

Meadowside Community Primary & Nursery School

A Member of **The Challenge Academy Trust**

Reading & Phonics Policy

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Head teacher	Mr S Wright
Chair of Governors	Mr P Calrow

'Where Learners Grow'

Curriculum Rationale

1. Language Development

Our curriculum aims to be talk and vocabulary rich to help counter inequality, widen access to learning and improve life opportunities [1]. Therefore, Language Development is key to the curriculum at Meadowside. Research has shown a language and communication deficit for some pupils, particularly pupils from low-income households. Our school has a higher level of deprivation among our pupils (see IDACI rating) and therefore language development is key to the educational success of our pupils. If we are to achieve our mission statement, ensuring that they fully access their next steps in education and go on to engage in the wider world work and to build a better future individually, locally and for the wider world, then language development must be central. Our curriculum aims to be talk and vocabulary rich to help counter inequality, widen access to learning and improve life opportunities. Talk can also foster empathy and understanding contributing to the development of our attitudes and values shown below.

- **Teaching of Oracy** is key to this language development. 'Great speakers are made, not born' (Gaunt and Stott) [2]. We aim to employ strategies throughout the curriculum to develop the physical, linguistic, cognitive and social and emotional aspects of learning.
- **'Dialogic teaching** harnesses the power of talk to engage interest, stimulate thinking, advance understanding, expand ideas, and build and evaluate arguments, empowering students for lifelong learning and democratic engagement.' (Alexander) [3]
- **Vocabulary Development** "By closing the vocabulary gap for children within our classroom with their peers, we can offer them the vital academic tools for school success, alongside the capability to communicate with confidence in the world beyond the school gates" (Quigley) [1]. Vocabulary development is pivotal to our curriculum and it is planned, sequenced and explicitly taught.
- **Reading** Dickenson et al [4] suggests that "reading offers our children the opportunity to hear new vocabulary items embedded in varied grammatical sentences. Books written for children use well-formed, relatively short sentences that are rich in varied vocabulary. Furthermore, books often use the same words in diverse grammatical constructions, offering implicit lessons in how words are used. The texts of books tend to have more low-frequency words than does spoken language [5] and books encourage use of a wider range of words than would occur in everyday conversations. Senechal and her colleagues [6], consistently finds that "parent reports of shared reading were a robust predictor of children's receptive and expressive vocabulary" (page 179). "

2. Knowledge

- The teaching of **knowledge** is central to our curriculum. Throughout the curriculum, both substantive and disciplinary knowledge is specifically chosen and deliberately sequenced to ensure retention over time. The teaching of knowledge is spaced and revisited in order to have long term impact, in line with the research of Foot-Seymour and Wiseheart [7]: 'If the goal is for students to retain as much information as possible, teachers need to be aware of **cognitive strategies** like the spacing effect so they can make small changes to their teaching practice to help students become more successful.'
- The curriculum is organised to enable children to build webs of knowledge (**schemas**), with explicit links being drawn between new and existing knowledge [8].
- According to Blooms, the teaching of knowledge underpins **critical thinking** and a child's ability to go deeper in their learning [9]. When knowledge is secure and links have been made, children are encouraged to take this knowledge deeper and apply this critically in different situations. Oracy development then allows children to express their thinking and views.

[1] The Vocabulary Gap, Chris Quigley

[2] Transforming Teaching and Learning Through Talk, Amy Gaunt and Alice Stott

[3] <http://robinalexander.org.uk/dialogical-teaching> (July 2020)

[4] How Reading Books Fosters Language Development and the World (November 2011)

[5] Beginning Literacy and Language: Young Children Learning at Home and School, D.K. Dickenson and P.O. Tabors (2001)

[6] A model of the concurrent and longitudinal relations between home literacy, M Senechal in Handbook for early Literacy Research, S.B Neuman and D. K. Dickinson (2011)

[7] Judging the credibility of websites: an effectiveness trial of the spacing effect in the elementary classroom, Foot-Seymour and Wiseheart (2022).

3. Skills

- **Cognitive and Meta cognitive strategies** are used by staff in delivering the curriculum, as we believe that the children need to know how best they learn in order to improve learner agency. Therefore, ideas such as cognitive load, working memory etc. are taught throughout the curriculum so that they can develop this understanding.
- While the teaching of disciplinary knowledge is key to progress in subjects, children require the opportunity to turn this knowledge to **practice and apply** skills. Our Curriculum planning ensures that these opportunities are embedded for all children.

4. Attitudes and Values

Personal

- Developing **growth mindset** [10]. Rather than simply praising success, we praise effort and persistence. We believe the best thing to do is to teach children to love challenges, be intrigued by mistakes, enjoy effort and keep on learning. For children who find work easy we make sure they encounter more difficult tasks. Our children recognise that effort, persistence and good teaching are what help them improve.
- Developing **intrinsic motivation** and **self-efficacy** [11]. Throughout the curriculum we aim for the children to see themselves as readers, writers, mathematicians, artists, musicians etc. We want their motivation for them to work in this way to be down to their understanding of themselves and the potential they have.
- We recognise the responsibility we have for the **physical development** and the **well-being** of our pupils. Our approach to our curriculum aims to build self-esteem, a respect for self and others, kindness and resilience, with staff modelling across the curriculum how to deal with challenge and adversity. We also have a role to ensure that pupils learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support. British Values permeate through the curriculum.
- Both the teaching of oracy and knowledge underpin the children's ability in **critical thinking** [9].

Local, Societal and Global

- As an Inclusion Quality Mark flagship school, **inclusivity** is key to our culture as a school. Within the curriculum, we aim to celebrate difference and **diversity**.
- **Sustainability** is one of the key themes that is going to prepare our children for life in the future. Key questions about sustainability form central parts of our curriculum.
- The **Rights Respecting** agenda plays a key role in school life at Meadowside and provides a strong ethos to foster purposeful learning attitudes and positive relationships. This initiative underpins the school's aims to provide a values-led curriculum. The children learn about their own responsibilities, through learning about their own rights and the rights of others, as set out by the United Nations Convention Rights of the Child (UNCRC).

5. Developing a love of reading

At Meadowside CP & Nursery Primary School we strive to ensure that all children become successful, fluent readers and we aim to do this by the end of Key Stage One. We believe this is achievable through a combination of strong, high quality, discrete phonics [12] alongside promoting a strong culture of 'Reading for Pleasure'. A 'Reading for Pleasure' culture, encouraging pupils to develop a love of books and literature that will not only support their learning across the curriculum, but also enrich their lives.

- [8] Making Kids Cleverer, David Didau
- [9] Taxonomy of Educational Objectives, BS Blooms (1965)
- [10] Mindset, How you can Fulfil Your Poptential, Dr Carol S Dweck (2006)
- [11] Toward a Psychology of Human Agency, Bandura, A (2006)
- [12] Rise Report (2006)

Intent

To provide an English curriculum that will teach children to speak, read and write fluently so they can communicate their ideas effectively to others.

- To develop children into efficient, effective, thoughtful and strategic readers who can learn about life, discover information and deepen their thinking through considering other people's views and experiences with a critical mind
- Establish a consistent and coherent pedagogical pathway to the teaching of phonics from Early Years and beyond.
- Understand and apply their knowledge of phonics in reading.
- To teach children aural discrimination, phonemic awareness and rhyme to aid reading, writing and spelling development.
- To encourage the use of segmenting and blending so that decoding skills provide a sound foundation for reading, writing and spelling.
- To ensure that fidelity to the Little Wandle Programme is adhered to.
- To enable children to use phonic awareness across the curriculum.
- To ensure that children know the 44 phonemes within the English language.
- To teach children to recognise the graphemes within words and associate them with the appropriate phoneme when reading.
- To provide children with strategies to identify and decode 'tricky words'
- To develop retrieval skills
- To consolidate literacy skills, build vocabulary and develop fluency and confidence as speakers, writers and readers of language.
- To develop inference skills through a range of texts, including poetry.
- To help children become avid readers, giving them greater understanding of the wider world.
- To create a reading culture that celebrates a love and enjoyment of books, motivating reluctant readers.
- To be able to read a range of materials fluently, critically and with understanding for enjoyment and for information
- To provide opportunities to apply reading across the wider curriculum.
- For children to develop a wide knowledge of vocabulary and understanding of words in context.

Phonics

Implementation

At Meadowside, we believe that all our children can become fluent readers and writers. We teach through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery and follow the [*Little Wandle Letters and Sounds Revised progression*](#), beginning with 'Foundations for Phonics' which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, our children tackle unfamiliar words as they read. At **Meadowside**, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Foundations for phonics in Nursery

- We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'.

These include:

- o sharing high-quality stories and poems

- o learning a range of nursery rhymes and action rhymes
- o activities that develop focused listening and attention, including oral blending
- o attention to high-quality language.

Daily phonics lessons in Reception and Year 1

- We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
- Additional 10 minute recap sessions are planned daily in the afternoons to provide spaced learning

Ensuring consistency and pace of progress

- Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read.
- Lesson templates, Prompt cards and 'How to' videos ensure teachers all have a consistent approach and structure for each lesson.
- The Reading Leader and SLT regularly monitor and observe teaching; they use summative data to identify children who need additional support and gaps in learning.

1. Language Development

Oracy is central to the teaching of phonics, the physical ability to hear and make the sounds is central to our curriculum. Vocabulary and sounds used in these sessions fully support in the development of the children's vocabulary and their physical ability to say these sounds in words. New vocabulary is planned and discretely taught in phonic sessions.

Using the methods in Little Wandle, opportunities are used within the phonics lessons for dialogical teaching. The teaching of phonics is central to our pupils being able to have the reading skills to fully develop in their use of language.

2. Knowledge

We ensure that the teaching of phonic knowledge is generative and sticky. Knowledge is organized using long and medium-term plans ensure that there is time for spaced learning and ensure that it is secure. We follow medium term plans from Little Wandle which has been built with this in mind. The Little Wandle Letters and Sounds revised principles and practices are applied throughout school. Across the EYFS and Key Stage One – this is supported by using a wide range of resources, with the addition of Jolly Phonic actions, to support the effective retention of phonic knowledge by all of our children.

Foundations for phonics in Nursery

- We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

Daily phonics lessons in Reception and Year 1

- We follow the [Little Wandle Letters and Sounds Revised expectations of progress](#):
 - o Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
 - o Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

We recognize the importance of independent practice in securing the children's phonic knowledge. Therefore, the children read books from Collins Big Cat Little Wandle Letters and Sounds Revised. Reading books are organised in line with the Little Wandle scheme and children are matched to books that include graphemes and tricky words children have been taught. This ensures children have access to a text that is

matched to the child's growing phonic knowledge and that does not encourage a child to guess at words if they included GPCs they had not yet been taught.

To ensure there is opportunity for spaced learning, short afternoon sessions are used in reception and year 1. These are used to revisit previously taught knowledge and ensure that this become embedded in their their long term memory.

3. Skills

The application of their phonic knowledge requires time to **practice and apply** the disciplinary knowledge that they have learnt in phonic sessions. Therefore, there is time for this in all phonic sessions. In Nursery, reception and for the start of year 1, this is also embedded in provision. Each class has a phase appropriate display, concentrating on both the grapheme and key words that the children are currently learning. Phonics mats are available in every lesson to support children's early writing across the curriculum. Phonics mats are readily available in all areas. The outdoor learning environment provides multiple opportunities to consolidate learning and practice these skills.

In reception and year 1, 3 additional 15 minute afternoon phonics sessions are used during the week to give time to practice and apply the skills taught in phonics lessons.

4. Attitudes and values

Within foundation stage, we try to ensure that our pupils see themselves as readers. Encouragement for them to develop their reading efficacy as they realise that they can read and recognize phonics in our environments. WE ensure that in all phonic sessions we strive to develop their growth mindset. Rewards are given for effort and overcoming challenge rather than for simply achieving a goal. Tasks are set so that they do offer challenge and a chance for them to achieve.

5. Developing a love of Reading

Having secure understanding of phonics is crucial in developing the reading fluency to find the joy that comes from reading. However, we also understand that children need to enjoy learning phonics. We are keen to ensure that all children are encouraged and enjoy our phonics sessions.

SEND and Inclusion

Learning to read matters for every child or young person, regardless of their starting points or learning needs. There pupils with special educational needs that mean they can't access the main Little Wandle programme. Little Wandle SEND (special educational needs and disabilities) is a complete programme that mirrors the main Little Wandle Letters and Sounds Revised phonics programme but with adaptations and support in place that make it possible for schools, special schools and providers to meet the needs of all their learners. It has been created to help children learn to read using the right level of challenge for each child and using the graduated approach if needed. This quote from the Reading framework makes it clear why this is so important: 'Children (with SEND) have to navigate the same written language, unlock the same alphabetic code, learn the same skills, and learn and remember the same body of knowledge as their peers. It is a critical skill in helping them prepare for adulthood.' (The reading framework: Teaching the foundations of literacy, DfE 2021)

Task Adaptation

We use the Little Wandle SEND programme to teach and support any child that has a SEND that requires adaptations and slower pace, due to cognitive function or other disabilities, through the Little Wandle SEND programme. Some children with SEND will require very few or very small adaptations to the main Little Wandle programme (to meet their sensory needs, for example). This support is highlighted on the pupils' Pupil Passport. Other children, however, do need fundamental changes to the pace and progression of the programme to meet their more complex cognitive needs.

Scaffolding

As part of our quality first teaching of SEND, scaffold is one of the key teaching strategies. However, our children with SEND do need additional scaffolding both in phonics lessons and also within provision and other lessons where they are applying these phonic strategies. Examples of support are as such:

- Modeling of work specifically for a small group of children.
- Sound mats highlighting specific vocabulary for a task

- Broken down instructions for a task.
- Task organiser
- Use of concrete resources (letter cards etc.)
- Additional focused explanations
- Precision teaching of key phonic knowledge.
- Peer support.

Additional strategies for pupils will be highlighted as a part of the SEND strategy meetings and in consultation with other professionals. These form part of a child's pupil passport and support teachers in removing barriers for learning.

Where a child struggles with key aspects of learning, it is crucial that we highlight what is key knowledge for a child to move on with their learning. Half termly assessments show us which knowledge is the key for other knowledge later on within the Reading curriculum. Support and CPD is given to staff to ensure they have a good understanding of what learning is key to move on. These children are discussed regularly with the SENCo. Additional, specific interventions may also be used in addition to the Little Wandle program. These are specifically 1:1 reading daily of GPC matched books, precision teaching and Toe by Toe (in year 5 and 6).

Interventions

Daily Keep-up lessons ensure every child learns to read

- Any child who needs additional practice has daily Keep-up support, following the Little Wandle approach. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- We timetable daily phonics lessons for any child in Year 2-6 who is not fully fluent at reading or has not passed the Phonics screening check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the *Little Wandle Letters and Sounds Revised* assessments to identify the gaps in their phonic knowledge and teach to these using the Rapid keep-up resources.

Assessment

Formative assessment is an integral part of daily lessons and is first and foremost the essence of helping making our pupils make instant progress in their phonic knowledge and in their skills. This is done through a mixture of high-level questioning, discussion, Oracy activities and written work.

We use live marking and feedback to enable teachers to target next steps for pupils effectively.

Opportunities for children to review and improve their learning are embedded into each lesson. Children are given the opportunity to evaluate their own work, and that of their peers. During and on completion of a piece of work, the teacher responds, identifying areas for development. Children's work is valued, celebrated and displayed around the class and school.

Summative assessments are completed termly and ensure that the children are retaining the knowledge. The Little Wandle Catch Up Programme is used for children who fall just below the expected standard in phonics. These sessions are completed daily.

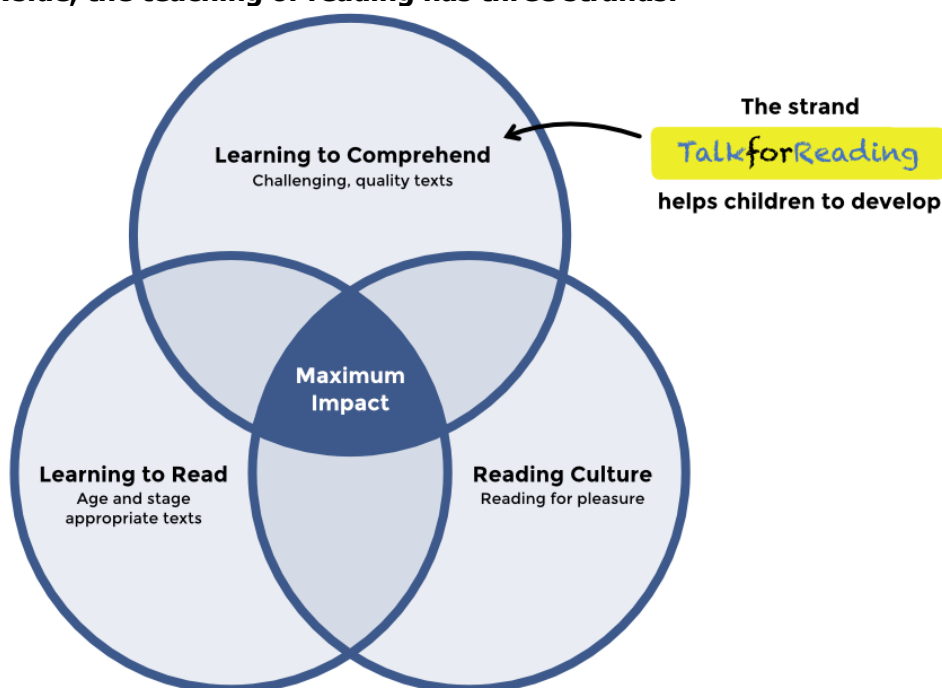
All Year One children take the 'Phonics Screening Check' - a statutory assessment required by legislation. Those who do not meet the pass mark will be given support and intervention programmes in Year Two, to provide them with sufficient knowledge and understanding to re-take the 'Phonics Screening Check' and obtain a pass mark. Those children who do not obtain the required level set by the 'Phonics Screening Check'

For children who have not reached the expected level by Year 1, extra phonics support will be put in place. Children in Year 1 have access to high quality daily phonics sessions for thirty minutes. The underlying aim of for Years 1 and 2. Children in Year 2 who did not pass their phonics screening test in year 1 will continue to have access to high quality daily phonics lessons for 30 minutes.

Tracking of key groups allows for a better structure to learning and allows the Curriculum coordinator to further adapt the Little Wandle programme where needed.

Teaching of Reading

At Meadowside, the teaching of reading has three strands.



Talk for Reading A Guide to Teaching Reading Across the Primary School, Corbett and Strong(2022)

Comprehension

At Meadowside, we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Because we believe teaching every child to read is so important, we have a Reading Leader who drives the early reading programme in our school.

To teach comprehension, at Meadowside, we have adopted the Talk for Reading (T4R), as our main approach to teaching reading comprehension. This follows Pie Corbett's principles and is currently being implemented across Meadowside, from N2 – Y6. It consists of 3 phases:

- Introduction to a text/s
- Investigation of that text
- Independent understanding

Teachers deliver two reading units per term (in EYFS) and two per half-term (in Y1 to Y6), each unit lasts around 12 – 15 lessons.

Learning to read sits alongside our phonics strategies ensuring that children learn to read at an age appropriate level. We ensure that books are well matched to learners needs and phonetic understanding. Finally, we strive to develop a reading culture. The cornerstone to developing a reading culture is stems from a combination of our teachers passion for reading and sharing great books and authors. To do this:

- Teachers read aloud to their classes daily
- reading is embedded cross curricularly in other subjects
- vocabulary is taught across the curriculum with texts being key to it being used in context
- Independent reading is supported and encouraged daily in school and at home.
- Book recommendations are made to pupils in classes. Teachers share with their classes what they are reading.
- Staff and children talk about which books they love.
- Our library is open weekly for children to visit with their parents after school

- Children visit our library weekly in class to choose new books to read for pleasure in school and at home.

1. Language Development

Reading is essential to language development. Talk for Reading is an essential tool in the development of oracy for our pupils. "Oral comprehension is the best way to develop understanding" [13]. Vocabulary is explicitly planned and taught and well matched to pupils needs. Talk for Reading allows this language to be read in context. Oracy is key to these sessions and the development of oracy supported in their delivery. Paired work and dialogical teaching are its foundation. Dialogical comprehension sits at the heart of our talk for reading strategies.

2. Knowledge

The Literacy Company Pathways to progress are used to map out the progression in Reading for children at Meadowside. Children are taught the key knowledge as highlighted for each year group within the national curriculum. In the Talk for Reading process, this is completed in three stages.

Introduction phase.

During the introduction phase, the children will gain a clear understanding of a text. Vocabulary is explicitly taught. The disciplinary knowledge of how we begin to understand a text is introduced. Strategies are used to activate prior knowledge and build schema to the new knowledge to be taught in this unit.

Investigation phase

During the investigation phase, the children are taught the disciplinary reading knowledge as they begin to 'dig deep into a text'. This allows children to revisit the key knowledge taught through spaced learning and also then apply it in context.

Independent understanding

To secure the taught knowledge, children are encouraged to apply what they have learnt through independent practice.

3. Skills

Independent practice is key in our children developing their reading skill and becoming. Reading is encouraged as a key past time. Children need to clock up considerable reading mileage.

The talk for reading approach gives plenty of time to apply skills independently.

Reading is built in across the curriculum to give the children the opportunities to use the skills that they have learnt in their independent writing.

[13] Reading for meaning project, Clarke, Hulme, Snowling and Truelove

4. Attitudes and values

Reading efficacy is key to the children developing in their reading ability. We want children from EYFS onwards to see themselves as readers. Parent workshops are used in foundation stage to show parents how to encourage their children to see themselves as readers, love books and find pleasure in reading stories. Throughout the school, children are talked to as readers regularly and informally discussing what they are reading with staff.

Children are encouraged to have a growth mindset. In reading lessons and our weekly 'Reader of the Week' awards are given to celebrate effort and resilience. Dojo points are awarded for these reasons in classes too. We encourage our pupils who struggle with reading that thing they can't do, they can't do...yet!!!

Reading is central to the development of critical thinking and Talk for reading as an approach encourages children to think critically, not accepting everything at face value. High quality non fiction tasks are used throughout school to encourage and teach these skills.

5. Developing a love of Reading

Having secure understanding of phonics is crucial in developing the reading fluency to find the joy that comes from reading. However, we also understand that children need to enjoy learning phonics. We are keen to ensure that all children are encouraged and enjoy our phonics sessions.

'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)

'The will influences the skill and vice versa.' (OECD 2010)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Meadowside and our local community as well as books that open windows into other worlds and cultures.
- Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- In Nursery/Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- Children from Reception – Y3 have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school.
- As the children progress through the school, they are encouraged to share and reflect on their own reading through Class Dojo and to keep a list of the books/authors that they have read.
- The school library is made available for classes to use at protected times. Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (author visits, workshops, and national events).

SEND and Inclusion

The Reading framework makes it clear why this is so important: 'Children (with SEND) have to navigate the same written language, unlock the same alphabetic code, learn the same skills, and learn and remember the same body of knowledge as their peers. It is a critical skill in helping them prepare for adulthood.' (The reading framework: Teaching the foundations of literacy, DfE 2021. Through task adaptation and scaffolding, we attempt to ensure all children have access to this high quality reading teaching.

Task Adaptation

We use to support any child that has a SEND that requires adaptations in order to access the learning in reading. Some children with SEND will require very few or very small adaptations to the main scheme (to meet their sensory needs, for example). However, we highlight the strategies that other pupils need on their Pupil Passport. Examples of task adaptation are as such:

- Oral responses recorded
- Different texts that allow them to read independently used for independent practice
- Peer support with the physical reading of a text

Scaffolding

As part of our quality first teaching of SEND, scaffold is one of the key teaching strategies. However, our children with SEND do need additional scaffolding both in phonics lessons and also within provision and other lessons where they are applying these phonic strategies. Examples of support are as such:

- Modeling of work specifically for a small group of children.
- Sound mats highlighting specific vocabulary for a task
- Broken down instructions for a task.

- Task organiser
- Use of concrete resources (letter cards etc.)
- Additional focused explanations
- Precision teaching of key phonic knowledge.
- Peer support.

Additional strategies for pupils will be highlighted as a part of the SEND strategy meetings and in consultation with other professionals. These form part of a child's pupil passport and support teachers in removing barriers for learning. Dyslexia screening is completed for all pupils in year 3 and this can lead to further intervention for those pupils.

Interventions

All children who are working below age related expectations read 1:1 with an adult daily.

Additional specific research based reading interventions are used throughout school to help children catch up. These include:

- x-Code
- Lexonics
- Lexia
- Switch on

Assessment

Formative assessment is an integral part of daily lessons and is first and foremost the essence of helping making our pupils make instant progress in their reading. This is done through a mixture of high-level questioning, discussion, Oracy activities and written work.

We use live marking and feedback to enable teachers to target next steps for pupils effectively.

Opportunities for children to review and improve their learning are embedded into each lesson. Children are given the opportunity to evaluate their own work, and that of their peers. During and on completion of a piece of work, the teacher responds, identifying areas for development. Children's work is valued, celebrated and displayed around the class and school.

Formative assessment. Throughout NGRT tests are used in year 3. NFER tests are completed throughout year 1-6 in February and June with Question Level Analysis for specific groups informing planning in our reading lessons. End of Key Stage Data is used and analysed and curriculum adapted to the needs of our pupils.

Tracking of key groups allows for a better structure to learning and allows the Curriculum coordinator to further adapt their teaching of reading where needed.

Quality First Teaching

Quality first teaching is central to the teaching of all subjects at Meadowside. Our understanding of cognitive science and research-based strategies means that we ensure these strategies are used in the teaching of reading. (Appendix 1)

Monitoring of the policy

The monitoring cycle is set out by the senior leadership team at the beginning of each academic year.

Monitoring includes book looks, lesson visits, learning walks, pupil/staff voice surveys. All monitoring undertaken serves to improve our practice, with the aim of bettering the outcomes for our pupils. The reading lead has half a day every other week to work with the Standards Lead to ensure compliance with the policy.

Impact

- Children will make at least good progress from their last point of statutory progress or from their starting point in Nursery.
- Improve the % of children achieving at or close to ARE in each cohort in comparison to their starting points and increase 'Greater Depth' at the end of each key stage.
- By the end of end of key stage, increase children's knowledge of and ability to retell stories in fluent standard English.
- By daily reading of stories, influence the progression and love of reading.

- To ensure that children have sound phonetic knowledge, understanding and skills so that they can decode words confidently and engage with higher order reading and writing skills.
- Ensure all children have a strong foundation upon which to tackle the complex processes of reading and writing.

Appendix 1

