



Reading

'Reading is to the mind what exercise is to the body.'

-Richard Steele

Local Context:

At Long Lane Primary School, we believe that reading is a key skill that is woven through our English curriculum, using cross-curricular links. Through our diverse reading spine, we instil a 'love for reading' through deepening the pupils' knowledge, skills and thinking. The reading community is at the heart of our curriculum at Long Lane. We strive to create a culture of life-long learning and discovery that is stimulating and enjoyable for both children and staff through a love of books and reading. To achieve this, we work together expertly and enthusiastically to deliver our curriculum in a safe, caring and positive environment.

(Please see [Curriculum Policy.docx](#) for details of Cultural Capital at Long Lane)

Intent

At Long Lane Primary School, we are committed to putting reading at the heart of our curriculum and want our pupils to leave Long Lane with a **lifelong love of reading**. We believe that reading is a vital skill that enables our children to further their resilience and learning across the wider curriculum, creating the fundamental basis for future success.

Our reading curriculum aims to:

- Give children the skills and strategies to be **independent** readers, starting with phonic skills for our emergent readers.
- Instil confidence to be **aspirational** with reading choices and the development of ambitious vocabulary.
- Opportunities to develop fluency and effective oracy skills through reading aloud.
- Provoke **curiosity** through a diverse range of high-quality texts that engage and motivate giving access for all and exposure to cultural capital.
- Encourage **resilience** through repeated practice of appropriately pitched comprehension aligned with their reading age and ambitious vocabulary.
- Access to opportunities in the wider **community** and enjoyment of reading at home and the wider environment.

Our intent is for all children to have a sound phonological awareness, and to be able to read with fluency as they enter KS2. We believe our carefully planned curriculum allows the children to use reading as a tool to widen their knowledge and for pleasure. We foster a successful home-school partnership, which enables parents and carers to understand how to enhance the skills taught in school and to strengthen their child's appreciation and love of books.

By the end of their primary education, our intent is that all pupils are enthusiastic, habitual readers, allowing them to be successful in any subject in their forthcoming education and understanding of the world around them.

Implementation

At Long Lane, the children's reading development starts with Phonics. We follow the **Read, Write, Inc** phonics scheme which is a synthetic phonics programme taught to children in **Early Years**, KS1 and older children as appropriate. Children learn the 44 common sounds in the English language and how to blend them to read words and segment them to spell words.

The daily Read Write Inc. phonics lessons integrate reading, writing, thinking, and spoken language in a variety of activities, to ensure the daily development of children's comprehension and wider literacy skills. Phonics is assessed regularly to ensure that teaching is targeted, and groupings reflect this. The RWI phonics scheme is supported by RWI books alongside our phonetically decodable books aligned with the sounds that pupils can decode. These phonics books are predominately used in Foundation Stage and Key Stage One. We provide opportunities for our pupils to read in the school day through whole class reading, partner reading, reading interventions and 1:1 reading. The aim is to improve their fluency, expression and intonation whilst assessing their understanding of the text.

Once our pupils have developed a combination of phonological awareness and reading fluency, they are offered books from our **Accelerated Reader Scheme**. The Accelerated Reader scheme offers a range of high-quality texts from different authors, cultures and genres. The children's reading age is assessed regularly and aligned with appropriate books that support their reading level. Once the pupil has completed an Accelerated Reader book, they are encouraged to complete an online quiz to assess their comprehension of the text. This allows pupils to independently demonstrate their understanding of a text.

The reading culture at Long Lane is underpinned by the **positive partnerships** between pupils, parents and staff. We provide all children with an individual reading record book which they take home daily, accompanied with reading books from school matched with their reading ability. The children are encouraged to change their books regularly from our wide range of high quality, diverse and suitably challenging texts. The pupils are expected to **read regularly at home**, and this is monitored and positively acknowledged using their reading record. This record is a useful tool to liaise and communicate with parents and carers about their child's reading. Reading workshops, phonics evenings and 'stay and read' sessions are run throughout the year and ensure that families are a valued part of our reading community. Alongside this, we have regular author visits, celebrate and promote world book day and have some reading incentives bespoke to each class. Our Reading ambassadors in Year 6 both promote and support reading in the younger years, using a skilled session of reading with KS1 pupils. They also support reading in the outdoor learning areas.

At Long Lane, English lessons are taught in units which are carefully planned in conjunction with class teachers and subject leaders to ensure they are conducive to high quality learning experiences. Our **reading spine** reflects the local context of the school whilst also exposing the children to the wider world setting, ensuring diverse representation and concepts. Across the school, teachers ensure classrooms contain displays and literacy-rich reading environments which are essential to the promotion and teaching of reading. Within each classroom, the **book corners** are resourced with high-quality, enriching and age-appropriate texts which the children have access to throughout the day when **reading for pleasure**. All pupils have access to the **school library**, where they are encouraged to choose texts of their own interest and share with their friends and family at home. Each class also has daily whole class story time, where class teachers strategically share a range of challenging and thought-provoking texts, ensuring diversity and representation, with the children.

One of the ways that reading is explicitly taught at Long Lane is through **whole class reading fluency** lessons. This is comprised of nine steps which enhance the children's skills of reading fluency, developing an expressive voice and reading punctuation accurately, thus giving pupils the opportunities to present, perform and read aloud.

Alongside reading fluency, the children are taught specific strategies to help with **reading comprehension**. These strategies can be taught in a discrete session or within the English lesson using key texts from our Reading Spine. The comprehension strategies are modelled and practised to ensure that they become embedded and fluent. Opportunities to model these strategies are taken throughout the school day across all subjects.

Teachers draw on strategies known as “VIPERS” (*Literacy Shed*) or “Reading Dogs” (*Twinkl*) ensuring that they are using consistent language.

KS1	KS2	VIPERS	Reading Dog
Draw on knowledge of vocabulary to understand texts	Give/explain the meaning of words in context	Vocabulary	Vocabulary Victor – there to help you work out the meaning of unknown words
Identify/explain key aspects of fiction and non-fiction, such as characters, events, titles and information.	Retrieve, record information /identify key details from fiction and non-fiction	Retrieve	Rex Retriever – is there to help you go into a text and simply retrieve facts and details.
Identify and explain the sequences of events in texts	Summarise main ideas from more than one paragraph	Sequence (KS1) Summarise (KS2)	Summarising Sheba – reminds you to summarise the main points or events in a paragraph/text
Make inferences from the text	Make inferences from the text/ explain and justify inferences with evidence from the text.	Infer	Inference Iggy – will help you hunt for clues
Predict what might happen on the basis of what has been read so far	Predict what might happen from details stated or implied	Predict	Predicting Pip – tries to see the future
	Identify/explain how information/narrative content is related and contributes to meaning as a whole	Explain	Cassie the commentator discusses the content of a paragraph and compares events and characters

At Long Lane, we believe in **early identification and response to intervention**, so children’s reading ability is regularly assessed through either phonics or our accelerated reader programme and additional summative assessment. This indicates to teachers which children must be targeted for additional reading intervention which is planned through our **Class Needs Analysis** provision document. This is achieved through 1:1 reading, established reading interventions, ABC to read programme and reading ambassadors.

We believe with a combination of the strategies listed above allow our pupils to be equipped for the next stage of their reading journey and beyond.

Impact

The impact on our children at Long Lane is clear: transferable skills, progress in their reading ability and life-long learning opportunities. Through our carefully devised reading curriculum at Long Lane, our children become increasingly more confident readers and quickly understand the value of reading in supporting all aspects of their learning journey.

To ensure pupils in EYFS and Key Stage One are making progress, their phonics knowledge is assessed every half term using the RWI scheme. Pupils who are not making sufficient progress or have identified misconceptions or gaps, are identified quickly and supported using the RWI 1-1 phonics intervention. Regular phonics assessments also ensure that pupils are grouped accordingly. The statutory Phonics Screening Check takes place at the end of Year 1, and any pupils who do not meet the expected standard can continue with phonics support beyond Year 1 and are re-tested in Year 2.

(Please see [Teaching for Learning Policy 2023.docx](#) for details of Learning Behaviours, Inclusion and Rosenshine Principles at Long Lane)

Pupil Assessment and Attainment

We ensure that there are **regular reading assessments** carried out through the year to ensure the children's reading ability is aligned with their book level. As well as statutory assessments at the end of Key stage 2, STAR reading assessments take place every half term, alongside PIRA testing (Years 2 – 6) which measures attainment against a national standardised score. This reading data is used in teacher's termly **pupil progress meetings** alongside our **Class Needs Analysis** which measure pupil progress as well as compare attainment nationally and set suitable targets and tailored support for each year group and each individual.

Teachers use **Assessment for Learning** strategies to ensure that children understand what they are being taught within a context and 'know more and remember more' of the key knowledge and skills outlined in each objective. These will include; mini quizzes, questioning, discussions and observations (including video and photography), peer assessment and appreciation, Think Pair Share, book looks and comparisons. Teacher assessment occurs throughout teaching and learning with support implemented where appropriate. (see Teaching for Learning Policy linked below)

EYFS pupils' progress and attainment is assessed by the FS class teacher in the context of the EYFS framework and ELGs.

Monitoring and School Improvement Planning

The English Core Team, the Head Teacher, and the Governors regularly review and quality assure Reading across the school to ensure that it is implemented sufficiently well in line with the National Curriculum Objectives and aligns with the Vision and Values of the school.

Impact is measured through monitoring activities, including; learning walks, questionnaires to staff, pupil voice, looking at evidence of pupil's work, teacher assessments and any other relevant evidence. In addition, they evaluate the impact and plans for future development of the subject for pupils and staff, utilising action plans, looking to develop new opportunities, refine current practice, plan CPD for staff and feed into the School Improvement Plan (where appropriate) from where Performance Management and school priorities stem.

Linked Policies – This policy sits under the following two umbrella policies;

[Teaching for Learning Policy 2023.docx](#)

[Curriculum Policy.docx](#)