



English Reading Subject Policy

Contents Page

1. Abberley Parochial V.C. Primary School vision and values
2. Intent
3. Implementation (including time allocation)
4. Impact (including monitoring of standards)
5. Curriculum content overview
6. Subject skills progression
7. Assessment/inclusion and challenge
8. Cross-curricular and IT links
9. Roles and expectations of staff
10. Staff development and expertise
11. Subject Development

1. Vision and values – rooted and grounded in love

Our school vision is based on the writings of Paul to the Ephesians. This highlights three principles which form our decision making. We seek for all people in our school community to:

- Feel grounded and rooted in love
- To grow in breadth and depth of understanding
- To be filled with the fullness of life

Our school has adopted seven values and seven attributes which form the basis of the work we do, particularly in relation to our curriculum. It is these values and attributes that all of our subjects focus on instilling in our pupils.

Values: courage, compassion, thankfulness, forgiveness, wisdom, justice, truthfulness

Attributes: knowledge, perseverance, collaboration, curiosity, comprehension, reasoning, creativity.

At Abberley, we believe that reading is a vital tool to ensure children are given the best life chances. Cultivating readers with a passion for a wide range of materials will ensure that children's love of reading will extend far beyond the classroom and allow them to build on their skills independently through a real curiosity and thirst for knowledge.

2. Intent

At Abberley we aim to develop positive attitudes towards reading that ensure it is enjoyable and provides meaningful experiences for all pupils. We aim to enable our pupils to read confidently, fluently, accurately and with understanding. We aim to employ a full range of reading cues - phonic, graphic, syntactic, contextual - to enable children to self-monitor, self-correct and make sense of their own reading.

We use a variety of high quality, challenging texts throughout all areas of the curriculum to foster an interest in words and their meanings and to gain an appreciation of books from a variety of genres. Children are enabled to find books interesting, to read with enjoyment and to evaluate and justify their preferences.

We aim to develop reading skills in tandem with those of writing, so that they may function in society, as literate adults and readers for life. Our intent in reading is to equip children with the skills to be successful and curious.

3. Implementation (including timetable allocation)

Reading is a skill which underpins a child's ability to access the wider curriculum and allows them to broaden their vocabulary and develop vivid imaginations. To ensure that pupils at Abberley are given the best opportunity to succeed, we ensure that pupils are given sufficient allocated time per week (depending on year group) to build skills of fluency and comprehension as well as additional time for 'reading for pleasure'.

Our skills progression shows how our expectations and teaching of associated skills develop during the course of study at Abberley Parochial Primary School develop throughout KS1 and KS2.

<https://www.abberley.worcs.sch.uk/attachments/download.asp?file=162&type=pdf>

The majority of reading teaching is completed in the classroom with opportunities to benefit from the school library and surrounding learning areas to access a wider breadth of books. However, we encourage children to engage in reading for pleasure at all opportunities and expect reading to be a part of every person's home life. From early in Reception class children are expected to continue to develop their reading

skills at home with the use of scheme books and as the children move through the school and their reading skills develop the expectations progress.

Children at Abberley are encouraged to read daily and progress is recorded in their reading record books. Parents are expected to read with their children daily until their child has progressed onto 'free choice' books; only then can the children take a full ownership for their reading record.

In order to encourage reading at home, children may be rewarded with house points/stickers. This will be done at the class teacher's discretion. Children who do not read regularly at home have support put in place to ensure that this happens in school. This support will be delivered by class teachers, teaching assistants and volunteer readers and will ensure that children make progress.

Teaching and learning in reading is coordinated in line with the objectives of the National Curriculum. Lessons are taught explicitly and discreetly, where children have the opportunity to develop specific reading skills and use these skills simultaneously when working with a particular text. Children are taught to acquire a wide vocabulary and understanding of grammar and knowledge of linguistic conventions. They are taught to collaborate effectively and should be able to elaborate and explain clearly their understanding and ideas. It is important that children have positive and skilled role models who effectively explain and model the skills being developed with steps broken down into a success criteria if applicable.

Allocation

EYFS	Approximately 2 hours each week
Year 1	Approximately 2 hours each week
Year 2	Approximately 2 hours each week
Year 3	Approximately 2 hours each week
Year 4	Approximately 2 hours each week
Year 5	Approximately 2 hours each week
Year 6	Approximately 2 hours each week

4. Impact (including monitoring of standards)

Teachers and teaching assistants keep track of reading record books, ensuring children are reading regularly at home with parents or carers. Books will then be changed by an adult if the child is reading from a scheme of books. In addition to this, on a termly basis (at minimum) children are formally assessed using the Headstart End of Term Reading Assessments and these results are shared within pupil progress meetings as well as on the whole school assessment tracking document.

Half termly standardisation meetings are conducted to ensure all judgements regarding attainment and progress in reading are accurate and consistent across all year groups. Pupil's progress in reading is monitored through our school tracking system based on teacher assessments and summative assessments against our curriculum content and skills progression and analysis of these judgments and assessments may lead to intervention strategies of a varied classroom practice being adopted to support those pupils.

5. Curriculum overview/Planning

The skills progression and content overview can be found on the school website by following the link below.
[ADD LINK HERE](#)

6. Subject progression

Evidence of progression in breadth and depth of thinking should be evident in exercise books. Children should be given open ended opportunities to express their own ideas, thinking, reasoning and creativity during discussion about texts and books.

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<https://www.abberley.worcs.sch.uk/attachments/download.asp?file=162&type=pdf>

7. Assessment/inclusion and challenge

Children should receive clear feedback linked to their learning in exercise books. Marking should be in line with the school's feedback policy. Teaching assessments with reference to teacher observations, standardised tests and work in books are made each term and discussed during pupil progress meetings. Children are assessed regularly to inform planning and possible intervention strategies. More able readers are challenged to broaden their exposure to a variety of authors, styles and genres.

8. Cross curricular and IT links

English is how we communicate, instruct and direct. It is the method used to record our ideas, plan and present. We tell stories in all areas of the curriculum. Whilst the possibilities of cross curricula links are almost endless, these are some of the links which are established in our curriculum.

- Historical story telling
- Word processing of our own English work
- Extended writing in humanities of a variety of text types, such as newspapers, diary entries, reports, information writing and adverts
- Instruction in games and PE. Coaching each other and communication/leadership
- Informative writing in humanities – further links with IT and creating PowerPoint presentations
- Year 6 presentations and research skills
- Year 6 essay writing competitions
- Debating
- Film making
- Class assemblies and script writing

9. Roles and expectations of staff

- SLT
 - Monitor the curriculum ensuring that it is broad, balanced and meets the needs of pupils.
 - Monitor and assist with work scrutiny.
 - Monitoring of subject development and policy documents.
- Subject coordinator
 - Monitor medium term planning
 - Carry out Subject Development planning and review this at regular intervals.
 - Chair curriculum meetings.
 - Lesson observations and learning walks of phonics, reading and English lessons.
 - Subject development planning.
 - Reviewing the English subject policy document.
- Class teachers
 - Keeping medium term plans up to date on the school server.
 - Mark the children's work and keep track of reading records.
 - Ensure that planning provides for regular opportunities to learn outside of the classroom.
 - Regularly teach reading skills.
 - Formally assess the children's reading at four points in the year and submit these assessments for moderation to the English Coordinator.
 - Use assessments to inform planning and teaching and learning.
 - Complete the required reading assessments. Mark and record standardised scores for pupils taught.
 - Keep targets updated.
 - Refer children who are not making adequate progress to the SENCO.

- Providing feedback to the English coordinator on progression with subject development objectives.
- Listen to children read at least bi-weekly, discuss reading and the skills being used and comment/sign pupil's diaries.
- Be an example of high standard English when speaking and writing

10. Subject Development

September	Carry out subject development planning and share planning with teachers throughout the school. Submit subject development plan to the head teacher. Consider the needs of new staff joining the school.
January	Review work scrutiny carried out in the Autumn term. Provide feedback to staff in the English curriculum meeting. Feedback on the January assessments in writing and December assessments in reading and phonics. Share feedback and discuss priorities. Consider staff development needs.
March	Review assessment data and subject development plan objectives.
May/June	Review subject development planning and subject policy.

English coordinator: Rebecca Harvey

English governor: Charlotte Turner

Headteacher: Joel Turvey

Next Review: November 2020