ENGLISH
READING POLICY

VISION

We aim to send every young person into the world able and qualified to play their full part in it. This means that we want students to develop the skills, knowledge and attributes to thrive and flourish in their school years and beyond. The literacy policy is a key strategy for removing barriers to learning which, if left unchallenged, will limit the progress, engagement and development of our learners. The policy aims to remove key barriers to learning (see curriculum intent), but particularly focuses on improving:

- Reading
- Vocabulary acquisition
- Oracy
- Writing

In the primary phase we ensure that we teach both synthetic phonics daily as well as reading skills although these may be through different approaches. All children in primary schools have books that are closely matched to their phonic knowledge/phase. Our schools use tracking and screening of children for phonics; this takes place every 6-8 weeks. York Assessment of Reading Comprehension assessments are used to identify the children's reading age and gaps in comprehension skills. From this, interventions are carefully planned to support the children who both need to 'catch up' and 'keep up'.

By the time children leave KS1 we would like all children to be able to read fluently, enjoy reading and be confident to apply reading skills and strategies across the curriculum. Throughout reading lessons, children have access to high quality texts. Where possible, these are linked to other areas of the curriculum.

It is an expectation that children in our schools listen to their teachers read on a daily basis to model strategies, skills and vocabulary. Children are explicitly taught to speak in full sentences from a very early age.

PERFORMANCE INDICATORS

The performance indicators for Wickersley MAT can be found on the 'Big 5' document, however the performance indicators for the above are:

READING
- Pupils to achieve at least expected standards that match, or exceed, their chronological age.
- Pupils to be able to read fluently and with confidence.
- Pupils to read with enjoyment and engagement.
- Pupils to have access to a range of quality texts across genres in a range of curriculum areas.

VOCABULARY
- Pupils to be able to apply and use tier 2 and tier 3 age appropriate vocabulary in all lessons.
- To be encouraged to speak in full sentences, using vocabulary appropriate to audience and purpose.
- Staff to be seen to explicitly teach vocabulary across the curriculum.

ORACY
- Pupils to be able to talk in a range of contexts, for example presentational, discursive and performance.
- Staff to plan talk activities into lessons to improve learning through talk, as well as learning to talk.
- Staff to model appropriate communication skills, ensuring their talk is appropriate to the audience and the purpose.

WRITING
- Staff to ensure they model the writing process, including planning.
- Staff to model the quality and expectations of written work.
- Staff to use the literacy marking policy across all areas to improve writing accuracy (see individual school marking and feedback policies).

SUPPORT, ACCOUNTABILITY AND COLLABORATION ACROSS THE TRUST

Collaboration is at the heart of the approach to improving literacy across the schools in the MAT. Much of the embedded collaboration occurs between primary colleagues and their peers, and the same at secondary level to ensure that work is age and phase appropriate. However, a variety of cross phase work is developing. Of late, the literacy network groups aim to bring staff together to discuss areas of development across the MAT, and to ensure staff are up-skilled. There has also been support outsourced from providers such as Success for All (SFA), whereby secondary and primary schools came together to train on the use of this programme to improve reading. Finally, subject and curriculum leaders are encouraged to come together on a termly basis in order to further establish good practice across schools.

The CEO and senior leaders in the Trust hold schools to account by reviewing summative and formative data, and by meeting with individual school leaders. More experienced senior leaders model best practice to their colleagues. External reviews support the CEO and school leaders in identifying areas for development.

Training and ongoing support is provided by the trust in a number of ways for Schools. For example:
- Joint observations – with heads and with subject leaders to ensure challenge and accountability
- Subject audits – support from EIP (Executive improvement partner)
- Subject leader training and support
- Head teacher performance analysis training
- Subject leader performance analysis training
- Pupil progress meetings – EIP supporting subject leaders
- External review
- Visits to schools outside the trust
- Moderation of reading and writing across schools in the trust and across the Local Authority

PHONICS POLICY

INTENT

The teaching of phonics is a key strategy that is used to help our children to read, write and spell. Our aim at WPT is for every child to become a successful, confident reader and writer by the end of KS1 and we believe that accessing high quality daily phonics plays a vital role in this.

TEACHING AND LEARNING

Each school follow there chosen phonics scheme: Read Write Inc, Letters and Sounds and Success for All.

- **Planning**: school follows the systematic approach laid out in their phonics scheme.
- **Lessons**: Phonics lessons take place daily across Foundation and Key Stage 1. They follow the structure laid out in their phonics scheme to ensure that children are consolidating phonic knowledge and skills over time and that they are able to apply them to their reading and writing. Lessons ensure that children develop their skills in aural discrimination and phonemic and rhyme awareness, blending and segmenting as well as grapheme phoneme correspondence.
- **Classroom resources:** All phonics teachers have a range of resources in their classrooms to use in daily phonics sessions such as sound cards, flashcards, and sound mats.
- **Continuous Provision**: Many areas of continuous provision in EYFS will invite children to engage with phonetic challenges during play. The opportunities and resources within the continuous provision will match and be regularly updated to coincide with what is currently being taught in class. For example, this may include phonic sound pebbles in the small world tray, tricky words in the water tray or the invitation to write sounds with paintbrushes or chalk outside.
- **Intervention**: Children who still need extra support to develop their phonic knowledge across Key Stage 1 and 2 are identified and targeted for intervention. There are a range of intervention schemes and strategies which the school uses and the most appropriate one is selected once a child's needs have been assessed. In preparations for the end of Year 1 phonics screening check, targeted intervention groups will be set up so all children taking the check have plenty of opportunities to practise additional and targeted phonics learning in a small group.

HOW WE INTEND TO REMOVE BARRIERS

At WPT we know that phonics provides the foundation skills for early reading and is a vital tool in shaping a reader. Class teachers use regular phonics assessments to group and target specific children with learning gaps to ensure speedy progression. All our phonics schemes give opportunities for skilled teachers to identify and target specific gaps in ability eg: a child that is struggling with blending.

HOW WE FOSTER PERSONAL ATTRIBUTES

Within all phonics sessions children are encouraged to communicate and talk to peers, listen carefully and speak clearly. This builds into children's oracy skills and helps to create a more confident, practiced communicator.

ASSESSMENT

Assessment is regarded as an integral part of teaching and learning and is a continuous process.

We strive to make our assessment purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress. It is the class teacher/ KS leaders' responsibility to keep track of the progress made by all children in their class. Phonics assessments are to be carried out regularly and teachers will use their recorded assessments to inform their planning for future sessions. At the end of Year 1, children participate in the phonics screening check which assesses their knowledge of grapheme phoneme correspondence and their skills in blending. Those children who do not succeed in passing the phonics screening check are highlighted for further intervention and targeted support before completing the screening check again at the end of Year 2. For children who do not succeed a second time, provision is made for them to receive intervention and targeted support in Key Stage 2.

RESPONSIBILITIES

THE PHONICS LEADER IS RESPONSIBLE FOR PHONICS THROUGH THE SCHOOL. THIS INCLUDES:
- Ensuring continuity and progression from year group to year group.
- Providing all members of staff with guidelines and a phonics scheme to show how aims are achieved and how the variety of all aspects of phonics is to be taught.
- Supporting teachers and teaching assistants with training and CPD where needed and making sure staff are kept up to date with phonics.
- Advising and supporting colleagues with the assessment of phonics throughout the school
- Assisting with the requisition and maintenance of resources required for the teaching of phonics.
- Monitoring the quality of teaching and learning in phonics across the school
- Liaising with phonics SLEs and meeting data deadlines

ADULTS DELIVERING PHONICS SESSIONS ARE RESPONSIBLE FOR:
- Planning and delivering stimulating and interactive daily phonics sessions
- Keeping track of children's progress by recording half termly assessments
- Using assessment as a tool to regularly inform and update phonics planning
- Developing and updating skills, knowledge and understanding of phonics
- Providing additional support or interventions for children who need extra help with phonics

EQUAL OPPORTUNITIES/INCLUSION

We provide a high-quality education for all children within a secure and safe environment. We aim to provide equal access for children with Special Educational Needs and Disabilities (SEND) and those pupils who are very able and require challenges and extension activities. These may be delivered through small group work, through the support of teaching assistants where available and through carefully planned and differentiated activities.

PARTNERSHIP WITH PARENTS & HOME LEARNING

At WPT, we believe that a strong partnership with parents is vital if a child is going to become a successful reader and writer. We regularly communicate with parents regarding phonics and we are committed to offering parents help and support with reading and phonics. We offer workshops to enable parents to gain a better understanding of phonics, how it is taught and how it can be used to support children at home. Phonics reading books will be sent home throughout EYFS and KS1 to give children the opportunity to read aloud to their parents and practice their sounds at home.

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Children should be assessed using age appropriate fiction and non-fiction, from a variety of origins and traditions covering, over time, a wide range of text types, forms and purposes.

STRAND	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Book Band	Orange turquoise purple or equivalent texts, dependent on English programme used	Gold, white, lime or equivalent texts, dependant on English Programme used.	Brown, Grey or equivalent text, dependant on English Programme used.	Dark Blue or equivalent text, dependant on English Programme used.	Dark Red or equivalent text	Red/Burgundy or equivalent text
Reading for a Range of Purposes CHILDREN SHOULD BE ASSESSED USING AGE APPROPRIATE FICTION AND NON-FICTION, FROM A VARIETY OF ORIGINS AND TRADITIONS, COVERING OVER-TIME, A WIDE RANGE OF TEXT TYPES, FORMS AND PURPOSES	Listen to and discuss a wide-range of poems, stories and non-fiction (at a level beyond that which can be read independently). Become very familiar with key stories, fairy stories and traditional tales, (retelling them and) considering their particular characteristics.	Listen to, discuss and express views about a wide range of poetry (including contemporary and classic), stories and non-fiction (at a level beyond that which can be read independently). Become increasingly familiar with (and retelling) a wider range of stories, fairy stories and traditional tales.	Listen and respond to a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.	Is developing preferences after listening and discussing a range of fiction, poetry,plays, non-fiction and reference books or textbooks.	Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions	Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
	Begin to be introduced to non-fiction books that are structured in different ways. Read and use captions. Read and follow simple instructions	Read non-fiction books that are structured in different ways	Read books that are structured in different ways and reading for a range of purposes	Chooses to read books that are structured in different ways and reading for a range of purposes	Read books that are structured in different ways and reading for a range of purposes	Read books that are structured in different ways and reading for a range of purposes
	Learn to appreciate rhymes and poems, and to recite some by heart	Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognise some different forms of poetry [for example, free verse, narrative poetry]	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognise some different forms of poetry [for example, free verse, narrative poetry]	Learn a wider range of poetry by heart. Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	Learn a wider range of poetry by heart. Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tome and volume so that the meaning is clear to an audience
	Answer and ask questions about the books within this range.	Answer and ask questions about the books within this range.	Ask questions to improve their understanding of a text within this range.	Ask relevant questions to improve their understanding of texts within this range.	Ask questions to improve their understanding of texts within this range. Understand underlying themes, causes and points of view of texts within this range	Ask questions to improve their understanding of texts within this range. Understand underlying themes, causes and points of view of texts within this range
	Participate in discussion about what is read to them, taking turns and listening to what others say	Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say	Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Recommend books they have read to their peers, giving reasons for their choices	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Recommend books they have read to their peers, giving reasons for their choices
Phonics Phase	Phase 5/6 SFA Roots 3 RWInc yellow/Blue (Grey for GDS children) Phonics Screen pass Reading with fluency at this level and able to employ a range of strategies	Phase 6 Reading with fluency and accuracy without overt blending. Able to tackle levelled comprehension paper.	Reading with fluency. Shows secure level of comprehension on a levelled paper			
WORD READING PHONIC KNOWLEDGE	Apply phonic knowledge and skills as the route to decode words **TAF WTS Sound out many unfamiliar words accurately**	TAF (EXS) In age-appropriate books, the pupil can: • read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words"	Notes unusual correspondence between spelling and sound when reading exception words.	Knows unusual correspondence between spelling and sound when reading so that this does not interrupt the fluency of reading.	Continue to blend phonemes as a prime approach to unfamiliar words	Continue to blend phonemes as a prime approach to unfamiliar words
KNOWLEDGE OF GPCS	Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes **TAF WTS read accurately by blending the sounds within words that contain the common graphemes for all 40 phonemes**	TAF (EXS)Read most common exception words. Recognise less common digraphs and trigraphs, exploring word families	Read age appropriate words - appendix document Y3/4	Read age appropriate words - appendix document Y3/4	Read most age appropriate words - appendix document Y5/6	Read age appropriate words - appendix document Y5/6

STRAND	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
BLENDING	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.	Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.	Read accurately by blending the sounds that contain ALL graphemes, especially recognising alternative sounds for graphemes.	Read accurately by blending the sounds that contain ALL graphemes and apply this to unfamiliar roles.	Read accurately by blending the sounds that contain ALL graphemes and apply this to unfamiliar roles.	Read accurately by blending the sounds that contain ALL graphemes and apply this to unfamiliar roles.
COMMON EXCEPTION WORDS	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Be able to read by sight tricky words.	Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	Work out the meaning of unknown words from the context.	Apply knowledge of exception words.
BEGINNINGS/ENDINGS/	Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings	TAF (EXS) Read words containing common suffixes	Applies knowledge of root words, prefixes and suffixes to understand new words when reading aloud. Appendix 1, both to read aloud and to understand the meaning of new words they meet.	Uses knowledge of root words, prefixes and suffixes to understand a wider range of new words when reading aloud and silently	Use knowledge of prefixes to explain the meaning of most words containing them. Read many words ending in cious, tious, cial, tial, ant, ance, ancy, ent, ence, ency, able, ible, ably, ibly	Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.
SYLLABLES	Read other words of more than one syllable that contain taught GPCs **TAF WTS Read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences**	TAF (EXS)Read accurately words of two or more syllables that contain the same graphemes as above	Read accurately words of two or more syllables that contain the same graphemes as above	Read accurately words of two or more syllables that contain the same graphemes as above	Read accurately words of two or more syllables that contain the same graphemes as above	Read accurately words of two or more syllables that contain the same graphemes as above
OMISSION	Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s.) **TAF WTS read many common exception words**	Read words with a wider range of contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s.)	Read words with irregular omissions in age appropriate.	Read words with irregular omissions in age appropriate.	Understand how words can be formed from longer words e.g. o'clock.	
ACCURACY	Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. **TAF WTS read aloud many words quickly and accurately without over sounding and blending.**	TAF (EXS) In a book that they can already read fluently, the pupil can: check it makes sense to them, correcting any inaccurate reading. Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	Can read accurately an age appropriate text without undue hesitation.	Can read accurately an age appropriate text without undue hesitation.	Begin to recognise keywords that supports the meaning of the text.	Read accurately words which are key to the meaning of a sentence, paragraph or whole text.
FLUENCY AND EXPRESSION	Re-read these books to build up their fluency and confidence in word reading.	Re-read these books to build up their fluency and confidence in word reading.	Can read fluently in an age appropriate way beginning to use intonation.	Develop use of intonation to aid fluency.	Read confidently and fluently from a range of books with intonation.	Read confidently and fluently from a range of books with intonation that shows understanding.

(CHILDREN SHOULD BE ASSESSED USING AGE APPROPRIATE FICTION AND NON-FICTION, FROM A VARIETY OF ORIGINS AND TRADITIONS, COVERING OVER-TIME, A WIDE RANGE OF TEXT TYPES, FORMS AND PURPOSES)

CONTENT DOMAIN	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
LANGUAGE AND UNDERSTANDING 1D MAKE INFERENCES FROM THE TEXT 2D MAKE INFERENCES FROM THE TEXT/ EXPLAIN INFERENCES AND JUSTIFY THEM WITH EVIDENCE FROM THE TEXT	With support, make inferences on the basis of what is being said and done. **TAF WTS In a familiar book that is read to them, answer questions in discussion with the teacher and make simple inferences**	Reasonably make inferences on the basis of what is being said and done and begin to give justification. TAF (EXS) In a book that they can already read fluently, the pupil can answer questions and make some inferences TAF (GDS) The pupil can, in a book they are reading independently: make inferences	Draw inferences such as inferring characters' feelings and thoughts. Justify inferences with evidence (when reading age appropriate texts)	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence and reasoned justifications (when reading age appropriate texts)	Make clear inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Provide reasoned justifications for their views.	Content domain 2D - Make clear inferences about feelings, thoughts and motivates from a text providing reasoned justifications and explanations with clear evidence from the text.
LANGUAGE AND UNDERSTANDING 1E PREDICT WHAT MIGHT HAPPEN ON THE BASIS OF WHAT HAS BEEN READ SO FAR	With support, predict what might happen on the basis of what has been read so far.	Reasonably predict what might happen on the basis of what has been read so far and begin to give justification. TAF(GDS) The pupil can, in a book they are reading independently: a plausible prediction about what might happen on the basis of what has been read so far	Make plausible predictions about what might happen on the basis of what has been read so far and give justification.	Predict what might happen from details stated and implied and give justification	Predict what might happen from details stated and implied with increasing complexity.	Content domain 2E - Predict what might happen from details stated and implied with increasing complexity, drawing on subtleties and deeper understanding.

STRAND	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
LANGUAGE AND UNDERSTANDING 2F IDENTIFY/EXPLAIN HOW INFORMATION/ NARRATIVE CONTENT IS RELATED AND CONTRIBUTES TO MEANING AS A WHOLE	Shows some awareness of how structure and presentation contribute to meaning.	Begins to identify how structure and presentation contribute to meaning.	Compare the usefulness of techniques such as visualisation and empathy in exploring the meaning of whole texts. Joins in by discussing what they think different texts mean. Can identify how structure and presentation contribute to meaning, as well as beginning to consider how language contributes to meaning, too.	Compare the usefulness of techniques such as visualisation and empathy in exploring the meaning of whole texts. Can identify how language, structure, and presentation contribute to meaning. Begin to appraise a text by considering its value, usefulness and quality	Appraise a text quickly, deciding on its value/usefulness/quality to identify how language, structure and presentation contribute to meaning	Content domain 2F -Identify and explain how information, structure, narrative and content within a text is related and how this contributes to the meaning as a whole in order to appraise a text.
LANGUAGE AND UNDERSTANDING 1B identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.	Retell a known story. Talk about information red in a non fiction text. Discuss the significance of the title and events	Discuss the sequence of events in books and how items of information are related. Identify story features such as settings, characters and events	Identify key information, aspects and features of similar text types. Identify story features such as settings, characters and events and explain how they relate to the text as whole.	Identify story features such as settings, characters and events and explain how they relate to other texts read. Retrieve related information from a range of texts.	Retrieve text features and content and explain how they relate to information from a range of fiction and non-fiction read.	Content domain 2B - Retrieve and record information and key details from a range of fiction and non-fiction texts.
LANGUAGE AND UNDERSTANDING 1A) DRAW KNOWLEDGE OF VOCAB TO UNDERSTAND TEXTS 2A) GIVE / EXPLAIN MEANING OF WORDS IN CONTEXT	Discuss the meaning of unfamiliar words, based on what they already know and drawing on vocab provided.	Draws knowledge of vocab to understand texts.	Explains the meaning of words in context.	Explains the meaning of words in context and checks that the texts makes sense.	Explores the meaning of words in context in increasing detail and checks that the text makes sense.	Content domain 2A - Explores the meaning of words in context with increasing detail and complexity and checks that the text makes sense.
LANGUAGE AND UNDERSTANDING 1C) IDENTIFY AND EXPLAIN THE SEQUENCE OF EVENTS IN TEXTS 2C) SUMMARISE THE MAIN IDEAS FROM MORE THAN ONE PARAGRAPH	Can retell stories and consider their particular characteristics.	TAF (EXS) In a book that they can already read fluently, the pupil can: • explain what has happened so far in what they have read Identifies and explains the sequence of events in texts.	Identifies the main ideas to summarise at paragraph level.	Identifies the main ideas to summarise at both paragraph and whole text level.	Concisely summarises the main ideas from more than one paragraph.	Content domain 2C - Concisely summarises the main ideas from more than one paragraph and across the whole text..
LANGUAGE AND UNDERSTANDING 2G) IDENTIFY AND EXPLAIN HOW MEANING IS ENHANCED THROUGH CHOICE OF WORDS AND PHRASES	Shows some awareness, through discussion, of how language contributes to meaning.	Begins to identify, through discussion, how language contributes to meaning.	Identifies how language contributes to meaning.	Identifies and begins to explain how language contributes to meaning.	Recognises how authors use of language impacts on the reader with some explanation.	Content domain 2G - Identifies and explains how meaning is enhanced through choice of words and phrases.
LANGUAGE AND UNDERSTANDING 2H) MAKE COMPARISONS WITHIN AND ACROSS TEXTS	Shows some awareness, through discussion, of themes across familiar texts.	Begins to recognise themes across familiar texts. TAF (GDS)The pupil can, in a book they are reading independently: make links between the book they are reading and other books they have read	Recognises themes in a range of books and extracts.	Recognises themes in more challenging books and extracts.	Makes comparisons both within and across a range of texts.	Content domain 2H - Makes comparisons both within and across a range of more challenging texts they have read independently.