

# Folly View Primary School – Reading Policy

At Folly View Primary School, our core values are to **inspire, believe and achieve**. Our vision states that we aim to be a community where everyone is inspired by a love of learning, supported to believe in themselves and able to achieve great success. This is what underpins our teaching and learning and puts the children at the centre of all we do. This policy outlines the teaching and learning of reading within our school and the impact we strive to achieve putting our children at the forefront. The school's policy for reading is based on the National Curriculum and the implementation of this policy is the responsibility of all teaching staff.

'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

At Folly View Primary School, we recognise that English skills underpin all elements of the school curriculum, and are an essential life-skill. Considering the fundamental importance of Speaking, Listening, Reading and Writing in everyday life, we are driven by the need to develop each learner's reading ability, thus enabling them to play a full part in society.

We aim to ensure that all pupils:

- Enjoy listening to a wide range of genre for and above their own reading level
- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.

At Folly View Primary, we strive to teach children to read effectively and quickly using the Read Write Inc. Phonics programme (RWI) which includes teaching synthetic phonics, sight vocabulary, grapheme-phoneme correspondence as well as decoding and encoding words and accurate letter formation. These skills are embedded within daily RWI lessons. By focussing on the teaching of reading in the Early Years and KS1, using a synthetic phonics scheme, children learn to read unfamiliar printed words by blending and speedily recognise familiar printed words by sight. We want all children to enjoy and experience early success in learning to read. We are committed to developing children's love of reading and to help them to acquire knowledge and to build on what they already know. We understand that learning to read and write, alongside proficient language development, is the key to allowing children access all areas of the academic curriculum.

These principles and features, characterise our approach to the teaching of reading using RWI:

- Teachers teach RWI using a detailed, proven step-by-step teaching scheme; where children are first taught simple GPCs, to accurately blend taught sounds, to decode simple words containing taught graphemes and then to read specifically designed books that are closely matched to their increasing knowledge of phonics and the common exception words.
- Pupils are taught within homogenous groups, across year groups, which reflect their performance in RWI phonics assessments. We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and ability to read 'tricky words'; so they experience early reading success and gain confidence that they are readers.
- RWI teachers have all the RWI resources needed to teach RWI, and they follow structures lesson plans. This ensures the consistency of the teaching, in every RWI lesson, irrespective of the RWI reading teacher.
- Teachers attend regular in-house CPD sessions, where they observe and practice specific parts of the teaching process.
- Regular RWI assessments ensures that pupils are taught in homogeneous groups which match their phonic knowledge and reading level. Trackers are gathered to show progress and more importantly form gap analysis trackers that are used to fill the gaps in learning for each child. Pupils making speedy progress move

groups quickly. Those pupils making steady progress continue at an appropriate pace matched to their level. Those pupils making slower progress are usually taught in smaller groups and receive additional tutoring.  
\* Pupils in KS2 that are continuing to acquire word reading skills, remain part of the RWI program and the assessment process.

## **Teaching and Learning**

Across all the age groups reading begins with being immersed in, and enjoying a wide range of texts. Daily reading to our children is essential to support listening skills, extending vocabulary and exposure to both modern and classic examples.

### **EYFS**

#### **Pre-School**

Our youngest readers learn to hold and care for books, turn the pages and study the illustrations. They begin to join in with repeated or familiar parts of favourite songs, rhymes, alliteration and stories. Initially, in the Autumn term EYFS staff will encourage good speaking and listening skills, develop vocabulary for talking about environmental sounds and explore examples of repeated language. During the Spring term, Nursery teachers use 'Fred Talk' and Fred Games daily (saying words using pure sounds) with the children, with the expectation that the children will begin to encode the words. During the Summer term, children are exposed to the phonics flashcards to teach Set 1 Speed sounds. During this process children hear the sound, see pictures of objects that start with those sounds, hear a phrase to assist the children to help remember the sound and then see the grapheme. Children review previously taught speed sounds on a daily basis and continue to have regular opportunities for Fred talk.

#### **Reception**

Within Reception, Read Write Inc (RWI) sessions continue to progressively teach children individual letters and 'special friends' (groups of letters making one sound). During the first few weeks of Reception, a Baseline RWI assessment is completed to determine the phonic knowledge of each child. From this assessment, children are split into homogenous groups and taught phonics daily. Children that know no, or very few sounds, learn the Set 1 sounds from the beginning, in very small groups, with a focus on repetition, oral blending and Fred talk. Children that know some sounds, are taught unknown sounds then also progress onto assisted blending using magnetic letters. Children that know many sounds, but can't orally blend, focus on learning the technique of assisted blending and then to quickly progress to independent blending. Those children that can orally blend and read CVC words, focus on using known sounds to independently blend words containing 3 or more sounds and reading RWI ditties / storybooks.

Our RWI scheme quickly and systematically supports our pupils to learn increasing sets of sounds and blend these to read simple words and phrases. Reading groups are achieved based on phonics assessments and regularly reviewed and adapted to support and challenge as required.

### **KS1 and KS2**

As in Reception, In Key Stage 1 pupils are grouped by 'stage not age'. We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and 'tricky words', ensuring they experience success, gain confidence and see themselves as readers. Paired reading continues to be a key aspect of each reading session and children enjoy supporting and praising each other.

At Folly View Primary, our pupils move onto year group specific Cracking Comprehension and enjoy a range of text types for reading and responding. As a group pupils listen to and read along with fiction, non-fiction and poetry examples. Responses and reflections to the text are part of shared discussions and pupils work together to answer questions by highlighting the text on screen and check these electronically. Pupils apply

reading skills by completing challenging independent reading activities and come together to celebrate their work and learn from each other.

### **Equal Opportunities**

At Folly View Primary school, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race and disability or learning difficulties. The school strives to ensure the active participation and progress of all children in their learning. All children will be given equal opportunities to achieve their best full potential, whatever their current attainment and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation or the progress of which they are capable.

### **Inclusion**

All pupils are entitled to access appropriate stages of reading resources and teaching at a level appropriate to their needs arising from race, gender, ability or disability. A range of inclusion strategies are embedded in practice and teachers are aware of the special educational needs of the children in their reading group, as well as those who have English as an additional language. The 2014 National Curriculum states that: 'Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material should consolidate their understanding, including through additional practice, before moving on.' Where appropriate, further intervention will be provided to support their reading development. Specific arrangements for the provision of children with SEND will be communicated to parents and carers during SEND reviews.

### **Assessment**

For children using the RWI structure, assessment is a regular and critical element of teaching and learning. Assessment is based on:

- pupils' phonic knowledge.
- the fluency at which pupils are able to read the text.
- their understanding of the text they read.

All pupils are assessed every 6-8 weeks, or more frequently for those making speedier / slower progress, using RWI Assessment materials. Each child's assessment is entered onto a tracking grid and sound gaps are identified, entered into a spreadsheet used by both their class teacher and RWI teacher so these can be taught during RWI lessons and intervention time.

Children in year 2 and KS2 also complete NFER reading assessment materials. These are also analysed and used to identify and teach specific areas that require greater support.

From year 2 onwards, children complete NFER reading assessment materials termly. These are used to inform teacher assessments, identify specific areas that require greater support

### **Role of the RWI Reading Leader**

- Oversee the assessment of all Reception, Key Stage 1 pupils and any KS2 pupils who still need to access the RWI program, reviews assessment data to organise pupils to the correct RWI groups.

- Provide RWI teachers with a list of groupings, graphemes that their group requires consolidation of and other organisational support.
- Assign RWI teachers to RWI groups.
- Liaise with class teachers to discuss the progress of children in RWI.
- 'Drop in' on RWI groups to give advice and to informally check that pupils are in the correct groups through learning walks and scrutiny of work.
- Where necessary, models lessons, team-teaches and coaches existing and new staff.
- Maintain well organised resources and liaise with the Head Of School for any additional materials required.
- Be responsible for reporting to the governors about the quality of the implementation of RWI and the impact on standards.
- Organise workshops with parents.

Policy reviewed and update by subject leader: L.Gidlow

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