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Reading Policy and Procedures

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| Date of issue | Next review | Version | Signed: Chair of Governors | Signed: Headteacher |
| April 2023 | April 2025 |  |  |  |

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| Single Equality Statement  |
| The [Equality Information and Objectives](http://www.veritasmat.co.uk/_site/data/files/documents/373EE151B23C51FBADE7209B8A5B19F5.pdf) document, for Veritas MAT, provides a format for addressing the statutory duties of the Equality Act 2010 and The Children and Families Act 2014. This supersedes and brings together all previous statutory duties in relation to race, gender and disability and also addresses the duty to promote community cohesion, thus meeting the school’s statutory duties in these areas. |
| Governor Statement |
| The headteacher in each school is the leader of their school. Each member school has autonomy over its curriculum and provision and, while upholding the three core values of the trust, we expect each school to have an individual character relevant to the community it serves.Each school has a Regional Governing Body. Warden House and Pilgrims' Way Primary Schools share a Regional Governing Body while Mundella Primary has its own Regional Governing Body. The Regional Governing Body sits six times a year. Each Regional Governing Body reports up to the MAT Board and Trust Members who quality assure their work.The Regional Governing Body is responsible for a hub of up to three academies. The Regional Governing Body reports up to the Trust Board who quality assure their work. Veritas MAT has two Regional Governing Bodies.Key areas of responsibility for the Regional Governing Body are:**Standards**, **Finance and Audit**, **Human Resources**, **Infrastructure and Procurement**The Executive Board consists of the CEO and Company Secretary / Trust Business Manager who run a team that support core operational tasks across the trust.  Roles include finance, standards, research, training, school-to-school support and mentor-coaching. The CEO and a designated Trust Board Trustee also sit on the Regional Governing Body.The Board of Trustees set the strategic direction, vision and ethos of Veritas Multi Academy Trust and are accountable to the Secretary of State for Education for standards across trust schools.  |

**Intent**

At Mundella Primary School, we believe that the teaching of reading is integral to a child’s understanding and appreciation of the world around them; a platform that allows our children to see beyond what they know, share in cultural experiences and develop the vocabulary they need to effectively express themselves. Therefore, reading is promoted as an intrinsic part of teaching and learning. It forms a pivotal part of our curriculum as we believe that reading brings joy and experiences that cannot be achieved in any other way; discovering new worlds, reflecting on the past and exploring emotions from the viewpoints of others who are similar and different. At Mundella Primary School we have designed our reading curriculum with the intent that all children, regardless of background, will become fluent, insightful readers. Our reading curriculum also aims to instil in all children a love of reading that we hope will stay with them for life.

Reading is at the very heart of our curriculum. It is delivered through synthetic phonics, whole class reading sessions, home reading, reading across the curriculum, regular opportunities for independent reading and hearing quality texts read aloud every day. All of these are essential components as they offer the range of opportunities needed to develop fluent, enthusiastic and critical readers.

It is important that children are motivated to read regularly: when their reading opportunities increase, so does their fluency and stamina which in turn increases their enjoyment of reading. Therefore, the link between children’s motivation to read and reading for pleasure is reciprocal. Furthermore, we know that reading for pleasure is beneficial not only for reading outcomes, but for wider learning enjoyment and mental wellbeing. Thus, we work hard to foster a love of independent reading and through the Accelerated Reader programme, children are motivated to become engaged readers.

We understand the significance of parents and carers in supporting their children to develop both word reading and comprehension skills so we endeavour to build a home-school partnership which enables parents and carers to have the confidence to support their children with reading at home.

**Implementation**

We start teaching reading in EYFS through the [Little Wandle Letters and Sounds Revised phonics progression](https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/06/Programme-Overview_Reception-and-Year-1.pdf), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. As a result, all our children are able to tackle any unfamiliar words as they read. At Mundella primary School, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects. (See Phonics Policy).

**Teaching reading**

In EYFS and Year 1, we teach children to read through reading practice sessions three times a week.

These:

* + are taught by a fully trained adult to small groups of children
	+ use books matched to the children’s secure phonic knowledge.
	+ are monitored by the class teacher, who rotates and works with each group on a regular basis.

Each reading practice session has a clear focus, so that the demands of the session do not overload the children’s working memory. The reading practice sessions have been designed to focus on three key reading skills:

* + decoding
	+ prosody: teaching children to read with understanding and expression
	+ comprehension: teaching children to understand the text.

**Whole Class Reading Sessions**

Children in both key stages are assigned a termly text which is linked to the class topic. They read the text along with their teacher during timetabled daily reading sessions. The reading sessions expand vocabulary; enable children to hear texts read fluently, with expression and intonation; promote pleasure and enjoyment with texts; demonstrate decoding and comprehension strategies (using the reading gems approach); demonstrate concepts of print; demonstrate how to use meaning, structure and visual information cues to assist reading and in the lower years, teach phonics and phonemic awareness.

The texts chosen are specifically selected to support a cross-curricular approach to learning. We use this approach to broaden children’s background knowledge in subjects so that the children can develop their understanding and become familiar with relevant events, people, objects, concepts and subject specific vocabulary. Additional background is also provided through the provision of supporting extracts to build children’s subject knowledge linked to the class topic.

Children respond to comprehension questions regularly, applying the reading gem question stems. The reading gems are statements that break down the approach to reading into aspects in which children should become skilled. These help to ensure that our children develop a clear understanding of the different aspects of reading. Teachers model how to tackle question styles and support the children using question stem skills ladders which support the children with steps to success.

**Additional reading support for vulnerable children**:

* Regularly read 1:1
* Pre-taught vocabulary from the class text
* Complete additional comprehension activities
* Intervention based on Star Assessments data
* Phonics flash cards
* Keep up phonics sessions
* Catch up phonics sessions

**Ensuring reading for pleasure**

* Each class has a high quality book to read every term which links to their class topic
* Teachers supplement curriculum learning with a variety of stories, poetry and information books.
* Through Accelerated Reader, children visit our school library and select a book within their range.
* In celebration assembly, children are awarded certificates for their reading progress or stamina.
* Children who are reading phonetically decodable books additionally chose a book to read for pleasure from either the school library or their class book corner.
* At lunch time, children have access to boxes of books to read on the playground.
* In EYFS, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
* Children across the school have regular opportunities to engage with a wide range of reading for pleasure events (book fairs, author’s week, national events etc).

**Home reading**

In EYFS and Year 1 children take home decodable books matched to their developing phonemic knowledge. We also send home weekly support letters with the week’s phonics information to enable parents to support us at home.

Children in Year 2 and beyond who are proficient decoders, move on to Accelerated Reader. Children who are still developing their phonetic knowledge continue with decodable books matched to their developing phonemic knowledge. Phonics books are supplemented with additional reading for pleasure books that the children take home for their parents to read to them.

**Assessment**

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

* [***Assessment for learning***](https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/03/LS-KEY-GUIDANCE-GETTING-STARTED-ASSESSMENT-FINAL.pdf) is used:
	+ Daily within class to identify children who need additional support and intervention
	+ In phonics, weekly review lessons assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
	+ Regular Accelerated Reader quizzes are undertaken
* [***Summative assessment***](https://www.littlewandlelettersandsounds.org.uk/resources/my-letters-and-sounds/assessment-tools/) is used:
	+ In phonics, every six weeks children are assessed 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.
	+ From Year 2 onwards, the children who are phonetically proficient complete termly Star Assessments from Accelerated Reader which informs intervention groups.
	+ Children in KS1 and KS2 complete summative reading assessments from Testbase at intervals across the year.

**National Assessments**

* Phonics Screener at the end of Year 1
* Phonics Screener retake at end of Year 2
* National Curriculum teacher assessments at the end of Key Stage 1
* National Curriculum tests (SATs) at the end of Key Stage 2

**Impact**

As part of the school monitoring cycle, SLT undertake a range of strategies to assess the impact of our Reading curriculum, such as:

* Data analysis to track the progress of intervention groups, individuals and cohorts of children.
* Termly pupil progress meetings which provide opportunities to discuss children and implement support strategies.
* Pupil voice to evaluate the class texts and the Accelerated Reader programme.
* Learning walks to observe how children have increased their vocabulary and are able to utilise new words learnt.
* Staff voice to review and evaluate core texts used to teach reading.
* Book and planning looks to agree children’s reading abilities and to review the planning and delivery of the reading curriculum.

**Inclusion**

All children have equal access to the curriculum as expressed in our Equal Opportunities Policy. We will ensure that reading is accessible to pupils by:

* Setting suitable learning objectives
* Responding to the variety of learning styles
* Overcoming potential barriers of individuals and groups

This is monitored by analysing pupil performance throughout the school to ensure that there is no disparity between groups.

**Monitoring and Review of this Policy**

Date introduced………………………………………………………………………

Date adopted by governors …………………………………………………

 Signed …………………………………………………………………… (Reading Subject Leader)

Signed …………………………………………………………………… (Head Teacher)

Signed …………………………………………………………………… (English Governor)

The policy implementation is the responsibility of all staff. Its use and effectiveness will be supported and monitored by the Reading Subject Leader, on behalf of the Head Teacher and Governors.