**Weyford Nursery and Primary Academy**

**Reading Policy 2022**

**Aims**

We believe that the ability to read is fundamental to a pupil’s development as an independent learner, both during their time at school and beyond. Reading is central to our ability to understand, interpret and communicate with each other and the world around us. Success in reading has a direct effect upon progress in all areas of the curriculum; therefore, reading is given a high priority at Weyford Nursery and Primary Academy. It enables children to become enthusiastic, independent and reflective readers across a wide range of literature; including different text types and genres, books, posters, magazines, signs and newspapers.

**EYFS and Year 1**

Phonics is taught for 30 minutes a day.

In Reception, we build from 10-minute lessons, to the full-length lesson as quickly as possible. Each Friday, we review the week’s teaching to help children become fluent readers.

Teaching in reception begins in Week 2 of the Autumn term.

We follow the Little Wandle Letters and Sounds Revised expectations of progress:

(**See separate Little Wandle policy**)

**Keep up support**

Keep-up support matches the structure of class teaching, but in smaller steps with more repetition, so that every child secures their learning.

Phonics support for any child in Year 2 or 3 who is not fully fluent at reading or has not passed the Phonics Screening Check. We use the Little Wandle Letters and Sounds Revised assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources.

**Teaching reading**

Reading practice sessions, three times a week, are taught to small groups of children and use books matched to the children’s secure phonic knowledge using the Little Wandle Letters and Sounds Revised assessments and book matching grids

The reading practice sessions focus on three key reading skills: decoding, prosody and comprehension:

**Home reading**

The decodable reading practice book is taken home to ensure success is shared with the family.

Reading for pleasure books also go home for parents to share and read to children.

**Year 2 – Year 6**

In KS2 Reading is taught five times a week for 30 minutes. In these sessions, children listen to, engage in and read high quality texts. Taking part in a range of activities allows them to be competent and reflective readers.

For those children who are not yet fluent in reading in ks2 small groups are set up to address these gaps.

As well as accessing high quality texts, the children in Yr 2 – Yr 6 have access to Accelerated reader. A computer program that helps teachers to manage and monitor children’s independent reading practice. It also allows a child to picks a book at their own level and reads it at their own pace.

**Resources**

At Weyford Nursery and Primary Academy we have invested financially into a huge range of new reading resources. These include:

* Texts matched to children’s current phonics attainment.
* Resources for Little Wandle
* Comprehensive libraries in the Riverbank building in which children can access a wide range and non-fiction books; access to SLS
* A Book Corner or Book Area in every classroom/shared area, with a range of fiction and non-fiction books.
* Well-resourced Book Shop which is held in the River bank building half termly. Books purchased for the shop link to the children’s interests and topics.

**Role of Parents and Carers**

All parents and carers are strongly encouraged to be actively involved in their children’s reading at all ages, by listening to them read, reading to their children and by promoting a home environment in which books are valued. They are encouraged to sign their reading journals when they have heard their child read; in order to support the communication between home and school. Various reading incentive schemes are also planned to raise the profile of reading at home; children and families are encouraged to take part in the local library Summer Reading Challenge every year.

**Ensuring reading for pleasure**

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure- ethos. Every classroom has an inviting book corner that encourages a love for reading. These books are continually updated.

We read to children every day. We choose these books carefully and ensure they are good quality texts.

In Nursery and Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.

**Assessment**

Yearly Phonics Screening Check at the end of Year 1, which is then repeated at the end of Year 2 for those children who didn’t meet the threshold mark;

SATs Reading Test at the end of Key Stage One (Y2) and end of Key Stage Two (Y6).

Termly Bench marking and Salford testing within Key stage 1 and SEND children within Key stage 2

Assessment takes place on a daily basis through AfL to inform planning and teaching.

Pupil progress meetings, between each class teacher and the head teacher, take place at the end of every Phase, in which children’s progress, achievements and areas for development are identified and steps put into place to close any gaps.

**Extra curricular activities for reading**

**Winter Warmers** – a chance for children to come back after school and share a book with their families.

**World Book day** – where the children take part in a range of activities linked to the book.

**Oracy competition -** each year group learns and performs a poem with the best ones from each year group going through to a Grand final.

**Hampshire Book awards** Year 2, 4 and 5 take part in book awards run through the Hampshire SLS

Reviewed September 2022

Agreed by Governors

Date