



# Windmill Hill Primary School

*“Windmill Hill is committed to lifelong learning within a caring environment.*

*Together we make a difference.”*

## Reading Policy

### Intent

Reading is an essential skill and allows children “... *a chance to develop culturally, emotionally, intellectually, socially and spiritually.*” (National Curriculum 2014).

At Windmill Hill, we understand the importance of reading and its benefit on a child’s education, their social and cognitive development, their wellbeing and their mental health and we have assumed the responsibility of championing this across our curriculum.

We are committed to embedding a positive reading culture throughout the school that inspires and promotes a love of reading, both for pleasure and purpose. Through the provision of a print, rich environment and the modelling of positive reading behaviours, it is our intention to instill a passion and enthusiasm for reading in every child, opening up opportunities to explore the world around them and widen their experiences and imagination.

We intend to ensure that every child leaves Windmill Hill armed with the tools to become independent lifelong learners by being able to read fluently, confidently and with understanding.

### Implementation

#### Phonics

At Windmill Hill Primary School we have developed a bespoke programme to support the systematic teaching of phonics. Children begin their phonics

journey at the start of the Reception year and continue with daily phonics throughout Key Stage 1.

Phonics is delivered in whole class groups and pupils participate in speaking, listening, reading and spelling activities that are matched to their developing needs. The teachers draw upon observations and continuous assessment to ensure pupils are stretched and challenged and to identify children who may need additional support – interventions are then provided accordingly.

Pupils work through the different phases, learning and developing their phonics sounds and knowledge, following a set lesson format of Revise and Rehearse, Learn, Apply, and Challenge.

### **Early Reading**

The reading process in our school begins with sharing stories and modelling good reading behaviours and this is at the heart of our reading pedagogy throughout Windmill Hill.

Children in both reception and across KS1 have regular story time, which is their opportunity to listen to and become lost in a good book. Each half term these classes introduce their 'Super Six', which have been specifically chosen to engage and excite the children. These stories are re-read regularly so children can engage and connect with the stories, allowing them to dive deeper into the book, promoting important reading behaviours and developing a thirst for reading. EYFS and KS1 pupils also engage in 'Steps to Read' sessions that focus on the skills and knowledge needed to be a proficient and confident reader.

### **Early Communication Intervention**

At Windmill Hill, we recognise that children's early language is fundamental to learning (and becoming a skilled, confident reader) so we provide a range of interventions that concentrate on supporting children's communication development. These include Talk Boost and Wellcomm. We also work closely with external agencies, such as Chatterbug, to support our children with the greatest needs. We have also employed a private Speech and Language Therapist to assess and support our children who have speech and language delay.

## **Reading interventions**

At Windmill Hill, we have identified the children reading below age related expectation (lowest 20%) and introduced opportunities throughout the day for additional practice.

## **Engaging Parents**

At Windmill Hill, we encourage parents to engage in children's reading and play an integral part in their reading journey

Parental engagement is given through:

- information relayed during open evenings
- invitations to Reading/ Phonics workshops in school
- clear expectations on listening to their child read at home
- information around reading events and activities within school and how to support children with reading at home on our website/ newsletter / Dojo communication platform

## **Independent Reading**

At Windmill Hill, we believe that the breadth of reading is important. Initially we use the 'Bug Club' reading programme to allow the children to apply their phonetic knowledge when reading.

All books are banded in order to ensure progression and challenge for all children. We also have a vast array of quality non-scheme based books for those children who no longer need the structure that a scheme provides. Children who are "free readers" can utilise both class and school libraries to enhance their love of reading. Children will be encouraged to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference or text books.

Pupils will have the opportunity to explore our literacy heritage, modern fiction and books from other cultures and traditions. All children read to an adult on a

weekly basis to inform teacher judgement and ensure an appropriate level of challenge and variety in the books selected.

### **Shared Reading**

Steps to Read is used as planning support for whole class Shared Reading throughout the school. The units of work also help to provide curriculum knowledge for foundation subjects. The units empower teachers to teach *all* aspects of word reading and comprehension through high-quality fiction, non-fiction and poetry texts.

Steps to Read provides a clear teaching sequence to reading sessions that explicitly teach reading skills and strategies in a cumulative way through evidence-based approaches. These comprehensive units have been constructed so that the entire statutory curriculum for reading is covered from EYFS to Y6.

The primary aim of Steps to Read is to teach reading comprehensions skills and strategies explicitly.

Steps to Read:

- Is sequenced, coherent and progressive
- Uses language-rich texts for vocabulary teaching
- Includes all elements of comprehension, taught sequentially across an academic year
- Has a clear focus on the skills and strategies needed to be a proficient and confident reader
- Uses engaging texts to promote a life-long love of reading
- Includes poetry, non-fiction and fiction that enhances knowledge learning across the curriculum

### **Reading for pleasure**

Research shows a positive link between reading frequency and enjoyment and educational attainment. Our school fosters a culture of reading for pleasure, ensuring every child finds enjoyment in reading through a range of initiatives:

- Encouraging staff to be teachers who advocate reading and actively promoting this around school
- Encouraging all pupils to be readers through actively promoting it around school and recommending books to peers
- Purchasing current, popular children's literature.

- Ensuring there are a variety of quality texts which allow pupils to build on their knowledge of the wider curriculum
- Staff reading regularly to pupils.
- Through the teaching of 'Read to Write' and 'Steps to Read' units we ensure quality texts are used in English to engage pupils in reading and writing
- Providing opportunities for pupils to be immersed in silent, sustained reading which allows not only for reading pleasure, but also for developing reading stamina.
- The development of a Reading Buddy scheme where pupils from UKS2 pair up with younger pupils and share a book
- Engaging in reading events such as World Book Day, school book fairs, author visits, library access.
- Creating a stimulating and inviting reading area in every classroom which contains texts suitable for their reading age
- Encouraging pupils to use the library
- Actively promoting reading for pleasure in the EYFS outdoor provision areas and during KS1 & KS2 playtime
- Celebrating Reading

## **Environment**

At Windmill Hill, our print rich environment helps to foster the skills needed for reading and enriches the literacy experiences of our children. Our well stocked library is one of the keystones in developing an effective reading environment and is used to raise the profile of reading in school.

## **Supporting Staff**

At windmill Hill, we ensure that the deployment of all staff is effective in supporting children with their reading. We equip staff with the skills and knowledge they need to teach children to be accomplished and keen readers.

## **Developing partnerships**

At Windmill Hill, we work collaboratively with the local library to encourage children to become members. We attend reading events and staff utilise the facility to access reading resources to support curriculum delivery.

## **Impact**

At Windmill Hill, reading forms the core of our curriculum and we are determined that every pupil will learn to read regardless of their background, needs or abilities. By the time children leave our school, they are competent readers who have a love of reading for both purpose and pleasure.

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school and expand their knowledge of the wider world they live in.

Attainment in phonics is measured at the end of Year 1 through the Phonics Screening Test and the percentage of our children meeting the expected standard, exceeds the attainment of pupils locally and nationally. Reading attainment is measured using a range of methods including the Salford Reading Sentence Test, Fluency Rubric, NFERs and Standard Assessment Test (SAT's) and our attainment is improving year on year. A reading profile has been developed for children in KS1 and KS2 to allow teachers to record pupil's voice and reading development. However, our reading curriculum goes beyond the results of the statutory assessments. We know learning to read is the foundation for future educational success and at Windmill Hill, we are committed in our stated intent.