



# Rotherfield

Primary School

## Rotherfield Subject Policy 2024 – 25

**Subject:** Reading

**Subject Lead:** Rosa Aers

### Our Reading Curriculum Overview:

Newington Green and Rotherfield are committed to delivering an English Curriculum that sparks joy, curiosity and a lifelong love of learning in every child. Driven by Rosenshine's Principles of Instruction, we weave the National Curriculum programmes of study into vibrant, thematic units that captivate and inspire pupils. We prioritise pupils' ability to understand, master, and deploy language, ensuring our pupils progress rapidly from their starting points. While our curriculum content remains consistent across both schools, we honour the unique demographics and individual needs of our pupils by adapting our pedagogical approaches accordingly.

### Intent:

We passionately believe that reading is the key to learning, allowing pupils to confidently access and engage with the wider school curriculum. Being an enthusiastic, engaged and proficient reader enables a child to unlock opportunities and improves life chances in so many vital areas. Reading is a major driver across our curriculum, within our reading lesson of course, but is also meaningfully embedded in our writing curriculum and foundation subjects. Our aim is for all children to leave our school as lifelong readers, equipped not only with the ability to read fluently but also with a genuine enthusiasm for reading and the ability to critically analyse texts across genres. To achieve this, we are committed to immersing our pupils in a diverse array of high-quality texts, providing opportunities for them to develop skills such as making meaningful connections, drawing insightful inferences and using prior knowledge to improve their understanding of the text. Closing the vocabulary gap is a core element of our pedagogy and vocabulary is taught, clarified and utilised in a consistent and meaningful way to increase pupils' knowledge and understanding of words and instil in them the confidence to use them. These texts should be both 'a mirror and a window' so that children see themselves represented and reflected and, alongside this, learn about the world outside of their own experience. Outside of the classroom, we are focused as a school on developing our culture of Reading for Pleasure. We are building a community of readers which includes all pupils and families alongside the staff in the school. We want to enable children to find their own reading identity and be filled with the joy, curiosity and fulfilment that a deep love of reading can engender.

### Curriculum and Pedagogy:

At Rotherfield, we teach reading through:

- Consistent, well-pitched, whole class daily reading lessons
- Targeted catch up interventions for pupils who are working towards their expected end of year target
- Consolidation and challenge interventions
- High quality teaching in line with our Teaching and Learning policy
- Effective teacher feedback – verbally and in books – to help our children make excellent progress
- Peer discussion and group work to help children develop their oracy skills and learn from one another
- Giving children the opportunity to read aloud and independently, as well as in the wider class group
- Questioning and the encouragement of deeper critical thinking

**Phonics** – See Phonics Policy for detail about our phonics provision in EYFS, KS1 and KS2 catch up.  
[RF Phonics and Early Reading Policy.docx](#)

### **Whole Class Guided Reading –**

WCGR is taught daily from year 2 to year 6. The core principles behind WCGR are:

- Careful mapping of a unit to ensure coverage of domains and the text
- Introducing a hook/prediction at the start of a text
- Clarification of the text and addressing likely misconceptions by:
  - Clarifying context-specific plot details
  - Defining vocabulary
  - Summarising key events or details from previous chapters
  - Referring to events or details that link to the day's learning
- Planning in the reading section of the lesson carefully according to class's needs:
  - Which pages to read
  - Who reads – teacher, pairs, independent, pupil read aloud
- Clear, replicable modelling of the day's skill
- Varied fluency in activities and skill practice
- Prioritising highest need domains, particularly consolidating inference and retrieval

Pupils study two or three texts per half term which have been carefully chosen to engage and challenge and expose the children to a fascinating range of texts. Some of these texts link to wider curriculum areas – both in writing and foundation subjects to further create links and embed learning across the curriculum. For further detail about the breakdown of the unit and lesson structure and the types of questions the children will look at see the WCGR guidance document:  
[Whole Class Guided Reading - guidance document.docx](#)

### **Reading at Home**

At Rotherfield we recognise the important role parents play in their child's journey to becoming fluent and confident readers. We deliver parent workshops to share how we teach phonics and early reading within the school. Many parents have not been taught to read using a phonics approach and so may be unfamiliar with the phonetic alphabet.

In Reception and Year 1, each child is given a phonetically decodable book every week. This book is perfectly matched to the Little Wandle programme and will only contain words with GPCs the child has secured. The children are encouraged to read this book with a parent 4 times across the week, allowing them to practise their decoding skills, fluency, comprehension and expression. To help develop reading for pleasure, we also send home a 'book to share' for parents to read and explore with their child. This system is also applied to children in Year 2 and Year 3 that have not yet passed the Phonics Screening Check.

For all other pupils, they take home a banded book, closely matched to their decoding and comprehension abilities and a free-choice book. Children are given tasks to do at home linked to the guided reading books and returned books are logged by the class teacher so that we have a record of the books that are being read at home. Some year groups give additional reading comprehension home learning to develop stamina and independence of our children in tackling test style questions about a text – which will prepare them well for the KS2 tests, as well as develop their reading skills more generally.

### **Reading for Pleasure:**

At Rotherfield we promote a culture of reading for pleasure in the school in several ways:

- A pupil library team helps manage and maintain the library. They run a reading buddies weekly session with younger pupils in the school
- Each class has its own book corner which is welcoming and well-stocked
- The library is well-stocked, and each class has a weekly slot to use it
- The library read and review section enables children to share their love of reading and recommend books to their peers
- Each class has scheduled story time slots three times per week where children are read to – purely to enjoy and savour stories for pleasure
- We take each class to Islington South Library once per half term so that children can take out their own chosen book to read
- We have a half termly Golden Reader award which celebrates the children from nursery to year 6 who have shown a love of reading, in and out of class
- We are part of the Islington Reading Road Map programme in year 5 and 6, through which pupils can access new texts by well-known and emerging authors
- We run a staff book group to develop our own knowledge of the best new children's books so we can guide our pupils to books they will love with confidence
- World Book Day is celebrated across the school giving pupils the chance to share their love of books in a fun and engaging way
- We run half termly parent reader drop ins, in every class so our children can enjoy reading with their peers and their families
- Competitions are run – such Get Caught Reading – to allow our children to display their love of reading and win fantastic books and even visits to the bookshop to buy their choice of book

- We run Scholastic Book Fairs twice a year so our pupils can buy books at discounted prices, and this enables the school to receive books to keep for free – replenishing our stock with brand new texts

### **Assessment in Reading:**

All teachers are expected to understand the core learning and concepts for the units they teach, to be able to articulate the school's vision for that subject and to know how that unit builds on or fits into the wider curriculum. Teachers are expected to know the substantive and disciplinary knowledge being taught in each lesson. The use the unit overviews in WCGR to support with this and ensure that each lesson is covering key skills and that they are aware of the domain being focused on.

Every lesson starts by activating pupils' prior learning and making connections to past learning.

Regular, ongoing and accurate assessment is essential to inform planning, address misconception, provide support and challenge, and ensure that all children make excellent progress.

### Summative Assessment:

- Pupils in Years 1 – 6 are assessed at the end of each term using the NTS assessments. The tests produce a raw score and a standardised score, which are used to track pupils' progress and attainment. For children unable to access their year group assessments, they should be tested on previous year group papers as appropriate.
- Year 6 pupils are assessed in the national SATs in May and take part in mock assessments leading up to and in preparation for these tests
- Salford reading age tests and reading fluency tests are carried out three times per year from years 1 to 6. This gives us accurate reading ages and shows progress over time.

### Formative Assessment:

- In every lesson, teachers will check for understanding using a variety of strategies, linking closely to Rosenshine's Principles
- Books are a key tool of ongoing assessment and teachers assess through marking and next step challenges in books
- Learning conversations, observations in lessons and questioning of pupils allows teachers to make continuous judgements about pupils' achievements and where gaps in their understanding may be

### **How does the subject lead assess for excellence in their curriculum?**

Monitoring of the teaching and learning of reading takes place through various means: Observations of all reading lessons, including phonics teaching and TA led interventions. Monitoring of planning and resources that are being used to support the pupils. One to one reading where the Literacy Leader listens to a child read to establish the accuracy of the reading level awarded and the suitability of the reading material. The child is also asked questions about their reading at this stage. Learning walks to establish whether reading has been given a high profile within each classroom (working walls and book corners would be a focus of such a walk). Evidence gathered is used to form an action plan for reading, including training requirements, support needs and resourcing. Pupil voice is gathered through surveys and when books scrutiny

takes place so that we can capture how our pupils feel about their learning in reading. Through PPR meetings, data is analysed so that trends can be understood and focus pupils effective targeted to improve their outcomes.

**The role of the coordinator in Reading:**

To oversee planning and support staff with planning.

To ensure that the overview and MTPs are complete, with clear coverage and progression, and up to date and being implemented as stated

Attend relevant CPD and English networking events

Looking at impact and standards through data, quality of work in books and the teaching and learning in lessons

Learning conversations with pupils

Organising events and raising profile of reading

Resourcing of texts for WCGR and finding ways to fund and resource new texts for the school