



READING POLICY - MALTESE ROAD PRIMARY SCHOOL

Adopted: Spring 2023
Review: Spring 2026

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Intent

Reading lies at the heart of the curriculum at Maltese Road. We are dedicated to enabling our pupils to become lifelong readers and we believe reading is key for academic success. At Maltese Road we believe that all pupils should have the opportunity to be fluent, confident readers who are able to successfully comprehend and understand a wide range of texts. We want pupils to develop a love of reading, a good knowledge of a range of authors, and be able to understand more about the world in which they live through the knowledge they gain from texts. Reading is taught not only in specific reading lessons but across the wider curriculum too. We provide language-rich classroom environments and a curriculum where children are exposed to, and actively engage with, high quality language in varying forms in a meaningful, deliberate and engaging way. Our hope is that children leave our school as competent readers who can recommend books to their peers, have a thirst for reading a wide range of high-quality texts across the genres, participate in discussions about books and have an established love of reading for life.

Implementation

The curriculum is designed to ensure coverage and develop reading skills progressively. We teach phonics and reading skills as whole class lessons, so that all children have access to the age related skills and knowledge contained in the National Curriculum. From Year 1 – 6, in addition to daily English/phonics lessons, the children have up to three whole class reading sessions a week. These lessons involve activities to improve fluency, comprehension and spoken language skills. The children are introduced to reading symbols from the end of reception and these symbols are used throughout the school to support with key reading skills: clarifying, retrieval, predicting, inference, linking, sequencing, writers' use of language and imagining. Reading objectives are taught and embedded, not only in Literacy lessons, but also across the wider curriculum, through purposeful opportunities for reading, writing and discussion. We use a wide and varied selection of quality texts and resources to motivate and inspire pupils and we celebrate successes regularly in class, as a school and with parents.

Impact

We have developed a strong reading culture in which children and adults enjoy, share and celebrate a range of reading materials. A partnership of support has been developed through shared feedback between teachers and parents, plus celebrating reading in class and assemblies mean that children are motivated to read regularly at home with an adult. As a result, we have a community of enthusiastic readers who are confident to tackle challenges.

Aims:

We aim to develop literate children who:

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- love reading and are excited about books;
- have the opportunity to listen to stories that are beyond their own reading ability;
- are given the chance to participate in class reading sessions where literature is explored, discussed and linked to real life;
- understand the sound and spelling system, can crack the phonics code at an early age and use these skills to read accurately;
- read with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct;
- have an interest in a wide range of texts, reading for enjoyment and information;
- show interest in words and their meanings and develop a wide vocabulary;
- understand a range of text types and genres;
- can evaluate and justify their preferences;
- have developed their imaginations, inventiveness and critical awareness;
- Enjoy reading at school and home.

Objectives:

In order to develop fluent, confident readers, teachers at Maltese Road Primary School:

- follow a systematic approach to the teaching of phonics through our SSP, Little Wandle Letters and Sounds Revised programme;
- actively promote and foster a love of reading by reading to their own class;
- teach fluency and comprehension strategies through quality whole class direct teaching, guided group work and individual reading as appropriate;
- further develop children's vocabulary during English lessons and explicitly teach vocabulary linked to the wider curriculum;
- Make the link explicit between reading and writing.

Teaching Approaches

The 2014 Curriculum divides reading skills into two dimensions:

- Word reading/ decoding
- Comprehension

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We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We acknowledge that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, spelling, grammar and vocabulary. We understand that reading is a developmental process and part of life-long learning and we encourage and praise children at every stage of it.

Phonics at Maltese Road

Children at Maltese Road Primary School first learn to decode, segment and blend words through rigorous, daily phonics teaching, following the *Little Wandle* programme.

From Reception through to the end of Year 1, there are daily phonics sessions. To embed knowledge, phonics is continued to be taught to support reading and spelling fluency in Year 2 up until the end of the first autumn term. Phonics is taught with fidelity to the *Little Wandle* programme in whole class lessons led by the teacher who explicitly models strategies and skills. Staff engage pupils through well-planned, pacy lessons following a consistent structure with opportunities for their pupils to work independently, with peers or, for the lowest 20%, in guided group same day interventions.

Providing children with books that are closely matched to their phonic abilities and knowledge of GPCs (Grapheme-Phoneme Correspondence) at this stage is a deliberate methodology which allows pupils to be successful when practising, celebrating their growing reading competency with adults in school and their parents at home. This ensures that the first reading experiences are positive and motivating. Children are always encouraged to apply their growing phonic knowledge in other curriculum areas too. Through this approach, the majority of pupils learn the skills needed to decode print easily and become fluent readers.

We support children in catching up quickly by ensuring LSAs are well trained and particular pupils are targeted for specific interventions in addition to their phonics/English lesson. At Maltese Road, we use the two *Little Wandle* interventions; Daily Keep Up for children in Reception and Year 1 and Rapid Catch Up for children in Year 2 and up. Half-termly phonics assessments monitor pupils and keep track of progress.

As a matter of priority, children who do not pass the phonics screen in June of Year 1 receive further intervention to ensure that they have learnt phonic decoding to the appropriate standard when they retake the phonics screen at the end of Year 2. Although we expect that the majority of children will have successfully completed the phonics programme by the end of Year 1, we recognise that some children may benefit from further instruction and support. We ensure that high quality phonics provision is in place for: children who did not pass the Year 1/2 screening check; children who are new to the country and have no previous experience of English; children with SEND who struggle with decoding.

The phonics screening check ensures that teachers understand which children need extra help with phonic decoding. As a matter of priority, children who didn't pass the phonics in Year 1 or Year 2 will

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receive further intervention to ensure that they can then go on to read fluently and confidently, and to read for enjoyment. Further up the school, children who still find learning to read difficult, for example those who have dyslexia will receive further intervention (Little Wandle Rapid Catch Up, Dyslexia Gold).

Reading at school

At Maltese Road School, reading is taught in its own right, as well as a tool which permeates the entire curriculum. During group reading sessions, the children in Reception and Year 1 focus on decoding, prosody and comprehension skills. As well as daily English lessons, the children in Year 2 and up have whole class reading sessions 2-3 times a week, where particular attention is paid towards fluency, vocabulary extension and comprehension strategies.

Children read outside the daily English lessons for information gathering, research and for pleasure. Pupils are encouraged to read widely and for pleasure through the use of the browsing non-fiction collections in the school library, class collections of fiction and Schools Library Service topic loans which are linked to current learning in each class (OTTER – our time to enjoy reading). All classes have regular opportunities to listen to and enjoy texts that are beyond their own reading ability and there are opportunities for author studies. A wide variety of authors are promoted by ‘Author of the month’ displays created by the school librarians in Year 5.

Throughout their time at Maltese Road, pupils are involved in many extracurricular activities where reading plays a vital role. Some of these include: world book day, school productions, performance poetry competitions, religious festivals, assemblies, bed time story events, poetry workshops, buddy class reading and author visits.

Reading at Home

When children first join the school in Reception, they take home reading books that are non-worded so that they can practise and further develop storytelling skills learnt in school with support from their families. Once children can blend Phase 2 GPCs, they bring home two books: a group reading book and a ‘sharing’ book. The group reading book is phonetically decodable and the children will have already read this book in school during the group reading sessions. When the children are fluent, they take this book home to read independently to an adult. Each book is carefully chosen so that children can practice decoding using GPCs and tricky words which have been taught. The ‘sharing book’ is 90% decodable and is therefore for adults to share and discuss with children.

Children in Reception and KS1 take a group reading book with known GPCs and a ‘sharing book’ for sharing at home until they have completed the Little Wandle programme (Year 2 – end of Autumn 1). By this point the children have learnt the most frequently occurring GPCs in the English language and will be able to read many words with automaticity.

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Turquoise	GD Year 1 / Beginning of Year 2
Purple	Year 2
Gold	
Gold Plus	
White	
White Plus	
Lime	GD Year 2 / Beginning of Year 3
Lime Plus	
Brown	Year 3
Brown Plus	
Grey	GD Year 3/ Year 4
Grey Plus	
Dark Blue	Year 4 / Year 5
Dark Blue Plus	
Dark Red	Year 5 / Year 6
Dark Red Plus	
	Year 6

Pupils in Year 2 – 6 are listened to read regularly and teachers monitor pupils' progression through the book band colours and respond to individuals' needs.

Pupils are encouraged to read widely and for pleasure through the use of the school library and class collections. Communication in children's reading logs allow parents to communicate the kind of texts that children are reading at home.

Children's progression through the reading stages is celebrated and rewarded with colour certificates in KS1 and KS2 pupils are rewarded for regular reading at home.

Reading forms part of the essential homework: all children are expected to read at home at least three times a week.

Reading targets (taken from Target Tracker) are discussed at parent consultations so that parents can see the skills that their child is working on and further support the acquisition of these at home.

We have recommended book lists for each year group, the children have opportunities for author studies and our classrooms have engaging book corners and book collections which interest pupils and encourage children to make new choices. Throughout their time at Maltese Road, children are offered high-quality books that reflect the diversity of our modern world. We celebrate diversity through recognising our children's skills and knowledge and by the study of material that represents our pupils and their families. As The Reading Framework (2021) states: "All children need to imagine themselves as the main protagonist in a story..." Texts used represent all cultures in a positive light, represent children who are neuro diverse or have disabilities and show both genders in a range of roles. The

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interests of both boys and girls are taken into account in the selection of materials to support the development of reading skills. This benefits the whole school community: “Children also need to learn about the lives of those whose experiences and perspectives differ from their own. Choosing stories and non-fiction that explore such differences begins to break down a sense of otherness that often leads to division and prejudice.” (The Reading Framework, 2021).

Assessment

Assessment is an integral part of the teaching and learning process and is used to:

- ☐ provide the children with clear and regular feedback;
- ☐ assist the children and teachers in planning their next steps;
- ☐ evaluate the effectiveness of teaching.

Teachers use daily formative assessment strategies to ensure that all teaching is accurately pitched and challenging. Teachers use whole class reading sessions to assess pupil’s fluency and comprehension skills. Teachers in Years 3, 4 and 5 use termly NFER reading tests and past Reading SATs papers are used in Year 2 and 6 to ensure children are on track and making progress. Pupils in Reception and Year 1 are assessed every 6 weeks in line with what they have learnt during phonics lessons throughout the half term.

Summative assessment for reading takes place termly when children throughout school undertake formal reading tests.

End of term data is submitted to the English subject leaders at the end of each term and as stated already, pupils who need support are swiftly identified and participate in intervention sessions. These are designed to close the gap between themselves and their peers – our aim is for pupils to ‘keep up not catch up’. The progress of these pupils is discussed with the SLT and SENCo during Pupil Performance and SEND meetings.

Inclusion and Equal Opportunities

The ability to read is fundamental to children’s development as independent learners. We believe that all children are entitled to high quality teaching and learning and we embrace the philosophy of inclusion. All children at Maltese Road Primary have the opportunity to develop reading skills at an appropriate level through the provision of carefully planned, targeted work in their English lessons and within the wider curriculum. Intervention groups are in place to further support children with additional needs or those who have any difficulties in a particular area.

The needs of children on the SEND register are planned for as necessary and detailed on their Individual Provision Maps and a variety of teaching methods are used to support the learning styles of different children. In this way, no child will be excluded from participating in reading activities.

We celebrate diversity through recognising our children’s skills and knowledge and by the study of material from a variety of cultures. Texts used represent all cultures in a positive light and show both genders in a range of roles.

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Role of the Subject Leaders

The responsibilities are:

- To ensure a full range of relevant and effective resources are available to enhance and support learning, working closely with the YR and KS1 lead, and that book stock is engaging, and inclusive;
- To ensure progression of the key knowledge and skills identified within each term and that these are integral to the programme of study and secure at the end of each age phase;
- To monitor planning and oversee the teaching of reading;
- To monitor books and ensure that key knowledge is evidenced in outcomes, alongside and supported, by SLT;
- To work with the SENCo and SLT to ensure that the reading curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment;
- To ensure that the reading curriculum takes account of the school's context to enhance the reading curriculum;
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy and that training is delivered well;
- To lead further improvement in and development of the subject as informed by effective subject overview.

Monitoring and Review

The English subject leader, in consultation with the SLT, monitors and evaluates the effectiveness of the teaching and learning of reading. In discussion with the governors, areas for development and resource needs are identified. Reading standards are reviewed through:

- YR/KS1 moderation;
- Regular phonics assessments;
- Y1 phonics screen results;
- SATs results;
- Colour band reading tracker and reading test data from YR-Y6
- external advisors visits, observations and reports;
- internal learning walks and observations;
- staff and pupil perception surveys;
- Feedback from parents.

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Parents

At Maltese Road Primary School we actively encourage the involvement of families and the wider community to help support the teaching of reading. Parents support children's learning in reading in the following ways:

- Sharing books and reading together with their children;
- Communicating through Reading Record Books;
- Supporting children with English homework e.g. spelling, phonics, knowledge organisers, learning lines for school productions
- Attending school-led workshops and events (KS1 bedtime stories)