



Ridgeway Primary Academy

Reading



Reading Education Policy

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Introduction

This document sets out to identify the provision that Ridgeway Primary Academy ensures for the planning, delivery, assessment and monitoring of Reading.

Intent

Vision & Aims

We want our children to experience more than what is offered through the National Curriculum. Life in the wider world demands so much more and we aim to ensure all our children have the knowledge and skills to succeed in life through the experiences we provide so that they can all be STARS.

At Ridgeway Primary Academy, we see reading as an integral part of the Academy curriculum that impacts upon all learning and opens the doors to a world of knowledge and discovery. Our priority is both the teaching of reading skills and the enjoyment of literature, with the goal of enabling our pupils to become confident, lifelong readers who show passion and enjoyment for reading, sharing with pupils our own enthusiasm for literature.

As a Academy, we will ensure that pupils are taught to read with fluency, accuracy and understanding through a variety of opportunities, and recognise that learning to read is the most important skill to learn during early schooling. Our intention is for all pupils to receive quality teaching of phonics and to develop secure phonetic awareness in order to confidently use their skills for a phonics first approach to reading.

We aim to instill a love of reading by placing high-quality and engaging texts at the heart of our curriculum, feeding pupils' imaginations and curious minds. We want children to enjoy reading a wide range of books from a variety of cultures and in a range of different genres, styles and formats, and be able to talk and discuss texts and authors. We aim to use reading as a way to expand pupils' vocabulary and open the door to words that pupils would not normally encounter.

By helping children to recognise the value of reading as a life skill, we encourage pupils to read widely across all genres to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading and to enable pupils to reflect upon reading experiences in order to discover their interests. It is our intention to ensure that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Curriculum Drivers in Reading

Expressive Communicators – Reading is hugely important in the journey our children take in order to become Expressive Communicators. Through the teaching of reading, pupils acquire language and develop their understanding of vocabulary. Children read a range of texts and learn about word meaning which equips them with the vocabulary they need to communicate their ideas and viewpoints with ease and clarity. Reading together provides an excellent opportunity for discussion, creating an environment where pupils can comfortably and confidently articulate and share their thoughts about their reading.

Healthy Champions - Reading provides important opportunities to support pupil well-being, introducing different emotions or experiences to readers. Across our curriculum, books form a significant way to provide structure around a particular discussion or for pupils to explore and make sense of their emotions. Discussing the words, themes and images that are seen in a book can be easily used to prompt children to share their thoughts on matters that are linked to healthy well-being. Using carefully selected texts allows pupils the opportunity to open-up about things on their mind and they can identify and relate to stories by making links with characters and events. Reading opportunities also enable our pupils to escape into new worlds and can be particularly helpful as a way to cope with anxiety and worry, or to improve a child's mood.

Life Long learners - In the early stages of schooling, our pupils develop the phonic skills they need to read accurately, building to become fluent readers with good comprehension. Their continued development of reading skills and understanding are essential for life-long learning. Through their curriculum journey, pupils will develop the four Rs.

Children will develop **resilience** by gaining the ability to read and interpret complex and demanding texts and by strengthening and drawing on critical reading skills.

Children are taught to be **resourceful** by drawing on their literacy knowledge when they encounter unfamiliar words and terms, in order to decipher word meaning in context. Our curriculum teaches pupils to use strategies and use clues within a text to better understand vocabulary, and ultimately becoming a confident, critical and active reader. Pupils will also learn the purpose and structure of a range of text types so that they can understand and access different reading materials in order to source new information as required.

The curriculum teaches pupils to be **reciprocal** in their reading. Pupils take turns in participating in or leading a dialogue about what has been read. During reading sessions, pupils will improve their reading comprehension by asking their own questions about texts and by discussing the text with others, requiring a higher level of understanding and engagement. Through the careful selection of narratives, children are also taught to put themselves in someone else's shoes in order to understand how they may feel.

The teaching of reading allows pupils to be **reflective** and enables pupils to evaluate texts, as part of their comprehension development. Reflection is modelled by adults throughout the reading process and pupils are encouraged to do the same during group discussions or individual reflections. Pupils also regularly complete book recommendations and review the books that they have read.

World Citizens — Through the teaching of our reading curriculum, children learn to further understand the diversity of the world in which they live. This is achieved by pupils exploring a range of cultural texts and engaging in critical discussion. Through reading, pupils develop cultural awareness by reading about people from other cultures and people from different times and places. By linking reading to other areas of our

curriculum, children can connect books to topics and skills that they are learning, in order to deepen their understanding of the world. Children are supported to see the world through other people's eyes, which helps them to better interpret their own experiences and to develop empathy.

Open to possibilities — Children cannot aspire to things that they have never encountered. Our curriculum opens their eyes to new possibilities so they can develop aspirational attitudes and understand how to achieve their full potential. The teaching of our reading curriculum allows pupils to aspire to achieve success beyond what is familiar to them, by exposing them to a rich variety of fiction and non-fiction texts and by broadening their understanding of vocabulary. Children will develop aspirational attitudes and gain a desire to act upon what they have read about, beyond their perceived limitations. Children will be inspired by characters, events and the authors who write books, learning about overcoming barriers, reaching their potential and a range of life scenarios.

Implementation

Organisation of the Curriculum

At Ridgeway, reading is taught throughout all stages to reflect the requirements of the Early Years Foundation Stage and the National Curriculum (2014), which provide a detailed basis for implementing the statutory requirements for reading.

At Ridgeway, we value and appreciate that reading is a vital skill that will support children's learning across the whole of our curriculum. As a Academy, we will ensure that our children are taught to read with fluency, accuracy and understanding through a variety of discreet and cross-curricular learning opportunities. At every phase of reading, we aspire for all pupils to enjoy reading and become enthusiastic, independent and reflective readers.

Reading is taught regularly, from Nursery through to the end of Key Stage 2. Children begin their reading journey in Early Years where there is a focus on the development of speaking and listening skills and an emphasis on enabling children to become attuned to the sounds around them. Our EYFS learning environments are rich in language and children's talk is developed through play and wider curriculum experiences. Adult focus activities in the Early Years have a strong emphasis on modelling, teaching and supporting talk with the children, as they then begin to develop the skills of oral blending and segmenting—all vitally important skills to begin the reading journey into phonics and beyond.

Reading is taught through the discreet teaching of the Read Write Inc. Phonics programme throughout Early Years and Key Stage One, alongside other literacy-focussed activities based on books and stories. Pupils begin to develop reading comprehension skills and advance these skills through the introduction of whole class reading sessions throughout Key Stage One and Two. Pupils interact with a wide selection of texts of different genres, with a strong emphasis on the understanding of complex vocabulary. Teaching is used to develop multiple skills including fluency, vocabulary development and reading comprehension, in order for Ridgeway pupils to reach their full reading potential.

Read Write Inc. Phonics Programme

At Ridgeway, our pupils learn to read effectively and quickly using the Read Write Inc. programme. The RWI programme is for pupils in Reception to Year 2, who are learning to read and write. In addition, the programme also supports any pupils in year 3 through intervention support. Year 4, 5 and 6 receive Fresh Start intervention until completion of the course. In situations whereby the RWI interventions along with

Fresh Start support do not have the desired impact, then the Educational Psychologist Assessment Through Teaching Tool (EPS) is implemented.

The RWI Phonics programme is delivered to all pupils in Reception to Year 2, four days a week for an hour. During the Summer term, all pupils in Year 2 participate in English lesson covering the Year 2 English curriculum. Any pupils that have not yet completed the programme continue to receive tutoring in the afternoon. In addition to the daily RWI session, Year 1 pupils participate in daily speed sounds lessons in the afternoon to consolidate, practise and learn new sounds.

The RWI 'What to teach when' document ensures that children following the Phonics programme cover the correct and appropriate sounds for that specific coloured book. The document also outlines what children should know by the end of each unit and what children should be able to do on their next assessment.

Half-termly assessments identify whether children have any gaps in their knowledge. When the children can confidently read what is required in the coloured band, it is evident the appropriate learning and objectives have been covered.

Curriculum Progression

The Early Years Foundation Stage and National Curriculum (2014) ensures that progression in reading is catered for as pupils move through the Academy, from Nursery through to Key Stage Two. The curriculum documents show the steps of progress that pupils should make, building upon previous learning.

Foundation Stage

At Ridgeway, reading begins in the Foundation Stage through the sharing of books with simple or no text so that the children can learn how to tell a story using images. The focus at the early stage is on developing understanding and conveying meaning of the texts that pupils read rather than on reading words accurately. Building on what pupils already know about reading and stories, the teacher helps develop early reading behaviors through shared reading. This includes holding a book the right way up, following the text from left to right, knowing that print carries meaning and identifying elements of a story. Pupils have many stories read to them and they have opportunities to retell narratives themselves. There is a strong focus on children learning to decode through daily phonics following the Read Write Inc. Phonics programme.

Key Stage One

Children progress through the early reading stages accordingly with each RWI reading phase, acquiring phonic skills. There is an emphasis on developing pupils' interest and pleasure as they learn to read independently and with confidence. They focus on words and sentences and how they are put together to form texts, and teachers model a range of reading strategies, including the identification of sentence structure and the function of punctuation marks. These reading strategies are further developed through shared reading in whole class reading lessons. Pupils listen to and read a range of texts in order to bring meaning and be able to say what they like or dislike about them. In addition to the development of phonics, pupils will grow their sight vocabulary for common exception words and will read books providing a variety of fiction, non-fiction and poetry with focussed learning of comprehension skills.

Key Stage Two

In Key Stage Two, pupils meet a wider range of texts in fiction, poetry and non-fiction. The teaching of whole class reading continues to support pupils in further developing reading strategies. These sessions provide an opportunity to teach reading in relation to the varied needs of pupil groups, using the same high-quality text, which is beyond the level that children can read independently. There continues to be a high level of interaction between the teacher and pupils, and pupils further develop their individual responses and interpretations rather than narrowly focused comprehension. Effective teaching enables pupils to develop fluency, intonation and comprehension skills. Carefully chosen texts are used to offer challenge to all pupils

in the class, with a particular emphasis on deepening their understanding of vocabulary, building this understanding as they progress through their reading journey.

Planning and Teaching

Read Write Inc. Phonics Programme

The Read Write Inc. programmes have detailed lesson plans. These give the teachers practical day-to-day guidance, but we work hard to build on these plans so that the lessons are matched carefully to the needs of their particular group. Every activity is prepared thoroughly and has a clear purpose. The teacher explains this at the beginning so that the pupils understand, during the activity, what they are learning and why. In Read Write Inc. Phonics, pupils learn to decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills. They learn how to read common exception words on sight. Through comprehension activities, children are taught to understand what they read. Children learn to read aloud with fluency and expression.

In addition, we teach pupils to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to identify difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge. In Reception, we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practise in reading high frequency words with irregular spellings – common exception words. We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding.

During RWI sessions, all the pupils are engaged, with a positive impact on their behaviour. They learn to participate fully: the rules for working in a group or discussing with a partner are established. We discourage 'hands up' for answering questions because we believe that all pupils should answer every question. The teacher selects pupils to answer using different response techniques (e.g. popcorn, choral, pick two).

Our aim is for pupils to complete the phonics programme as quickly as possible. The sooner they complete it, the sooner they will be able to choose books to read at their own interest and comprehension level.

Whole Class Reading

From Reception onwards, reading and comprehension skills are taught weekly through whole class reading lessons. In Reception and Year 1, pupils are taught for one hour per week. In KS2, pupils are taught for three hours per week.

The teaching of whole class reading is an extremely effective approach to teaching specific reading skills and underpins reading at Ridgeway. Teachers put time and effort into selecting and choosing a variety of books and texts that provide pupils with a rich and varied reading diet, enabling them to experience a range of authors and styles of reading material.

Careful consideration is given to selecting texts that link to the current class topic. The texts which are selected are engaging, motivating, and offer a sufficient level of challenge to the pupils' reading and comprehension ability.

Developing understanding of vocabulary is a key focus during reading sessions and pupils will be taught new language featured in the focus text. The vocabulary will be carefully chosen in line with pupils' understanding and awareness and will be explored and applied across several lessons until embedded.

Pupils will hear the text being read in different ways and have time to read the same extract themselves. The use of echo and choral reading teaching strategies offer opportunities for pupils to learn from clearly modelled 'reading behaviours' of decoding, fluency, expression and the purpose of punctuation.

Targeted questioning, relating to the chosen text, supports and enables pupils to recall information, sequence and summarise events, identify and comment on the structure, features and organization, as well as promote the use of deduction by drawing conclusions from the information given and inference. These key questions will be linked to the National Curriculum and focus content domains chosen for each session, and adults will model how to answer particular types of questions. Children are encouraged to answer orally before writing anything down, acknowledging that their first answer may not always be their best. Pupils are taught sentence stems and vocabulary that is expected to be used within their answers.

Pupils will also record their answers to comprehension questions. Children do this in a variety of ways, including through discussion with an adult, discussion with peers, working individually, editing their answers following discussion or a combination of ways.

Teachers and teaching assistants focus on specific pupils during each reading session and support appropriately. This may mean hearing pupils read individually or in a group, or discussing answers with individuals or groups. Teachers assess these pupils based on the National Curriculum expectations and their performance related to the content domains.

KS2 Lesson Structure Overview

Lesson one

- Share and teach new vocabulary.
- Introduce and share the text with pupils.
- Make links to other, similar texts which have already been explored.
- Adult model reads part of the text, modelling use of reading strategies and thinking aloud to explore text meaning.
- Pupils use a range of reading techniques to develop fluency.
- A group or class task is designed to promote discussion and explanation of the text. This does not necessarily need to be evidenced, but should aim to engage the children in sharing ideas in a reciprocal fashion.

Lesson two

- Pupils to read the same or similar text to the one explored in lesson one.
- Vocabulary can be recapped and developed, giving the children the opportunity to identify the words in the text and explore their use in context.
- The teacher focuses on modelling the answering of questions to the class. This should be done using the VIPERS and aim to support the children in tackling a variety of question types.

Lesson three

- Throughout lesson three, the focus should be on the children using the skills developed in lesson one and two and applying these taught skills to a new, unexplored text.
- The children read it independently or in pairs for support.
- Class teachers are to use this opportunity to listen to children read – this can be done during all lessons, but the independent nature of this lesson allows this to be a quality opportunity to both support and assess a child's ability to read.
- The children then independently attempt questions based on the text

VIPERS

As a Academy, we adopt the reading 'VIPERS' structure for comprehension questioning, which was created by Rob Smith (The Literacy Shed). We use VIPERS to explicitly teach pupils the skills of reading, as outlined in the National Curriculum and the KS1 and KS2 reading domains. Each question domain is linked to a memorable character for the pupils to recognise and associate with specific question types. VIPERS are used from Year 1-6 in our whole class and small group teaching. Alongside effective teaching, they aid pupils to develop key comprehension skills and become more successful readers when answering questions about texts. We use this approach to dig deep into high-quality texts that are rich in vocabulary and challenge pupils of all abilities.

V - vocabulary

I - infer

P - predict

E - explain

R - retrieve

S - sequence (KS1) summarise (KS2)

The content domains are useful to us for assessing where gaps exist, for analysing test data, and for planning next steps in pupil learning.

Key Stage 1

KS1 Content Domain Reference	VIPER
1a draw on knowledge of vocabulary to understand texts	Vocabulary
1b identify/ explain key aspects of fiction and non-fiction, such as characters, events, titles and information	Retrieve
1c identify and explain the sequences of events in texts	Sequence
1d make inferences from the text	Infer
1e predict what might happen on the basis of what has been read so far	Predict

Key Stage 2

KS2 Content Domain Reference	VIPER
2a Give/explain the meaning of words in context	Vocabulary
2b retrieve and record information/ identify key details from fiction and non/fiction	Retrieve
2c summarise main ideas from more than one paragraph	Summarise
2d make inferences from the text/ explain and justify inferences with evidence from the text	Infer
2e predict what might happen from details stated or implied	Predict
2f identify/explain how information/ narrative content is related and contributes to meaning as a whole	Explain
2g identify/explain how meaning is enhanced through choice of words and phrases	Explain
2h make comparisons within a text	Explain

Levelled Home Reading Books

Pupils that follow the Read Write Inc. Phonics programme take RWI levelled reading books home to read. These books comprise of a reading book from the 'home readers' selection and also a paper 'storybook' which matches the book being read at Academy. Taking a copy of their RWI storybook home allows pupils to build up reading speed and develop their fluency skills as they are re-reading a familiar text. Pupils in Years 5 and 6, who follow the RWI Fresh Start programme, take RWI Fresh Start Anthology home to read.

Pupils reading beyond RWI. Phonics take home Oxford Reading Tree levelled reading books to read at home. The books are banded and are carefully matched to pupil's phonetical knowledge and offer the right level of challenge, so that pupils make good progress. In Key stage 1, pupils will use hard copies of texts. In Key Stage 2, pupils have access to an extensive selection of physical books, which can be accessed from Academy and home. These books have all been assigned a 'ZPD zone' which helps children to know if the book they have selected is at their reading level. The children's zones are calculated using Accelerated Reader, which tracks pupil performance of reading comprehension. This programme also offers a quiz function, allowing children to assess their ability to answer questions on the text after they have completed reading it.

Individual Reading with an Adult

All pupils have the opportunity to read their levelled reading books to either the class teacher or teaching assistant at least once per week. The frequency of reading with an adult is dependent on the child's ability and engagement of parents at home. Children, who have been identified as needing support, are targeted for additional reading whenever possible.

During these individual reading sessions, children are heard reading a chosen book from the appropriate reading scheme, including if the child chooses a free reader. The reading material is matched to the child's ability. All adults encourage pupils to decipher unknown text for themselves, using the strategies taught in reading lessons. Children are then questioned about the text, using VIPERS questions, in order to check the levels of comprehension.

Independent Reading Time

All children across the Academy receive daily reading time. During this time, children read a range of material to develop their reading fluency, to foster a genuine love of reading and to help them appreciate its value. Independent reading may consist of any of the following:

- Pupils reading a levelled book to develop fluency, which has been read with an adult, prior to the session.
- Pupils reading a class reading book from the classroom book corner.
- Pupils may read a ZPD book at their level
- Pupils may choose one of the 50 books assigned to their year group, which they receive rewards for reading throughout the year
- Pupils reading a book or magazine of interest from home.

Story time

Daily story time takes place in all classes across the Academy. This allows adults to regularly model good reading and is a time for children to enjoy books. This time provides a language-rich experience and gives opportunities to develop vocabulary and comprehension skills. While the teacher is reading and discussing a text, additional adults are encouraged to make observations of pupils and record these accordingly.

Inclusion

In line with our Inclusion policies, Ridgeway Primary Academy believes all children are entitled to high quality teaching and learning with regard to reading, and we embrace the philosophy of inclusion. As an

inclusive Academy, we recognise the need to tailor our approach to support children with special educational needs as well as those who are identified as benefitting from further enrichment and challenge.

All pupils with special educational needs will follow the same educational curriculum as their peers, differentiated where necessary to meet their individual needs. Pupils, who are developing early reading, will be provided with phonetically decodable texts, which teachers will ensure develop and consolidate the teaching of the phonics and early reading skills.

RWI 1:1 Tutoring

Pupils in the 'lowest' attaining group have the widest variety of needs. This is, therefore, the least homogeneous group. In order to give these pupils the same carefully targeted teaching as all the other groups, some of these pupils have daily one-to-one tutoring for around ten minutes, in addition to their group session in the morning. This tutoring helps us to meet their individual needs. Once these pupils have learnt to read, they will receive additional support when learning to spell.

Individual Reading with an Adult

Pupils who are making less than expected progress, or who are identified in an 'at risk' category will be heard reading by an adult at least one additional time per week and will be prioritised for additional reading with Academy staff and volunteers.

Whole Class Reading

All pupils are included in the teaching of whole class reading unless they require specific alternative reading provision as directed by the Academy SENDCO. Teaching reading as whole class enables every pupil to access high quality texts, immersing all pupils in high-quality children's literature. Teachers and teaching assistants support individual or groups of pupils to access lesson content and meet individualised outcomes.

Most Able

Our Academy offers a demanding and varied reading curriculum, immersing children in the exploration of advanced and complex texts and providing pupils with a range of opportunities in order for them to reach their full potential. We assess and track the most able pupils, right from early years to ensure they are appropriately challenged and are provided with additional opportunities to flourish in reading.

Cross-curricular opportunities

Reading is not restricted to Literacy lessons. Many opportunities are provided for pupils to practise and extend their reading in other subjects. In the teaching of the foundation subjects, opportunities are found for additional reading so that skills learnt in English lessons are applied in different contexts, particularly when reading for information. Teachers plan these opportunities as part of their weekly planning using differentiated reading materials.

Resources

Read Write Inc. Phonics

Pupils receive a RWI book bag book to take home weekly. Book bag books are kept in a central place between Reception, Year 1 and Year 2 classrooms, along with RWI storybooks. If pupils are unable to access the red coloured book band, they take home a purple picture book along with word time word cards from 1.1-1.7 to practise.

All staff receive a RWI resource box to support their teaching. This includes:

- Set 1, 2 and 3 sound flash cards (A4 or pocket sized cards)
- Set 1, 2 and 3 green word cards and alien word cards
- Red words

- Fred the frog teddy
- 3 pocket pinafore

To support the teaching of each coloured story book, a pack is prepared which includes laminated 'Speedy Green' word cards, 'Story Green' word cards, a copy of the story introduction and the additional story book pages needed for each book. They are organised into coloured banded drawers and kept in a central room in the Academy.

The Oxford Owl online resource also allows staff to deliver the programme effectively by using the interactive activities and pictures to support the different parts of the programme.

Additional Reading Resources in Academy

- Accelerated Reader banded books are centrally stored and labelled.
- Accelerated Reader Service- Online access for all pupils in year 3-6 to use on Academy computers and I-Pads.
- Classroom reading materials or a range of genres are stored in each classroom, with additional materials stored centrally to for rotated.
- A classroom selection of texts for pupil use linked to the current teaching of English and the foundation curriculum, rotated accordingly.
- 50 Book Bingo texts, selected for Reception to Year 6
- 'Big Books' linked to the English and Foundation subject curriculums are stored centrally.
- Additional assessment materials in line with the National Curriculum for assessment and progress measures.

Care of Books and Responsibility

If a book is lost or damaged, a letter will be sent home requesting that the child's parent/carer makes a contribution towards the cost of replacing the book. Academy reading books are all clearly stamped or labelled. All Academy staff will encourage children to treat books with care and respect.

Enrichment

Enhancing learning experiences is a driving force behind the planning, development and teaching of our reading curriculum.

Reading for pleasure is at the heart of reading at Ridgeway. Throughout the year, regular events are planned to promote reading for pleasure in the Academy community. These focus events allow pupils to be immersed into the world of reading.

Whole Academy Book Events

We are keen to participate in national events, such as World Book Day or Pyjamarama, organised by The Book Trust, where children take part in storytelling, author quizzes, book discussions and the opportunity to dress up in pyjamas or as their favourite book character and share their favourite book.

Reading Challenges

Reading challenges are organised throughout the year. Some challenges are completed in the classroom and others outside of Academy, during the longer holidays and in partnership with parents. These competitions include prizes and rewards for pupils who participate.

Home Reading

At Ridgeway, we believe that developing strong links between home and Academy reading is vital in ensuring children become lifelong readers. Pupils are provided with home reading books to read with their parents/carer - this may include a levelled book, a '50' book or a Read Write Inc. paper storybook and these books are changed regularly. The expectations for home reading are set out at the 'Meet the Teacher' evenings during September. Teachers discuss reading provision and priorities with parents and carers and there is an opportunity for dialogue. Pupils will take home levelled phonetically decodable books and will be able to access online e-books. Parents are expected to share books with their children and hear their children read at home. All children have a home-Academy planner, which includes a reading diary. Parents and teachers use this to communicate regularly regarding pupil's reading. Parents are expected to record home reading in this planner and are expected to hear their child read at least three times per week.

Parental Engagement Inspire Reading

Ridgeway staff regularly invite parents into Academy to participate in 'Inspire' workshops to support and develop home learning. Within these sessions, parents are able to observe how reading is taught within Academy and gain advice on how to support their children with reading. Support packs and resources are provided to use at home.

Academy Trips and Visits

As reading is at the core of our curriculum, Academy visits are often linked to focus texts that pupils study in the classroom.

Ridgeway '50' Books

As such a high importance is placed on reading in the National Curriculum (2014) and in particular fostering a love of reading, our pupils also read books for their home reader which allow them to read a rich and varied selection of texts. Across Reception to year 6, pupils are encouraged to read 50 carefully selected books during each Academy phase. These books are part of the 'Ridgeway 50 Books' and have been chosen to widen the range of books that pupils access, growing their imagination, vocabulary and interest in reading. The collection comprises of picture books, chapter books, comic strips, historical novels and poetry and includes classics, recent releases and books written by authors that pupils might not have heard of. These books have been chosen to be shared by parents and children and may not be matched to the child's reading ability. All classrooms have an interactive reading display of the books for that year group. The displays are set up as a 'Reading Bingo Board' and children are encouraged to complete different reading challenges to achieve a reward. Every child has their own reading bingo board to keep as a record of their reading challenge.

Classroom Reading Areas

Each classroom has an attractive and inviting book area. There are a range of books: fiction, non-fiction and poetry, in a variety of styles, reflecting genre, gender and culture and race. The 50 Book Bingo area in each classroom from Year 1-6 will also include pupil reading review and recommendations.

Reading Volunteers

Members from the Ridgeway community, including parents, regularly volunteer to support reading in Academy. A reading volunteer for each year group, from reception to Year 6, read with targeted pupils each week. This provides additional reading support for vulnerable pupils. Volunteers use the VIPERS questioning and liaise with the reading leaders to maximise impact.

Links with Burntwood Library

Ridgeway has established strong links with our local library in Burntwood. Class teachers are encouraged to organise visits to the library, in liaison with the reading leaders. The visits can be appropriately matched to the needs of the pupils visiting and short story sessions are provided to pupils. All pupils visiting are also able to loan a book to read in Academy and return in time. The Academy also welcomes visits from library staff

and through such visits, pupils are encouraged to visit the library in their own time. Each year, library staff are invited into Academy to introduce the Staffordshire Summer Reading Challenge.

Author and Illustrator Visits

We regularly look to invite local authors and illustrators into Academy to inspire pupils and develop their love of reading. This can be as part of a whole Academy event or on a class basis.

Academy Book Fair

We hold two successful Book Fairs every year, at the time of Academy parent's evenings. The fairs are provided by Scholastic and create a buzz of excitement amongst pupils and their parents. It provides pupils with an opportunity to celebrate reading that makes recently released and much-loved books directly accessible to our pupils. Any money raised from the fair is used to enrich the Academy's reading resources in liaison with the headteacher and English leader.

Whole Academy Performances

During their time at Ridgeway, all pupils have the opportunity to take part in celebration and productions, which place a strong emphasis on the performance of poems and scripts. This includes pupils working with the Highly Sprung Theatre Company.

Impact

Assessment & Recording

Whole Academy

At Ridgeway, we use regular and ongoing assessment to inform planning and to ensure that all children make progress in reading.

The progress of each pupil is assessed during reading lessons, through observation and written tasks, and through individual assessments. Evidence used for assessment takes various forms, including photographs and captions, work in books, teacher notes in the assessment for learning profile and individual assessments.

In EYFS, pupils' work is recorded in Learning Journeys. Tapestry is also used to build a record of pupil evidence. Across Years 1-6, pupils mostly record their work in their English Journals. Each class teacher and TA records pupil notes, during reading lessons and story time, in the assessment for learning profile with reference to reading outcomes and domains. Reading key constructs have now been adapted to make them easier to use during lessons. Class teachers can use these to support assessment of the children as they clearly outline the different domains within reading and allow for quick note making when supporting during lesson time.

In Nursery and Reception, children are assessed in their early literacy development against the Early Learning Goals.

Read Write Inc. Phonics Programme

All pupils completing the programme are assessed at the end of each half term and are re-grouped for the next half term based on their assessment results. We group pupils homogeneously, according to their progress in reading rather than their writing.

All staff are trained to deliver assessments effectively and accurately to ensure all assessment are an accurate reflection of the child's ability. Data is analysed at the end of each term and the strongest reading teachers are placed with groups that are falling behind to ensure the children catch up. Specific pupils that

are making slower progress and potentially falling behind are also identified and have daily one-to-one tutoring for around ten minutes, in addition to their group session in the morning. This tutoring helps us to meet their individual needs. Continuous assessment is encouraged by all reading teachers and is passed onto the Phonics leader. This allows us to intervene in different ways. For instance, we quickly move pupils to another group if they are progressing faster than their peers.

The Ruth Miskin portal records all data and allows the Phonics Leader to download a Grouping Grid, Sound Grid and Assessment Tracker after each half-termly assessment. This helps us identify any pupils that have not made expected progress and appropriate interventions can be implemented. New groups are sent out to reading teachers at the start of each half term, which states specific sounds that need to be taught for that group. Reading teachers are also informed of the specific needs of their group (SEND pupils, focus group etc) to ensure any adaptations can be made.

In Year 1, children take part in the 'Phonics Screening Check' - a national assessment where children are asked to read a variety of read words and pseudo words. RWI allows us to prepare the children fully for the check so that children can read with accuracy and developing fluency.

Key Stage 1 and 2

In Years 1-6, key learning objectives are identified from the National Curriculum (2014) and are translated into learning outcomes referred to as 'key constructs'. Steps for progress in reading are identified through the key construct documents for reading, in each year group, and a record sheet is kept for each child. These key construct sheets are used to assist the teacher in determining individual targets for reading improvement and for reporting at each data collection point.

Teachers are responsible for assessing the progress of all pupils in their class. When the pupils have achieved a level of fluency and independence, it is the teacher's task to ensure that a range of reading is then tackled, including texts which provide challenge and extend pupils' reading.

Reading moderation takes place regularly in Academy. This process involves class teachers and English subject leaders. Teachers use a range of evidence, including reading meeting notes, reading journals and key construct records to discuss pupil attainment.

There are two data collection points, during the spring and summer terms. At these points, teachers will award each child a level and record their assessments on the Academy SIMS tracking system. This tracks the point that each child is working at in relation to their end of year expectation. This information is centrally stored in order for teachers, subject leaders and senior leaders to analyse the data.

Years 1, 3, 4 and 5

NFER tests for reading are administered in Year 1, during the summer term. They are also administered in the spring and summer terms in Years 3, 4 and 5. These help to inform teacher assessments for reading.

Years 2 and 6

SATS (Standard Assessment Tests) are carried out at the end of Year 2 and 6. They are used to show children's progress in reading. In KS1, the tests are more informal, and the results are used to inform teacher assessment, while, in KS2, the tests are more formal and test papers are sent for external marking.

SEND Pupils and Working Below

For pupils that are working below age-related expectation, teachers will use the National Curriculum objectives from a previous year or P-Scale assessments.

Reporting

Progress and achievement in reading, including early reading, is an integral part of our two parent's evenings, which are held during the autumn and spring terms. Class teachers inform parents about their child's progress through any appropriate reading programme and their current stage of learning. Parents are also informed of any next steps and additional practise that could be completed at home. Pupils' end of year level in reading is reported in their written Academy reports during the summer term. Pupils with special educational needs may have an Individual Education Plan with targets for improving reading, and these will be shared with parents at different points in the year.

The role of the co-ordinator

The Reading co-ordinator's role is to empower colleagues to teach reading to a high standard and support staff in the following ways:

- By keeping up to date on current issues, disseminating relevant information and providing training for staff members (either directly or through other professionals).
- Leading by example by modelling lessons or styles of teaching.
- Having a knowledge of the quality of reading provision across the Academy and using this to provide a coaching and mentoring role.
- Identifying and acting on development needs of staff members.
- Monitoring expectations, provision and attainment across the Academy and providing feedback to develop practice further in order to raise standards. This will be in the form of monitoring curriculum coverage, lesson observations, reading journal scrutiny and the quality and provision of resources.

Phonics Leader

The Early Reading and Phonics leader's roles include:

- ensuring that our teaching of reading is of the highest quality and that all our pupils make progress
- ensuring pupils in the 'lower progress' group are making good progress and organising one-to-one tutoring for the pupils who need extra support
- analysing assessments and keeping the groups homogeneous, i.e. at the same reading level
- providing further training to ensure all staff are good reading teachers (through regular meetings, coaching/ observation and face-to face feedback)

Teachers alert the Phonics leader to any pupils whose progress is faster or slower than the rest of their group. The reading team is made up of a team of good teachers and teaching assistants who each teach a group of pupils at the same reading level. Our teaching assistants generally teach small groups of four to twelve.

Additional Considerations

Prevent statement

At Ridgeway Primary Academy we aim to prepare our students to become good citizens of the future. Through our curriculum we teach pupils British values and how to celebrate diversity. We aim to raise their awareness of radicalisation and extremist views, whatever the source. We have adopted the principles and advice found in 'Keeping Children Safe in Education 2023' and the 'Prevent Strategy'. These are incorporated into our Academy policy on tackling extremism. For more information please read the Academy Policy on [Preventing Extremism and Radicalisation](#)

Document History:

Updated by James Waine, Jemma Rowell, Emily Banks

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This policy is due for renewal in April 2027