



At Grange view we let our light shine, always sparkle and strive to achieve our God given potential.

*Let your light shine brightly before others.*

Matthew 5:16

## Our Ethos

The children are living a Christian life where they aim to flourish and thrive, thinking about our core Christian Values; Friendship, Trust, Forgiveness, Respect and Wisdom to become lifelong learners.

## Our Aims

- To provide a stimulating and secure environment, inclusive of children from all faiths and cultures.
- To provide an engaging, meaningful and relevant curriculum that equips all learners with the necessary skills for their educational journey.
- To value all individuals and support them to reach full potential and create an atmosphere of equal opportunity where expectations are high.
- To grow caring citizens who value the world we live in and celebrate moments of awe and wonder.
- To offer opportunities for collective reflections and inspire spiritual development that shape daily lives.
- To help the children to form values which will allow them to make moral choices throughout their lives, not just during their school years.
- To work in partnership between home, school, church and the wider community.

# **Reading Policy**

## **1. Legislation and guidance**

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

## **2. Roles and responsibilities**

### **2.1 The governing body**

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

### **2.2 Headteacher**

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum

- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

### 2.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

## **3. Organisation and planning**

### **3.1 Our Intent: Why our curriculum looks like this:**

At Grange View our Early Years starting point is below the expected standard in speaking and listening and well as many of the children having little to no experience of books. During their time in Early Years the children will spend time doing pre phonics activities, learning sounds through the Read Write Inc phonics programme and developing a love of reading. The children have access to a range of high quality and diverse texts that they listen to, discuss and incorporate into their everyday play. They also exposed to rhythm, rhyme and repetition in rhyme time and singing. We know how beneficial play is during the early years and we ensure high quality conversations with adults and peers are modelled and encourage to try and move the children on with vocabulary and oral sentence structure.

### **3.2 Planning and skills progression:**

**Phonics;** As a school from the end of nursery all of our children learn phonics through the Read Write Inc Scheme (RWI) staff follow the RWI planning and children are group based on sound knowledge, fluency and accuracy.

**Reading;** Reading in EY's and KS1 is through the RWI phonics programme and follows this planning. Children are also introduced to reciprocal reading programme in KS1 and 2 for guided reading sessions.

Please see separate skills progression available from English Lead.

### **3.3 Pedagogical Choices :**

- A structured, systematic synthetic phonics programme followed.
- All children are regularly assessed and any children who are not on track will receive interventions.
- Opportunities for partner discussion, collaborative working and whole class reading.
- A range of strategies introduced from Year 2 for reading comprehension.
- Vocabulary has a high priority and children are encouraged to be adventurous.

### 3.4 Subject Spotlights:

At Grange View we like to give every subject it's chance to shine. Every year as a school we celebrate world book day and incorporate the scholastic book fair into the day.

We have also had reading days in school where parents have been able to come into school and hear stories and do activities based around the book.

### 3.5 Assessment:

**Reading;** Children in Reception Year 1 and 2 are assessed through RWI at least half termly to identify sound knowledge, word reading and fluency.

Years 2, 3 and 4 use the guided reading record sheets as evidence for assessment and tracking progress along with some children still being assessed on the RWI programme. We also use comprehension assessments across KS1 and KS2. KS1 and KS2 are assessed every term using our level trackers and the data is formally recorded using the SIMS database. Using these assessments we can track children and spot any children who may need more support.

### 3.6 Resources:

RWI resources are used for phonics across and throughout the school.

### 3.7 Early Years starting Points:

At Grange View our Early Years starting point is below the expected standard in speaking and listening and well as many of the children having little to no experience of books. The children work hard on developing those listening and language skills, with many of them accessing speech and language programmes and interventions. During their time in Early Years the children will spend time doing pre phonics activities, learning sounds through the Read Write Inc phonics programme and developing a love of reading. The children have access to a range of high quality and diverse texts that they listen to, discuss and incorporate into their everyday play. They also exposed to rhythm, rhyme and repetition in rhyme time and singing. We know how beneficial play is during the early years and we ensure high quality conversations with adults and peers are modelled and encourage to try and move the children on with vocabulary and oral sentence structure.

See our EYFS policy for information on how our early years curriculum is delivered.

### 3.8 Personal Development

Being able to read allows you to access all areas of the curriculum and broaden your horizons through books. Our school reading spine- 'Our Favourite Five' the children are exposed to many different high quality texts that are diverse, inspirational and the best of British. We know that as a school we want our children to leave us able to read and write to help them as they carry on their educational journey but we also understand that these are skills that are needed in every area of future life. We visit the library weekly to ensure all children have the opportunity to chose their own texts, we write letters, articles and diary entries for educational visits, visitors and experiences that the children have within school.

*Parents are invited into school for story times regularly and to engage in our reading challenge that encourages children and parents to read regularly at home.*

#### **4. Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

#### **4.1 SEND provision:**

- Staff know who bottom 20% of class, SEND children and 'target children' within class and they are supported and given priority within lessons for verbal feedback and books are marked first.
- Interventions take place for children who require it. These include; sound knowledge, fluency, comprehension interventions.
- Children are grouped based on assessments for phonics and for group reading however children are mixed ability when reading within other subjects.

#### **5. Monitoring arrangements**

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Monitoring visits and conversations
- Learning walks alongside subject leaders
- Termly subject leader reports

Subject leaders monitor the way their subject is taught throughout the school by:

- Learning walks
- Book looks
- Hearing children reading
- Pupil voice

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.



This policy will be reviewed every 3 years by the English and/or phonics lead. At every review, the policy will be shared with Committee 2 for approval.

## **6. Links with other policies**

This policy links to the following policies and procedures:

- Literacy Policy
- EYFS policy
- Assessment policy
- Marking policy
- SEN policy and information report
- Equality information and objectives

## **7. What is it like to be a pupil at Grange View** **Studying Reading on a daily basis?**

In Grange View, English is rooted in the **love of reading**. Our children hear a **range of stories** within the **favourite five** and as part of topic lessons. Reading is priority throughout school and children understand the value of reading. Children learn **phonics daily** and become **confident and speedy readers** which opens the door to all areas of the curriculum.