



Reading Policy- The Westgate Primary Phase

'Read like a writer, write like a reader, question like a critic, think like an individual.'

Intent

Our English curriculum intent: 'Read like a writer, write like a reader, question like a critic, think like an individual' ensures that our English curriculum instils a passion for literature and a lifelong love of reading. Our carefully planned literature rich immersive journey from Reception to Year 11 and beyond; aims for pupils to develop and deepen skills as a critical, analytical, confident and evaluative reader. We are committed to inspiring success for all through our exciting, challenging, diverse and engaging curriculum. Pupils are given every opportunity to become effective and assured communicators in spoken English. Reading skills are taught and developed through book talk and guided reading then embedded through writing and discussion. Reading knowledge is enriched and deepened by our foundation subject curriculum. We have reflected deeply on the integration of every text, in every class, in every year group. We are determined that all pupils feel equipped with the skills, knowledge and confidence to unlock their potential as they continue on their journey of reading beyond the Primary and Secondary phase.

Implementation

Book talk and Guided reading sessions

We aim to excite and enthuse Reception and Year 1 Children with a wide range of engaging texts aimed at developing vocabulary, speaking and listening skills during book talk sessions. Children's responses are recorded into a whole class reading journal. From Year 1-Year 6 children read aloud in guided reading sessions in small groups or as a whole class. Children complete learning tasks into a reading journal and discuss/answer questions based on Hampshire question stems.

Banded Books and Bug Club

All children from reception to Year 4 have a bug club log in. Children in Year 5 and 6 can request a log in if they wish. Children in Year R and Year 1 are allocated books that match the phonic sound that they have just been taught they are also allocated a 'hard copy' book that is slightly more challenging. Children from Year 2-Year 5 are allocated a 'banded book' as they move towards 'free reader' during Year 5 and into Year 6. They can then choose their reading book from the library with guidance from the teacher.

Yellow Reading Records

All children from Year R to Year 5 have a reading record. Children in Year 6 have a planner (similar to KS3) individual and group reading is recorded. Parents are asked to regularly read with their children and record it in the reading record. Learning targets are also stuck into the record book.

Systematic Synthetic Phonics

Year R children are taught phase 1-4 phonics, Year 1 children phase 5 phonics and Year 2 children phase 6 phonics following the four-part lesson: recap, teach, practise, apply. Individual or small group interventions are run alongside daily teaching where needed. Children who do not pass the Phonics Screening Check are supported with targeted intervention and are re-entered for the screening. Our planning is based on the Bug Club programme.



Library

Our fantastic library enables all children from Year R to Year 6 to choose up to 2 library books to enjoy. Year 5 and Year 6 children can decide to 'apply' as librarians. Every class has a designated 'library time' and any child can write a 'recommended read' postcard to help other children choose what to read!

Year 10 poetry reading initiative- 'Poetry Partners'

Year 10 pupils read a wide variety of poetry, non-fiction and fiction texts to all Year groups at least once a week. We aim to further expand children's vocabulary and cultural capital we have ensured that a wide variety of exciting and diverse poems, non-fiction, graphic novels and wordless books are shared, debated, discussed performed and enjoyed!

World Book Day

World book day every year is a poetry focus. Every Year group are able to develop, extend and deepen their knowledge and experience of poetry by creatively exploring, learning and performing!

Partners in Learning Events

Parents are able to come and meet the KS1 and KS2 team and learn more about our reading and English curriculum.

Impact

- Children are confident, fluent readers evidenced in Reading journals, pupil conferencing and reading records.
- All children are assessed against the Hampshire Reading Domains at the three milestones.
- There is a relentless drive towards all children 'cracking the phonics code'. 1:1 or small group interventions for children where appropriate evidenced in Intervention planning.
- Writing outcomes have been deepened by children being exposed to a wide range of high-quality texts, a focus on vocabulary development and a consistent, continual drive for all children to enjoy reading and become 'better readers'
- Children are able make links between the texts. They can articulate how these texts are supporting, developing and deepening their learning in: reading, writing, foundation subjects and the wider curriculum. This is evidenced during teaching, on the reflection sheets in writing and guided reading journals and during pupil conferencing.
- A wide vocabulary is developed by all children evidenced by Westgate Word Walls, book looks and pupil conferencing.
- Benefits of reading understood by all. Regular communication via: Newsletters, letters home, Partners in Learning Evenings, Parent Evenings, Website.
- All children are well prepared and feel confident for each new phase in their learning journey. New class, new year group, new school.