



LPS Reading Policy Statement 2020

Ludlow Primary School understands the importance of reading in the process of developing pupils into independent learners. Reading is central to our ability to understand, interpret and communicate with one another: pupils who read on a regular basis, in school and at home, have a higher chance of fulfilling their potential.

Our school's Curriculum Drivers are designed to ensure that pupils at Ludlow Primary School have the opportunity to understand and appreciate the world around them so they can develop into responsible, knowledgeable and caring international citizens of the 21st century. Our reading curriculum is designed to support these drivers and our school's core values.

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as having extreme importance in the curriculum and is split into two main dimensions:

- Word reading
- Comprehension (both listening and reading)

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

The aims of this policy are:

- To instil a passion for reading in pupils, which they will carry on into subsequent education and their later life.
- To set out the school's intentions and approach to reading, in order to enrich and support the curriculum.

How is our Reading taught at a subject and classroom level?

Delivery

ERIC

ERIC is a whole-class reading approach that equips pupils with the necessary skills to be successful readers. It focuses on building fluency and embedding comprehension skills with direct, taught sessions. ERIC stands for Explain, Retrieve, Interpret and Choice. These are all closely linked to the assessed strands in the end of key stage assessments.

To ensure that the approach is effective, learning objectives are taken from our assessment system, Scholar Pack, and are linked to the National Curriculum. Ludlow Primary School promotes the use of a variety of carefully selected literature that is matched to the attainment level of pupils. These texts have subtle challenge and allow pupils to reinforce fluency, decoding and comprehension skills regularly.

The activities, or level of support, are adapted for different abilities so that all children can access the learning objective and be challenged.

This whole-class reading approach supports rapid progress of lower ability readers. Research suggests this is due to exposure to higher-level questions and answers.

Pictorial stimulus or activities which are designed to have a comprehension focus, but reduce the amount of decoding, can also be used to support SEND/EAL pupils.

Book Talk

One day a week, classes participate in Book Talk sessions. This is a pens-free session in order to promote verbal, in-depth discussions of the text. This could be a discussion on the class novel or a text of a different genre.

This is also an opportunity for the class to discuss the books that they are reading currently and make any recommendations to other children based on what they have read recently.

Children who are below age-related expectations

Ludlow Primary School is determined that every pupil will learn to read, regardless of their background, needs or abilities. As a result, we recognise the importance of supporting the children who are below age-related expectations.

The lowest 20% of readers are identified on each class RAP and are heard read every day by an adult in school. This is made a priority by staff and a running-record of these is kept so that they can ensure no child misses out.

The lowest 20% of readers also take part in small group, targeted intervention sessions to ensure that these children also become confident, fluent readers. The lowest 20% are reviewed every half-term, and may change, depending on progress.

Where necessary, Reading support for the lowest 20% of readers is clearly planned on the child's Individual Education Plan (IEP).

Children who are unable to achieve the phonics expected standard at the end of Year 2 will proceed to reading intervention support in Year 3. Phonics is continued in KS2 for those who need it including application practise with decodable reading books.

Interventions

Intervention sessions enable a greater proportion of pupils to be on track to meet year group expectations or, in the case of those working significantly below expectations, to make better than expected progress.

Children in need of intervention sessions are identified through pupil progress meetings and teacher judgement. Children participating in intervention sessions changes regularly, depending on need and progress. Each class / year group has these sessions timetabled and planned on their class / year group RAP.

These intervention sessions are run by either a teacher or a learning assistant. The Star Reader test helps to identify the children's areas of weakness, so these sessions can be tailored to specific needs. Classes can be grouped for interventions according to their Star Reader results and then the system provides staff with the group's collective weaknesses. These should be shared with adults running the session, so they know what which specific areas to focus on.

Learning Assistants are provided with question stems which match the different National Curriculum learning objectives and can use these question stems to ensure that the intervention sessions are helping to target the group's specific weakness.

Regular support and training is given to learning assistants to ensure that these intervention sessions are of high-quality and support children in making rapid progress. These sessions are also monitored by the Reading Lead.

Wider Curriculum

At Ludlow Primary School, we maximise opportunities for reading by ensuring that children are exposed to a variety of different text types during lessons in other curriculum areas too. In wider curriculum lessons, teachers plan opportunities for children to read, discuss and learn from a diverse range of subject-specific texts.

Reading Timetable Each Week

The following outlines the timetable of reading sessions which take place at Ludlow Primary School each week.

EYFS	<p>30 minutes of Read, Write Inc phonics will take place daily. Children are grouped according to ability. This is flexible and children will move around regularly, depending on progress. Six-weekly assessments will be carried out.</p> <p>More-able children will complete RWI comprehension as well, after Christmas. This will be carried out verbally.</p> <p>Children should also be exposed to different types of literature through continuous provision.</p>
Year 1	<p>30 minutes of Read, Write Inc phonics will take place daily – this has a comprehension element built in.</p> <p>One comprehension-based lesson will take place a week on a different text – this will be a verbal Book Talk session. These will usually be based around a Pie Corbett Reading Spine book or a Cracking Comprehension text.</p> <p>In the Summer, a written element will be introduced to these sessions.</p>
Year 2	<p>30 minutes of Read, Write Inc phonics will take place daily - this has a comprehension element built in.</p> <p>Comprehension-based lessons will also take place daily. This will be verbal and in the ERIC style.</p> <p>Cracking Comprehension will take place one a week – this will be written in order to prepare for the KS1 SATs.</p>
KS2	<p>In a week, children will complete 3 days of ERIC using the class text. The book being studied should be of suitable challenge. Each session should have a specific focus and input/outcome should be planned using Scholar Pack NC objectives.</p> <p>2 days a week will be spent studying another genre of text. This could be two separate texts or two days on the same text.</p> <p>Year 3 & 4 - Cracking Comprehension is to be timetabled in weekly – answer sheets can always be stuck in ERIC books if desired.</p> <p>Year 5 & 6 to use Cracking Comprehension, as needed and where appropriate.</p> <p>The expectations for the quality of answers must be high – full sentences and with reasoning (see APE/PEE examples).</p>

Planning

Each week, teachers choose a learning objective, taken from the Scholar Pack assessment system, which matches a National Curriculum learning objective. This will lead the planning of Reading/ERIC sessions each week. This learning objective will be recorded on the weekly literacy plan.

Planning does not need to be recorded in a separate written weekly document. Instead, staff will use SMART / Active Inspire notebook files to plan their questions for that reading session. These can either be printed off, and stuck in books, or displayed on the Interactive Whiteboard. These notebook files are saved on the Share Point system for monitoring purposes.

At regular intervals, teachers will use the Scholar Pack assessment system to identify which children have met that objective, and which ones have not.

Where appropriate/needed, differentiated reading groups are identified on the weekly literacy plan and/or the RAP.

Assessment

Assessment is used to inform the planning and teaching of reading.

Key learning objectives for reading are identified using the Scholar Pack tracker grids, taken from the National Curriculum (2014), and are translated into learning outcomes.

Pupils' progress is assessed by teachers during whole-class guided reading sessions. In addition to this, every child is heard reading at least once a week (with the lowest 20% being heard read every day). Adults in school write in logbooks in green pen, to differentiate from adults at home.

Children's reading is also monitored using their logbooks and their Accelerated Reader quizzes. Teachers should regularly check the volume of reading taking place, how often children are completing quizzes and the accuracy percentages they are achieving on these quizzes.

Every half-term, children (who have completed the phonics programme) complete a Star Reader test. From this, their Reading Age is calculated. This Reading Age can be compared against year group expectations, using the conversion document provided (**See Appendix 1**). This is a rough guide to support teacher judgement. In addition to this, the Star Reader test provides children with a Norm Reference Standardised Score which is an age-specific, national comparison score allowing staff to compare children's results to those of children of the same age, across the country. Staff can also look at the children's Growth Percentile to monitor progress.

Inclusion

All of our children have equal access to reading provision and to the resources available. We recognise that some children take longer to develop the necessary skills and we cater for those children by providing additional opportunities for skills development. Children who need additional support are identified early and the impact of interventions is carefully

monitored. SEND pupils are catered for, and progress is monitored according to their individual action plans. All teaching staff have received training on how to support children with dyslexia.

More-able pupils are provided with reading materials suited to their abilities in order to challenge them and keep them interested in reading. During reading sessions, more-able pupils are provided with alternative or additional questions, where appropriate, in order to ensure that they are sufficiently challenged.

Home Reading at Ludlow Primary School

Accelerated Reader

Once a child has completed the Read, Write Inc Phonics Programme, they will move on to using the Accelerated Reader scheme. Each half-term, the children will complete a Star Reader test and will be given a ZPD (Zone of Proximal Development) score. This score gives them a band of books that they can choose from to read. Once they have finished the book, the children complete an Accelerated Reader quiz. Children should aim to score 85% + on this quiz. If below this, the band of books may be too high and this should be evaluated by child's teacher.

At the beginning of each half-term, children will complete a Star Reader test again and, from this, their ZPD (Zone of Proximal Development) will be changed accordingly.

Staff will check the quiz records regularly and monitor how often children are reading, as well as the score they are achieving on the quizzes.

A Book to Share

As with the children who are completing the phonics programme, these children will also have the opportunity to take home a 'Book to Share'. This is a book which they may like to read for pleasure, but may be above their Accelerated Reader band, or not on the Accelerated Reader system. It should be made clear to the child that there may be words within these books that they do not understand, and therefore these books are to be 'shared' with adults.

At home, parents should be made aware that it is important they spend some time reading the Accelerated Reader book with their child, before reading the 'Book to Share'. This is to ensure the child is having the opportunity to read a book which they should be able to decode and understand independently, as well as then having the opportunity to read a book chosen from a wider range, to develop reading for pleasure.

On the school website, you will find a video which explains the home-school reading system.

The Role of Parents & Carers

The role of parents & carers is essential to the good development of children's reading. Ludlow Primary School values the engagement of parents in reading and recognises the impact that this has. We promote and encourage a home-school reading partnership in the following ways

- **Logbooks** are used as a means of communication between school and parents/carers. Children are encouraged to read daily at home in KS1. There is a minimum expectation of 3 entries a week at KS2. Where this is not happening, a discussion with children and parents should take place, at the teacher's discretion.
- **Questions and comments in logbook.** In the back of children's logbooks there is guidance for parents & carers to use whilst listening to their children read. A list of questions is provided which parents can use when reading with their children. There is also a list of suggested comments which may be useful to inform the teacher about the child's reading at home.
- **The School's Website** provides parents and carers more information about reading at Ludlow Primary School. It also contains a list of useful links to websites. Additionally, it contains some helpful hints for supporting children with their reading, as well as a list of recommended reads.
- **Videos** have been created to inform parents and carers about what reading looks like at Ludlow Primary School and how the system works. These can be accessed via the school website.

Reading for Pleasure at Ludlow Primary School

Children at Ludlow Primary School deserve a rich curriculum that encourages a love of literature. All classes enjoy reading class novels and children are given access to a wide range of texts throughout the curriculum. We believe that active encouragement of reading for pleasure is a core part of every child's educational entitlement, whatever their background or attainment, because we know that extensive reading and exposure to a wide range of texts make a huge contribution to students' educational achievement.

Throughout the year, Ludlow Primary School does a number of things to encourage reading for pleasure.

Whole class novel – At least 15 minutes of every day is set aside to enjoy a whole-class novel. This is prioritised by staff and is scheduled as part of the day's timetable to ensure it does not get missed.

Reading Champions – Our Reading Champions play a big part in the running of our school library. These are children who have applied for the position because they are passionate about reading. Every month they meet with the Reading Lead and plan out the month ahead. They plan the new displays for the library as well as any upcoming reading-related events. Their photographs are on display in the library and they have badges to wear so that other children within the school know who they are and know they can go to them for advice when they are looking for book recommendations.

Literacy calendar – Throughout the year, significant reading events are celebrated in school. These include World Book Day, National Poetry Week and Roald Dahl Day, amongst others.

BookFest – Every other year, KS2 children participate in Shrewsbury Book Fest. This is a Book Award which gives children the opportunity to read six shortlisted children’s books and vote for their favourite. Art, film trailer and writing competitions run alongside this to encourage children to participate.

Mystery Reader – The last week of every half-term, Mystery Reader takes place in school. The adults in school rotate classrooms and share a book with a class from a different year group.

Remarkable Reads – On display in school are our Remarkable Reads books. This are books taken from Pie Corbett’s Reading Spine that are recommended books for children to read.

Reading Assemblies – Reading assemblies take place regularly which focus on encouraging reading for pleasure and developing a love of books.

Finish assembly with poem – Every assembly finishes with a poem to ensure that children are exposed to poetry on a regularly basis.

Book Bingo – Within the children’s logbooks is a Book Bingo for them to complete. This is to encourage them to read a variety of different books/genres. When the child completes BINGO, they are celebrated in assembly and presented with an award. (Attached is the KS2 example)

Book Bingo!

Can you get bingo by reading a book from each of the categories below?

A historical book	A book set in space	A book written more than 10 years ago	A funny book	A book from the remarkable reads
A book with a female author	A book published this year	A biography	A book that became a film or tv show	A book by your favourite author
A book about an animal	A book set in a different country	A book your friend loves	A book with a one-word title	A book containing diary entries
A poetry book	A non-fiction book	A book about science	A newspaper or magazine	A book suggested by your teacher
An auto-biography	A book that is part of a series	A book written in the year you were born	A book that was a favourite of a relative	A book set at sea

When you’ve completed a square, write the name of the book in the box and colour it in.

When you’ve completed BINGO, don’t forget to tell your teacher!

Reading Environment

Within school, there are a number of reading areas which are designed to give children a comfortable, inviting place to read their book. This include the Nest, the library at Cleve View, the Year 3/4 shared area and the Year 5/6 shared area. These areas are furnished with sofas, cushioned chairs, beanbags and large cushions suitable for the floor.

In classrooms, teachers have on display any information they feel will support children during their reading sessions. These may include chapter summaries, APE displays and reading strategies.

How is Reading measured at Ludlow Primary School?

Outcomes for Pupils

By the time children leave Ludlow Primary School, our aim is for them to be competent readers who can recommend books to their peers, have a thirst for reading a range of genres and are able to confidently participate in discussions about books, including evaluating an author’s use of language and the impact this can have on the reader. Children will use be able to use their reading knowledge and skills, in all curriculum areas, to enable them to know more, remember more and understand more.

Subject Leadership

The Reading Lead is responsible for

- Ensuring all teachers have familiarised themselves with the Reading Policy.
- Supporting colleagues with any aspect of the Reading Policy.
- When required, assist with the planning and selection of new resources.
- Inform staff of any updates to the Reading Policy.
- Accept responsibility for guided reading resources and keeping colleagues informed of available resources.
- Liaising with the headteacher, literacy governor and report any developments to the curriculum committee.
- Reviewing and scrutinising class and year group assessment data in order to track pupils' progress.
- Monitor reading, observing and offering feedback on the teaching of reading.

Monitoring and Evaluation

At Ludlow Primary School, we measure impact by using the Accelerated Reader Star Reading Test to assess reading ability at the end of each half-term. The Reading Lead is also able to gain a whole school overview of progress using this system.

In order to monitor reading at Ludlow Primary School, the Reading Lead also conducts learning walks, lesson observations, pupil interviews and book monitoring throughout the year. These inform future areas for improvement and the impact of new initiatives. Staff are keen to act quickly on any feedback given in order to ensure they are providing children at Ludlow Primary School with high-quality teaching.

Pupil progress meetings take place each term to ensure different progress is monitored and interventions organised to support progress. Children who need extra support, in order to ensure good progress, are identified (if not already) and a plan of action is devised to ensure these children are on track to meet age-related expectations, or an expected level of progress.

In addition to this, our School Improvement Advisor works closely with the school on supporting the teaching and learning of reading. When visiting, she will observe teaching, carry out pupil voice interviews, look through books and meet with staff to discuss reading.

CPD

Continual professional development is an important part of developing reading at Ludlow Primary School.

All new staff receive training on what reading looks like, and how it runs, at Ludlow Primary School. Video clips are also available, explaining the process.

Leaders regularly meet and discuss reading with other DH MAT schools and schools which are part of the Wye Valley Learning Network (WVLN). Here, they are able to share and discuss ideas to support reading in school.

Staff meetings, on reading, take place regularly where staff are able to discuss reading in school and evaluate the impact of reading. This is also an opportunity for leaders to feedback any useful ideas / information they have received through their meetings with other school. Here, staff are also able to feedback on any relevant training that have received.

At Ludlow Primary School, we believe it is important that Learning Assistants become experts in teaching and supporting the development of reading too. Learning Assistants receive training, where necessary, to ensure that the intervention sessions they provide are impactful and high-quality. These sessions are also monitored by the Reading Lead. Videos also provide staff useful information on how to deliver a successful reading intervention session, Book Talk session and story time session.

A list of staff training is attached below **(see appendix 2)**.

Appendix 1

Converting Reading Ages to Year Group expectations – A rough guide to support teacher judgements

Year	Reading age	May be changed based on new assessment systems
Year 3	5 years-5 years 3 months	Year 1 emerge
	5 years 4 months - 5 years 7 months	Year 1 developing
	5 years 8 months- 6 years	Year 1 secure
	6 years-6 years 3 months	Year 2 emerge
	6 years 4 months - 6 years 7 months	Year 2 developing
	6 years 8 months- 7 years	Year 2 secure
	7 years-7 years 3 months	Year 3 emerge
	7 years 4 months - 7 years 11months	Year 3 developing
	8years - 9 years	Year 3 secure
	9 years 1 month - 10 years 6 months	Year 3 exceed
	Over 10 years 6 months	Year 3 greater depth
Year 4 (for under 8 years, use the list above)	8 years-8 years 3 months	Year 4 emerge
	8 years 4 months -8 years 11 months	Year 4 developing
	9 years - 10 years	Year 4 secure
	10 years 1 month - 11 years 6 months	Year 4 exceed
	Over 11 years 6 months	Year 4 greater depth
Year 5 (for under 9 years, use the list above)	9 years-9 years 3 months	Year 5 emerge
	9 years 4 months -9 years 11 months	Year 5 developing
	10 years - 11 years	Year 5 secure
	11 years 1 month - 12 years 6 months	Year 5 exceed
	Over 12 years 6 months	Year 5 greater depth
Year 6 (for under 10 years, use the list above)	10 years-10 years 3 months	Year 6 emerge
	10 years 4 months -10 years 11 months	Year 6 developing
	11 years - 12 years	Year 6 secure
	12 years 1 month - 13 years 6 months	Year 6 exceed
	Over 13 years 6 months	Year 6 greater depth

Appendix 2 – Reading Staff Training Record

Date	Training	Staff who took part	Impact
03/09/2019	Read, Write Inc Phonics Training Day 1 - Ruth Miskin Training	All school staff	Full Day 1 training for all staff on how to implement RWI Phonics successfully in school
15/11/2019	Talk 4 Reading – Pie Corbett	<ul style="list-style-type: none"> ☐ Katie Froggatt (Reading Lead) ☐ Lauri Houchin (Phonics Lead) 	Ideas of how to improve reading in school
04/09/2019	Reading Showcase at St John Bosco school	<ul style="list-style-type: none"> ☐ Katie Froggatt ☐ Kate Mather (Headteacher) 	Participation in the English Hub: supporting Early Reading in school.
12/11/2019	English Hub Day 1 with Mel Glazzard from DfE English Hub	<ul style="list-style-type: none"> ☐ Katie Froggatt ☐ Lauri Houchin ☐ (Matt Hood (Deputy Headteacher and English Lead) 	<p>Learning walk on Phonics / Early Reading</p> <p>Identified areas of need in terms of resources, staffing etc. for the delivery of Early Reading</p> <p>A look at data trends for EYFS, KS1 and KS2 over the past few years</p>
20/11/2019	Shrewsbury BookFest	<ul style="list-style-type: none"> ☐ Katie Froggatt ☐ Steve Mapes (Librarian) 	<p>Understanding how to launch Shrewsbury BookFest in school</p> <p>Workshops with speakers regarding how to increase Reading for Pleasure within school</p> <p>Workshops regarding how to engage children who don't enjoy reading</p>
04/12/2019	Reading staff meeting	All teaching staff	Introduced expectations for 'This is what Reading looks like at LPS'.
06/01/2020	Session during PD day regarding implementation of Reading changes	All teaching staff	Recapped staff meeting. Made sure that there was consistency across school and staff agreed with the document produced.
15/01/2020	English Hub Day 2 with Mel Glazzard from DfE English Hub	<ul style="list-style-type: none"> ☐ Katie Froggatt ☐ Lauri Houchin ☐ Matt Hood 	<p>More detailed learning walk looking at the delivery of Phonics / Early Reading</p> <p>Identified a list of resources needed and where support is needed</p>

			Created action plan for term ahead
28/04/2020	Narrowing the gap & targeting the lowest 20% readers – Mel Glazzard DfE Reading Hub	Katie Froggatt Lauri Houchin Matt Hood	Online training sessions on how to run phonics interventions to support lowest 20% of readers
13/05/2020	Reading Policy Development – Mel Glazzard DfE Reading Hub	Katie Froggatt Lauri Houchin Matt Hood	Online training session on how to write an effective phonics policy
12/06/2020	Online meeting with School Improvement Advisor (Sarah Somers)	Katie Froggatt Lauri Houchin	Discussed Reading and Phonics at LPS, where we are at with things, things that have been implemented etc. Developed a list of actions to complete. Report produced
30/06/2020	Improving dyslexia awareness and developing knowledge to enable supporting intervention – Debora Carpenter (LSAT)	All teaching staff	
01/07/2020	Accelerated Reader training to support leadership of AR in school	Katie Froggatt	
02/09/2020	Accelerated Reader training to support the running of Accelerated Reader in School	KS2 teaching staff	Teaching staff how to use AR and Star Reader reports in order to analyse data. Will also teach staff how to use Star Reader reports to support teaching and intervention sessions.
15/09/2020	How to run a reading intervention session	KS2 Learning Assistants	Training KS2 LAs on how to run a successful reading comprehension intervention session, outlining the expectations and structure etc. in order to ensure these sessions have impact