutes	Read all Set 1 single letter sounds speedily Read Word Time 1.1 to 1.4 words with Fred Talk
Ditties PCM	Read Set 1 Special Friends Read words with Special Friends: Word Time 1.5 and 1.6 Read Word Time 1.1 to 1.4 Read 3-sound nonsense words Spell using Fred Fingers	Fred Games Pinny Time	Read all Set 1 Sounds speedily including Special Friends Read Word Time 1.5 to 1.6 words (words with Special Friends) with Fred Talk Read 3 sound nonsense words with Fred Talk
Red Ditty Books	Review Set 1 Sounds (reading only) Read 4/5 sound words: Word Time 1.6 and 1.7 Read 3/4 sound nonsense words Spell using Fred Fingers	Fred Games Pinny Time	Read Word Time 1.6 and 1.7 words (4/5 sounds) with Fred Talk Read 3 and 4 sound nonsense words with Fred Talk
Green	Read Set 2 Sounds and matching Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers	Afternoon Speed Sounds lesson Pinny Time	Read Word Time 1.6 and 1.7 words speedily
Purple	Read Set 2 Sounds and matching Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers	Afternoon Speed Sounds lesson Pinny Time	Read the first six Set 2 Sounds (w, ee, igh, ow, oo, oo) speedily Read these sounds in Phonics Green Words and nonsense words with Fred Talk Read Word Time 1.6 and 1.7 (words with 4/5 sounds) speedily
Pink	Read the remaining Set 2 Sounds and matching Phonics Green Words. Then start to read Set 3 Sounds and matching Phonics Green Words Read Set 1 and 2 Phonics Green Words and build speed Read nonsense words Spell using Fred fingers: focus on Set 2 words	Afternoon Speed Sounds lesson Pinny Time	Read all Set 2 Sounds speedily Read these sounds in Phonics Green Words and nonsense words with Fred Talk Read Word Time 1.6, 1.7 and first six Set 2 sounds in words speedily
Orange	Read Set 3 Sounds and matching Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: focus on Set 2 words	Afternoon Speed Sounds lesson Pinny Time	Read Set 2 Sounds in nonsense words Read Word Time 1.6, 1.7 and Set 2 Phonics Green Words speedily
Yellow	Read Set 3 Sounds and matching Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Afternoon Speed Sounds lesson Pinny Time	Read Set 3 Sounds: ea, oi, a-e, i-e, o-e, u-e speedily Read these sounds in Phonics Green Words and nonsense words Read a passage at 60-70 words per minute, attempting intonation to show comprehension
Blue	Read Set 3 Sounds and matching Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words speedily Read nonsense words Spell using Fred fingers: Set 2 and 3 words	Afternoon Speed Sounds lesson Pinny Time with Speedy Green Words	Read all Set 3 Sounds speedily Read Set 3 Sounds in Phonics Green Words and nonsense words Read a passage at 70-80 words per minute, attempting intonation to show comprehension
Grey	Read Set 1, 2 and 3 Sounds and Phonics Green Words speedily Read multi-syllabic words Read nonsense words Spell using Fred Fingers: multi-syllabic, Set 2 and 3 words	Afternoon Speed Sounds lesson Pinny Time with Speedy Green Words	Read all Set 3 Sounds in nonsense words Read multi-syllabic words speedily Read a passage at 80-90+ words per minute with intonation that shows some comprehension

Children should not be asked to learn lists of high frequency words. They can read most of these in the usual way, by saying the sounds and blending them, when they have learnt the GPCs in the words, e.g. 'mum' and 'came'. Read, Write, Inc. phonics teaches others systematically as red words, e.g. 'said' and 'to'.

Children at risk of reading failure

Pupils who fail to learn to read early on start to dislike reading. To try to mitigate this, Wheatley Hill Primary School aim to support children to keep up with their peers rather than be helped to catch up later. While children are learning to read, formative assessments are regularly completed by EYFS and KS1 staff to identify children who need support to develop their early reading. This is supported by half termly phonics assessment. This approach allows staff to put in place additional intervention and support to enable a child to make accelerated process and not fall behind their peers. Interventions and periodically reviewed to monitor impact.

Reading Lessons

Once children have completed the RWI programme in Year 1, 2 and beyond, they receive dedicated reading lessons, which teach them the skills of word reading, language comprehension and spelling. This is achieved through a five-day approach, which incorporates the direct teaching of spelling. The table below demonstrates how this would look in practice:

	Monday	Tuesday	Wednesday	Thursday	Friday
Week	Expert Focus Comprehension (45 Mins)	Vocabulary & Spelling Session (15 Mins)			
		Class Novel (15 Mins)	Reading Lesson My Turn (30 Mins)	Reading Lesson Our Turn (30 Mins)	Reading Lesson Your Turn (30 Mins)
		Challenge Day Prep			

Content Domains

The Standards and Testing Agency (STA) introduced the content domains in 2014. They are used for writing and marking the end of KS1 and KS2 SATs in reading. Using the content domains as an underlying approach, whilst having a teaching process that focuses on the skills of understanding what is being read and creating a love of books, ensures that children have skills that last beyond school. It also promotes a passion for reading, a thirst for knowledge and a love for learning which lasts a lifetime.

The content domains are statements that break down the approach to reading into aspects in which children should become skilled. Regardless of what they are called, any similar structure that explores background knowledge, vocabulary, language structures, literacy knowledge, and word recognition, will help to ensure that our children develop a clear understanding of the different

1a	1b	1c	1d	1e
<i>Draw on knowledge of vocabulary to understand texts.</i>	<i>Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.</i>	<i>Identify and explain the sequence of events in texts.</i>	<i>Make inferences from the text.</i>	<i>Predict what might happen on the basis of what has been read so far.</i>

KS1 – Reading Domains

2a	2b	2c	2d	2e	2f	2g	2h
<i>Give / explain the meaning of words in context.</i>	<i>Retrieve and record information / identify key details from fiction and non-fiction.</i>	<i>Summarise main ideas from more than one paragraph.</i>	<i>Make inferences from the text / explain and justify inferences with evidence from the text.</i>	<i>Predict what might happen from details stated and implied.</i>	<i>Identify / explain how information / narrative content is related and contributes to meaning as a whole.</i>	<i>Identify / explain how meaning is enhanced through choice of words and phrases.</i>	<i>Make comparisons within the text.</i>

KS2 – Reading Domains

Our Turn – Talking About Books & Texts

Talking about a book / text helps pupils to develop a sense of context for the literature they are reading. It helps them to engage with new text/images quickly, which will be useful when they are older and taking their SATs. Staff will use an image or an extract from a range of genres and working in mixed ability partners the pupils will discuss four questions:

1. What do you like about the image / extract?
2. What do you dislike about the image / extract?
3. What does it remind you of – any previously encountered texts, images or learning?
4. What puzzles you about the image / extract?

Developing pupil discussion helps children become more strategic in their thinking & reading. It helps pupils to engage with new text/images quickly, which will be useful when they are older and taking the SATs.

Purposeful talk is high quality discussion with a clear routine and well-structured, which strengthens reading comprehension. Simple sentence openers can be made routine and ensure that pupils strategically elaborate what they know:

1. What do you think about...?
2. How do you know that?
3. What is your evidence?
4. What questions do you have about...?
5. How would you summarise your understanding of..?

By preparing responses in pairs before engaging talk with the teacher, pupils can better formulate their responses, thereby generating high-quality whole-class dialogue.

Tracking Reading Lessons

Classes will maintain a Reading File, which will include their Reading Overview sheet. This will show the coverage of Comprehension (Domain Specific Work) and Extracts. The file will also contain the Reading Session recording sheets and any other home reading trackers.

Guided Reading Overview Sheet

Reading Lessons Coverage Record

Wk Bg:	Expert Focus Text	Extract Text	Domain

Classroom Reading

Classroom reading is approached in two ways. The first is to ensure that children access decodable texts that are matched to their reading level. For children who are accessing the RWI programme, teachers allocate decodable books that are matched to their reading level. Children who have completed the RWI programme, complete termly Star Reader assessments as part of the Accelerated Reading programme. This provides them with a 'zone of proximal development' (ZPD). Their ZPD enables children to read texts that are matched to their level. Children use their ZPD to independently select books that they are interested in and that they want to read. These books are regularly 'refreshed' by teachers using the school's central library so that children are motivated by new reading material.

The second is 'Other Books we like' book areas. Across all key stages, classrooms have 'Other books we like' book area. Children can explore these books throughout the school day during choice times. The books themselves are the most important aspect of these areas. It is the words of the stories and not the props that transport children to different worlds. Well-chosen books capture children's imagination to such an extent that they become unaware of whether they are sitting on a beanbag,

an ordinary classroom chair or a bench in the book corner. Time is spent on selecting, displaying and promoting the books in the book areas. The books in these areas are forward facing to remove clutter and entice the children to explore a new book or revisit a book that they love.

This is a place for children to browse the best books and revisit the ones that the teacher has read to them. Every child is encouraged to spend time in their 'Other Books we like' book area. Every book in this area is worth reading aloud. Teachers display the books that they read aloud to children, including some of the children's favourites from the previous year.

Children also receive one to one reading with an adult to at least once a week. Children who have been identified as needing more reading intervention will receive more one to one reading sessions. This time is an opportunity for children to read to an adult, allow staff to access a child's fluency and discuss key parts of the text.

Home Reading

In EYFS and KS1, home reading is approached in two ways. The first is to ensure that children access decodable text that are matched to their reading level. For children who are accessing the RWI programme, teachers allocate decodable RWI 'book bag' books that are matched to their reading level. Secondly, to promote a love of reading, which is not dictated by reading levels or stages of our adopted reading programme, children are sent home with a second reading book that may be beyond their reading level. We ask parents to read these books with their children so that they can listen to or join in with a story. This is recorded in the child's home reading record.

This approach is adapted in KS2 as children become more independent. For children who have completed the RWI programme, they use their ZPD to independently select books that they are interested in and that they want to read. We are parents to make a comment about their child's reading in their home reading record.

Example Home-Reading tracking sheet: -

Wheatley Hill Primary – Home Reader Tracker – [Class Name]							
							
Week Commencing: _____							
Name	Monday	Tuesday	Wednesday	Thursday	Friday	Action	In-school reader
Example 1	●	●	✓	✓	✓		✓
Example 2	O	N	N	N	N	Monitor	
Example 3	N	N	N	N	N	Letter sent home	✓

Assessment

Summative assessment is carried out throughout the year. For those children accessing phonics, a phonics assessment is carried out at the end of each half term. This informs groupings, allows staff to monitor progress, and provides an opportunity to identify children who may be at risk of falling behind and need urgent intervention. At the end of each term, all children are assessed against the school's BSquared reading assessment tool.

For children who have completed the RWI programme, formative assessments are conducted by teachers to inform planning and intervention. Children also complete a Star Reader assessment at the end of each half term to monitor progress and allow children to 'unlock' a wider range of reading material as their ZPD increases. Teachers use this in assessment to monitor the frequency children are reading, the level of the books that they choose, and the range of fiction and non-fiction text that they read.

There are a range of statutory assessments across the key stages. In EYFS, children are assessed against the literacy early learning goals for comprehension and word reading. In Year 1, children complete the phonics screen check (and again in Year 2 if necessary). In Year 2, children complete the KS1 reading SAT, which supports teacher assessment. In Year 6, children complete the KS2 reading SAT.