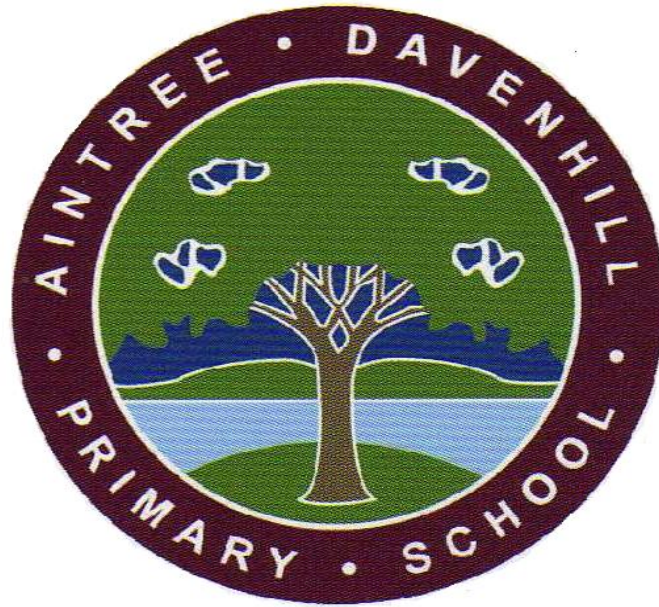


Aintree Davenhill Primary School



Reading Policy

Approved by the Headteacher
June 2025

Review date June 2026

Aintree Davenhill Reading Policy

Reading Curriculum Intent

Aintree Davenhill Primary School understands the importance of reading in the process of developing pupils into independent learners.

Reading is central to our ability to understand, interpret and communicate with one another. Furthermore, pupils who read on a regular basis, in school and at home, have a higher chance of fulfilling their potential.

Our school motto is Excellence and Enjoyment meaning that we want children to enjoy reading and have a positive attitude towards it. Our vision is also for our pupils to achieve excellence in reading and in every aspect of school life. We believe that successful learning enables children to develop the confidence to meet the challenge of new work. Our vision is for our pupils to develop a love of literacy, in particular a love of reading and books – having an extensive understanding of vocabulary. To use examples of good literature to inspire them as writers and to use information gained from books to develop their subject knowledge but also to develop their knowledge of the diverse nature of society and to support them to make good moral choices.

Aims

For every pupil we aim to:

- instil a passion for reading in pupils, which they will carry on into subsequent education and their later life.
- encourage
- value and to build on each pupil's prior learning
- raise pupils' levels of attainment/achievement in reading throughout the school
- include all pupils no matter their ability
- teach pupils the skills of interpreting an author's craft and to reflect on the content
- enable the pupils to locate and use relevant information
- encourage pupils to make and utilise the link between reading, writing, speaking and listening
- allow pupils to appreciate, through reading, the feelings and cultural experiences of others
- develop an awareness of different genres

In partnership with parents we aim to:

- value and promote parental involvement in supporting their children in reading at home within a range of contexts, including reading for enjoyment and reading for information

Reading Curriculum Implementation

Whole School

- All children are expected to read their reading book at least 3 times a week. The children who do this are rewarded a sticker on class sticker charts.
- Reader of the Week – every class chooses a reader of the week and this is celebrated in key stage assemblies. The pupil who achieves this is invited to choose a reward from a list displayed in the classroom.
- Every year we will celebrate World Book Day in order to help instil a passion for reading.
- Extra activities linked to reading, such as school trips and talks from guest speakers, will be organised sporadically throughout the academic year.
- All pupils will have access to books from the school library. Pupils will also be encouraged to join their local public libraries and 'Borrow Box' in order to become enthused by reading.
- Staff should provide opportunities for all pupils to show they are developing an understanding of words, sentences, grammar and information they are using.
- All staff should be aware of the specific requirements of their subject and should prepare pupils where necessary. This could mean, for example, producing a knowledge organiser or word bank to be used for a particular topic
- Pupils will, in groups or as a whole class, read texts linked to their topic work.
- All texts and books read with classes are to be specific and planned for from our school reading spine of books we plan to teach/ read during the children's time in Aintree Davenhill.

Early Years and Key Stage 1

At Aintree Davenhill, our approach to teaching early reading and phonics throughout the EYFS (Early Years Foundation Stage) and KS1 (Key Stage 1) is through the Read Write Inc. (RWI) phonics programme. In RWI phonics lessons, children learn to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly and compose their ideas step-by-step.

The RWI approach is taught considering the 5 Ps:

Praise – Children learn quickly in a positive climate.

Pace – Good pace is essential to the lesson.

Purpose – Every part of the lesson has a specific purpose.

Passion – This is a very prescriptive programme. It is the energy, enthusiasm and passion that teachers put into the lesson that bring the teaching and learning to life!

Participation – A strong feature of R.W.I. lessons is partner work and the partners 'teaching' each other (based on research which states that we learn 70% of what we talk about with our partner and 90% of what we teach).

Throughout the programme, children learn English alphabetic code: the 150+ graphemes that represent 44 speech sounds. They rapidly learn sounds and the letter, or groups of letters, they need to represent them, in three sets of Speed Sound Letters. Simple and enjoyable mnemonics help all children to grasp the letter sound correspondents quickly, especially those who are at risk of making slower progress or those who are new to learning English. This knowledge is

taught and consolidated every day. High frequency words that are not phonically regular are taught as 'tricky' words (we call them Red Words) and are practised frequently.

Lively phonic books are closely matched to children's increasing knowledge of phonics and 'tricky' words so that, early on, they experience plenty of success. Repeated readings of texts support their increasingly fluent decoding. A thought-provoking introduction, prompts for thinking out loud and discussion help teachers ensure that children comprehend what they are reading. Teachers read aloud and discuss picture books with similar themes to those in the Storybooks, so children build up background knowledge ready for the next Storybook.

Key Stage 2

In Key Stage 2, reading is taught through whole class guided reading sessions three times a week and through opportunities to practise and consolidate skills through independent reading. During these sessions, teachers/teaching assistants will use a wide range of strategies to enhance the teaching of reading. Some of these are outlined below:

- modelling and discussing the features of written texts through shared reading of texts
- teach new vocabulary by giving children definitions, synonyms and examples of how the word could be used in a sentence
- giving direction to develop key strategies in reading;
- demonstration – e.g. how to use punctuation when reading, using a shared text
- explanation to clarify and discuss e.g. need for grammatical agreement when proof reading
- questioning – to probe pupil's understanding of a text
- investigation of ideas – to understand, expand on or generalise about themes and structures in fiction, non-fiction and poetry
- discussion and argument – to justify a preference
- provision of a wide range of fiction and non-fiction genres, for the children to choose from

Guided Reading Sessions

Once a week, classes will have an hour novel lesson. In this lesson, reading may be by the teacher, the children individually or an audio book. Questions and activities will be based on one area of VIPERS (vocabulary, inference, predict, evidence, retrieve and summarise). Three other half an hour guided reading sessions will be taught throughout the week. These sessions

the children will read extracts with more of a focus on non-fiction, poetry, science, geography, history and PSHE.

Other Opportunities for Reading

Story Time:

Texts, recommended for the year group, appropriate to topic work or objectives covered in English lessons, are read aloud by the teacher at the end of the day. We believe that giving children the opportunity to hear an adult/teacher read to them, promotes a love of reading, immerses them in rich vocabulary and also models expression and intonation.

Library:

Classes can freely access the library for enjoyment or research purposes, (developing skills needed to locate and effectively use information) choose books to borrow and read independently, share in a story time etc.

We have an outdoor reading space called 'The Book Bus'. The children can use this space supervised for whole class reading sessions or smaller group sessions. It is a special place where the children can enjoy a book in calm and unique surroundings.

Home/School Reading:

Aintree Davenhill believes that parental involvement and encouragement can play a crucial part in pupils' reading development and we promote a home-school reading partnership by:

- Communicating with parents and sharing information with them through parent meetings, newsletters, reading records and curriculum evenings.
- Giving pupils a book to read at home each day to further the skills they have learned during guided reading.
- Encouraging parents to make notes in the pupils' reading records about reading progress made at home.

All EYFS and KS1 children will be given a copy of the RWI book they read the previous week in class, so they are confident reading it at home. Alongside these, children take home a 'book bag book' which is a RWI book specifically matched to the sound/s the children have been working on in their phonics lesson and the 'red words'. Both the RWI phonics book and the 'book bag book' are changed once per week. Additional to this, the children choose weekly library books to read for enjoyment with their families.

Once children reach orange RWI books they will read the corresponding 'book band' books as an additional home read. Most children move onto ACR during Year 3. They are assessed using the 'Star Tests' and are given a level and a reading age. The children then select books from the appropriate level and on completing the book do a quiz. Teachers and TAs monitor their progress on a weekly basis.

Parents are urged to share books with their children and hear their children read at home. Parents are encouraged to make a written comment in the school reading record or sign (at least five times a week), to show how their child read or their understanding of the text.

Special Educational Needs (SEND)

Children with special educational needs are encouraged to take full part in reading sessions, both inside and outside the Literacy sessions. All pupils with special educational needs will follow the same educational curriculum as their peers, differentiated where necessary to meet their individual needs. Pupils who need it, are withdrawn for short periods, to participate in individual and small group programmes, based on their Provision Map. Care is taken not to disadvantage pupils by this withdrawal. The lowest 20% readers in KS2 are assessed three times per year using the Salford Reading Assessment. Results are fed back to teachers so that these can be utilised as intervention targets where necessary.

Strategies for Recording and Reporting

Every term, children's reading skills will be assessed through a formal reading assessment. Each teacher will then be able to gauge the child's strengths, areas for development and the progress made, and use this to plan future provision. Reading is also monitored through lesson observations, learning walks/ drop-ins, monitoring books and reading records, pupil interviews and talking to teachers.

Impact of the Reading Curriculum

Monitoring and Evaluation

Reading at Aintree Davenhill is monitored by the Head teacher, the Reading Subject Leader along with the English Team and the Leadership Team through:

- observation of lessons – feedback to teachers
- monitoring the planning of the reading curriculum
- looking at work in the children's books and talking to children
- Key Stage 1 and Key Stage 2 SATs results and other reading assessments
- curricular targets and targets set for the school
- resources being used
- courses and INSET attended by staff
- evaluation of the maths action plan for the SIP
- talking to pupils and staff

The Reading Subject Leader uses information gathered from the above plus knowledge of National and LEA initiatives to develop the action plan for reading for the School Improvement Plan.

Reading Policy – Revised June 2024

S. Clarke – Reading Subject Leader