

Reading Enrichment and Curriculum Policy

Gascoigne Primary School



[article 28](#) (right to education)

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

[article 29](#) (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

[article 31](#) (leisure, play and culture)

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

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1. Purpose of the policy

This policy reflects the aims and values of Gascoigne Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

Ensure you consider the potential audience for your policy and what information they will want. Your audience may include teaching and non-teaching staff, governors, parents and Ofsted inspectors.

The purpose of this policy is to:

- › Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- › Demonstrate adherence to the National Curriculum objectives and guidelines (if appropriate)
- › Provide clear information to parents and carers about what their children will be taught
- › Allow the governing board to monitor the curriculum
- › Provide Ofsted inspectors with evidence of curriculum planning and implementation

This policy will be available on our school website: <https://www.gascoigneprimaryschool.co.uk/>

2. Subject vision

At Gascoigne, we believe that creating a culture of reading is a vital tool in ensuring our children are given the best life chances. Cultivating readers with a passion for a wide range of materials will ensure that children’s love of reading will extend far beyond the classroom and allow them to build on their skills independently through a real curiosity and thirst for knowledge.

At Gascoigne, we believe that reading is fundamental to our pupils’ development, to be independent learners during their time in school and beyond. It is crucial in developing children’s self-confidence and motivation.

Reading is central to our ability to understand, interpret and communicate with each other and the world around us. It should be a source of pleasure and enjoyment as well as the key to taking part in a range of activities. Success in reading has a direct effect upon progress in all areas of the curriculum. Therefore, we give reading a high priority at Gascoigne so that our children become enthusiastic, independent and reflective readers across a wide range of literature, including different text types and genres, books, posters, magazines, signs and newspapers.

Reading development is linked to that of spoken language and writing. By reflecting upon, talking and writing about the stories and texts they encounter, our pupils become better at making sense of their own experiences of the world and their place in it; by considering the effects of language and structures used by writers, pupils are able to make deliberate stylistic choices in their own writing. The best readers are the best writers - we read as writers and write as readers!

The Four Principles

The following four principles underpin our intent at Gascoigne.

1. Reading widens our World.

Through the teaching and learning of reading and exposure to a variety of different texts, our children will acquire knowledge and an understanding of our world. Non-fiction texts especially, broaden our children's understanding of our world's history, how our world works and how to interpret it.

2. Reading questions our values

Through the teaching and learning of reading and exposure to different types of texts, our children are led to question, analyse and explore their values and how they manifest as part of their character.

3. Reading explores ourselves

Through the teaching and learning of reading and exposure to different types of texts, our children are encouraged to learn more about themselves; who they are? where they come from? what their place in the world is, their community and heritage.

4. Reading affirms our rights

Through the teaching and learning of reading and exposure to different types of texts, our children are reminded of their rights and that we are a Rights Respecting School. Reading encourages a conversation about our rights and many themes and issues, which come to light through reading, are addressed and discussed.

3. Aims and outcomes

- To provide our children with a range of reading skills and strategies to enable them to read confidently with accuracy, fluency, understanding and enjoyment.
- To develop a positive attitude to reading in our children so that they read for enjoyment and develop a life-long love of books.
- To ensure that all our children have access to and experience of a wide range of literature including stories, plays, poetry, myths and non-fiction texts.
- To enable our children to independently understand and respond to literature drawn from a range of cultures and literary heritage.
- To take every opportunity to foster life-long curiosity in our children and enable them to develop research skills to feed that curiosity by using, the library, e-books, class texts, internet etc.
- To develop our children's ability to make self-assessment through reflecting on their reading, forming informed opinions and being able to articulate them.
- To monitor their reading progress effectively in order to maintain high levels of attainment and identify strengths and weaknesses.
- To ensure that all children with reading difficulties are identified early and support is given promptly.
- To work with every child, and parents/carers, to fully develop their fluent reading potential.

4. Teaching and learning

The Teaching and Learning of reading at Gascoigne is an engaging and developmental process, starting from linking letters to sounds in Nursery, through to fluently reading age appropriate extensive and other texts across the curriculum in Year 6.

At Gascoigne we are following the statutory 2014 National Curriculum and the 2023 (July) Reading framework for the teaching and learning of reading skills. We are committed to raising the standards of our children's reading to ensure that all our children are progressing and achieving at least in line with national expectations. The curriculum is monitored by the English Leader of Learning and the Phonics and Early Reading Leader of Learning, to ensure that it is being used effectively to provide challenge, stimulation and excitement to improve the standards of reading from Nursery to Year six.

Gascoigne Primary School believes that two distinct, but related processes are involved in teaching children to read: learning to decode and recognise words and developing language comprehension. Both are essential for developing life-long successful readers. It is imperative that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

5. Curriculum overview

In order to start reading, children need to have a variety of reading skills in place. These early reading skills include matching, rhyming, awareness of phonics and the skills associated with language development such as listening, attention, alliteration and sound discrimination. In the EYFS and KS1 (where needed in KS2), children are taught daily, discrete phonics lessons through the Read, Write, Inc programme. (See Phonics policy)

5.1 Early Years Foundation Stage (EYFS)

In the EYFS, children have daily opportunities to develop their communication, language and literacy skills, in both adult-led and child-initiated activities. Early reading and phonics are at the heart of the EYFS curriculum. We have triangulated our approach to reading. The three main areas are: Phonics,

Hearing stories (focusing on story language, introducing new vocabulary and discussions around “meaning” in texts) and Reading in the environment (language-rich) Regular story times develop a love for books. The core stories are used in teaching and read multiple times so that children have memorable knowledge of quality stories. Although these stories are core to our curriculum, children are also immersed in a wider range of books and stories through the provision in the environment, e.g. role play/storytelling sessions, character visits and dress up days. At Gascoigne we use the “Helicopter Story”- approach to further develop our children’s communication and language and storytelling skills. Whole class reading sessions provide a context for the teacher or Nursery Nurse to model the skills of a proficient reader, including reading with fluency and expression.

EYFS Practice

- Shared Reading, using a big book or text on the interactive whiteboard, with small groups or the whole class; Literacy activities are planned around a core text for 2 weeks
- Reading aloud – daily (during adult-led sessions or during child-initiated activities)
- Small group reading sessions in Reception: Linked to RWI level. Daily opportunities for children to work with staff to further develop their fluency and comprehension, developing knowledge of Common exception words, reading independently/paired, etc (Nursery: 1:1/small group sessions where appropriate)
- Daily phonics lessons, using the Read Write Ink scheme (Nursery: Spring term and not for Rising threes)
- Children’s Book Week and World Book Day involving local authors, booksellers, poets, storytellers and a range of book related activities
- Home Learning involving reading/story telling/Chatter challenges
- Library books sent home weekly and books that match their phonetic level
- Additional short RWI videos are sent home to consolidate phonic learning

5.2 Key Stage 1 and 2 Practice

- Shared Reading, using a big book or text or with small groups or the whole class in KS1
- Whole class reading of the same text and colour band book reading in small groups, including teaching a range of reading strategies and comprehension skills in KS1
- Daily phonics lessons, using the Read Write Ink scheme in KS1
- Whole class reading, including use of the core text
- Whole class reading of the same text, to include teaching a range of reading strategies and comprehension
- Comprehension activities 4 times per week in KS2 and KS1
- Frequent readers on a 1:1 basis, for those children who need to 'catch-up' with their peers/ chronological age
- Bug club (children post-phonics) and RWI lessons sent home
- Reading intervention groups
- Reading of texts linked to topic work
- Reading for pleasure opportunities
- Reading aloud by the teacher or another adult
- Visits from the local librarian
- Library visits, including the school library and Barking library
- Children's Book Week and World Book Day involving local authors, booksellers, poets, storytellers and a range of book related activities
- Extra activities to raise the profile of reading, linked to different themes, such as Books for breakfast, catch me Reading competitions, buddy reading and Storytime events.
- Reading Champions, where children are encouraged to read avidly for pleasure and are rewarded and praised the more books they read
- Home Learning involving 20 minutes reading daily

Whole Class Reading

Whole Class Reading (WCR) is for all children who are in Year One to Year Six. Children work in mixed ability support pairings. Whole class reading takes place four times per week in KS2 and KS1. The teaching of reading through WCR is different to guided reading as its purpose is to teach the skills involved in being a good reader in the best way possible for those children in that class, rather than sticking rigidly to having ability groups that circulate through a carousel of activities.

WCR can also be made up of a carousel of activities or be ability grouped at times, providing that that approach is the best way to teach the objective selected.

Teaching whole class sessions allows the teacher a greater amount of time on focused skills rather than skimming over them. It also allows the teacher to work with the children that need it the most at that time. Differentiation can be achieved in many ways: the difficulty of the text the children are working on; the questions the teacher is asking them; the level of support they are receiving.

The outcome of the lesson is usually written (KS2). Teaching the whole class, the same objective removes the problem of independent groups, it allows the teacher to focus on one objective in depth and better prepare children for the expectation of written responses at the end of KS1 and KS2.

Readers below age-related expectation

The ability to decode and read words is vital if children are to become effective readers. If they can't do this, support must be put in place to enable them to do this confidently. Children who lack decoding skills are identified for extra daily support in Reception, year 1 and year 2.

EYFS and Key Stage 1 children have dedicated phonics sessions daily and children who did not pass the phonics screening the second time, receive support in Key Stage 2 if their ability to decode is still impacting them as a reader. Further support is given daily to those children that have not yet mastered the ability to decode or read with a degree of fluency (80 – 90 words a minute) in KS2.

Read Aloud

At the end of every day, there is a dedicated time slot on all timetables to give children the opportunity to enjoy their teacher reading a text aloud. Reading aloud builds many important foundational skills, it introduces vocabulary, provides a model of fluent reading, expressive reading, whilst allowing children to read for pleasure.

5.4 Programmes of study

Each half term, a curriculum map is published for each year group. This map will show the programs of study for that year group.

6. Developing a reading culture and enrichment

Developing a culture of reading at Gascoigne is fundamental to the progression of the children not only in reading but across all other subjects.

In classrooms teachers will place a high value on books and reading by:

- Ensuring that the classroom has a well-designed and looked after book corner
- Caring for books using school and class librarians
- Finding opportunities and listening to children read independently
- Ensuring daily read aloud sessions of aspirational and engaging texts takes place
- Reading displays based on a text that has been read
- Reading book and reading log always available on children's tables

The school will provide additional events and activities to widen the scope of reading such as:

- Regular trips to Barking Library and weekly visits to the School Library
- An annual Book Week that celebrates reading

- Reading Champions Celebration assembly
- Author visits
- Shakespeare Week
- Buddy reading experiences
- Book swaps
- Parent and child story time events
- 1 book 1 school, whereby pupils from nursery to year 6 will all read the same text to explore and share feedback

Book Corners

Book Corners are a staple of every classroom at Gascoigne Primary School. Teachers are expected to organise their book corners at the start of the year and maintain them with the help of the children.

Class teachers will be responsible for creating an innovative and exciting theme for their book corners to highlight the importance and enjoyment of reading. The book corners will have a range of texts available for pupils to access. The displays will be interactive and incorporate children's responses to books they have read or heard read.

Book corners should contain the following:

- A range of fiction and non-fiction books
- A range of age-related texts (with options that will stretch and challenge as well as some texts that can be accessed by lower ability readers)
- A comfortable space for children to sit and read – this could involve soft seating, cushions, beanbags, rugs etc.
- Key questions that children can think of when they are reading independently
- Something that the children have created – this could be book reviews, class anthologies, reimagining of book covers, etc. These will be added to throughout the year
- A system for organisation for texts that is appropriate and accessible for the children to use
- The displays will be interactive and incorporate children's responses to books they have read or heard read
- Book reviews for children to access
- Reading folders accessible for pupils and adults (left in reading area)

Reading Champions

At Gascoigne we have the Reading Champions incentive to raise the profile of reading at home and in school. Reading Champions is a whole school initiative that encourages children to read books and write a book review of a higher standard for each of the books read. The reading Champions will also incorporate the quizzes completed in Bugclub. Every class in the school has a Reading Champions display. The display includes a Reading Champions heading and 6 trophies: A bronze trophy (10 books read) Silver trophy (25 books read), Gold Trophy (50 books read) and Platinum trophy (75 books read), Double Platinum (150 books read), Triple Platinum (300 books read).

The children's names are displayed and when a child has submitted a total of 10 high standard book reviews or reading quizzes, their name is placed on the Bronze trophy. If a child has submitted 25 book reviews or quizzes, their name would be placed on the Silver trophy and so on. Once the child's name is placed on the trophy a certificate is then given to the child and is presented at the Reading Champions Assembly or year group assembly. In addition to the above, the display should also have examples of children's book reviews, which have been completed to a high standard. It is important that we celebrate the children's efforts. In addition to submitting book reviews, children (KS1) can achieve the equivalent of a book review if they complete reading an e-book on Bug Club and associated comprehension or Reviewing chapters in ks2 rather than entire book. Reading champions will also be celebrated in the photo frames outside each classroom. A photo of a child from each class will be displayed in the frame weekly to celebrate the achievements that children have displayed in reading.

Home School Reading

Developing strong links between home and school reading is vital in ensuring children become lifelong readers. The school will support parental engagement with their child's reading by ensuring that appropriate texts are sent home regularly for both independent reading and books to be read aloud. In addition, every child will have a reading record book which can be updated by the child, parent or any other person the child reads to or is read to.

Independent Reading

At the learning to read stage, an adult will listen to children read individually. This will provide opportunities for children to practise reading strategies: self-monitoring; re-reading; reading on; cross checking and searching for information, behaviours: know that print goes left to right; read fluently without finger pointing; read longer phrases and more complex sentences.

Once children have reached the 'comprehension' level in RWI. (Can read 80-90 words per minute) Children will be able to choose colour band books in order to ensure that they are taking home books that are appropriate to their reading ability, as directed by the teacher. These books will be changed once the child has read these fluently. This should be no longer than 1 week.

The end of year expectation of the colour band books are as follows:

End of Year 2 – White Band
Free reading - Lime – Dark Blue

Our children will become 'free readers' when they have acquired the decoding skills to read fluently. Children who are free readers, will be expected to choose their own books and/ or other reading materials (magazines, newspapers etc) from a range of sources, such as book corners and school library.

In KS1 our children will be issued with a library book once a week. In KS2 our children will visit the library on a fortnightly basis. A running record of the books that have been read will be kept in the

Class Home Book Folder. Visits will also be arranged for the local library. Children will also have access to Bug Club where there is a wide range of e-books with appropriately set questions to develop comprehension skills.

Reading Aloud and Reading Overtime - Role of Parents and Carers

Parents and carers are strongly encouraged to be actively involved in their children's reading at all ages, by listening to them read, reading to their children, asking their child comprehension questions and by promoting a home environment in which books are valued.

Parent reading workshops take place from Nursery to Year 6, to support parents and carers, with the above activities. They are encouraged to write in their child's reading record, when they have heard them read, to support the communication between home and school. Furthermore, parents and carers are invited in to read with children, at various points throughout the year.

Children and families are also encouraged to take part in the local library Summer Reading Challenge every year, starting and finishing with visits from the local librarian. We further encourage parents to register the whole family with and visit the local library. In addition, parents receive guidance from teachers and teaching and learning advocates (TLAs) on what the end of year expectations are for reading and how they can further support their child.

Library books and Parent / Carers

Children from Reception to Year Six will visit the school library.

Lower down the school children will see this as an opportunity to choose a book that they might not be able to read independently but would like to share with their parent or carer; a bedtime story.

Higher up the school children will be encouraged to select a book from the library that they find interesting, want to share with someone at home, is challenging, etc. Unfortunately, children in Year 5 and 6 rarely, if ever get a chance to read with parents and staff need to actively encourage this.

Impact

Reading in our school is progressive, challenging and planned to meet the needs of our children. By the end of KS2 our children have made above average progress (Gascoigne is in the top 20% of schools nationally for progress in reading 2019). Pupil voice tells us that our children are enthusiastic, independent and reflective readers across a wide range and types of literature.

Assessments are carried out regularly to ensure children are accessing books of the right level and are being challenged in their reading. At the same time we provide books to ensure that children read for pleasure and learn to love reading. If children are keeping up with the curriculum, they are deemed to be making expected or more than expected progress. In addition, we measure the impact of our curriculum through assessment and record keeping.

7. Assessment and recording

7.1 Assessment

Assessment is used to inform the planning and teaching of reading. In our school we use formative, diagnostic and summative assessment to inform how well our children are reading, identify their next steps and plan accordingly.

In EYFS, children are assessed according to the EYFS framework (Development Matters). In addition, we use the Early Print Concepts, regular phased phonics assessments.

In KS1 and KS2 the PM Benchmarking running records are completed, once a child has reached the 'comprehension' level in RWI assessments, on an ongoing basis for children who have not reached 3S or Lime book band. The teacher analyses the running records and uses it to assess appropriate book banding, strategies and plan next steps.

We assess reading strategies as well as reading comprehension, using the school's "I can statements" document, which is drawn from The National Curriculum. The reading I can document assesses the following:

- Reading and spelling of words
- Themes and conventions
- Comprehension: Clarify
- Comprehension: Monitor and summarise
- Comprehension: Select and retrieve
- Comprehension: Respond and explain
- Inference
- Language for effect
- Joy of Reading

Assessment against these domains

- Ongoing assessments using "Reading - I can statements". Formative assessment takes place daily through AfL to inform planning and teaching, and children's progress against reading objectives
- EYFS and KS1 (and some KS2 pupils) half- termly phonics tracking assessment, in which children are assessed against the RWI steps phases and gaps in learning are identified
- Class Home Reading Record Folder tracking sheets to log the number of books children are reading and have read

- Reading record books, in which parent/carers and staff note children’s reading achievements and any areas on which they need to focus
- Yearly Phonics Screening Check at the end of Year 1, which is then repeated at the end of Year 2 for those children who did not meet the threshold mark
- Statutory SATs Reading Test at the end of Key Stage Two (Y6), as well as optional summative assessment in Years 1 – 5
- Attainment is recorded using the following terminology: Beginning (B), Beginning + (B+), working within (W), working within + (W+), Secure (S), which is the end of year age related expectation and Secure + (S+), which is above age-related expectation

Average Attainment Steps Timelines

- Beginning (B) = end of October
- Beginning + (B+) = end of December
- Working within (W) = end of February;
- Working within + (W+) = end of April
- Secure (S) = End of June/ July
- Secure plus (S+) - identify greater depth children

Pupil progress meetings, between year group AHT links / Class Teachers and Subject Leaders, take place regularly, in which children’s progress, achievements and areas for development are identified and steps put into place to close any gaps.

The Reading Leads will monitor and evaluate the teaching and learning of reading in school.

Vulnerable Groups

All children have particular learning needs, including SEN and More Able. Steps are monitored at the end of each phase (see section above ‘Assessment and Record Keeping’), as well as through formative classroom assessment, and provisions are put into place to support identified children, such as Wave 2 and Wave 3 support, pre-teaching, booster classes and book clubs. Reading materials are carefully chosen to meet the needs of all children, particularly those who need extra support or challenge.

Marking

Children receive regular feedback, marking follows the school’s marking policy.

7.2 Recording

Children in Y1 – Y6 will have a reading response book. This is where children’s responses to questions about the texts and the target skill focus will be recorded.

8. Resources

8.1 Textbooks and other equipment

Core texts are assigned to each year group, across the year. These are stated on the Curriculum maps and stored in the literacy resource room (GR site).

9. Roles and responsibilities

9.1 Headteacher

The headteacher at our school will:

- › Support the subject leader but also hold them to account for the effectiveness of the subject
- › Support staff through the provision of training and resources
- › Monitor the planning and delivery of the subject
- › Ensure the requirements of the National Curriculum are met
- › Ensure this policy is reviewed according to the timescales set out

9.2 Subject leaders

The subject leaders at our school will:

- › Prepare and review subject policy and curriculum plans
- › Promote the study of the subject throughout the school
- › Monitor the teaching and assessment of the subject
- › Attend appropriate CPD
- › Stay informed regarding developments in the study and teaching of the subject
- › Evaluate resources
- › Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- › Assess the impact of the subject curriculum on pupils' learning and development
- › Make presentations to governors on the subject and how it is being taught

9.3 Link governor

The link governor responsible for Reading at our school will:

- › Monitor the impact of the subject across the school and on pupils
- › Monitor teacher workload and professional development
- › Ensure subject action plans are suitable
- › Monitor the quality of resources
- › Keep track of pupil and parent engagement with the subject
- › Keep up to date with the curriculum (what's taught, why it's taught, and how it's taught)

9.4 Classroom teacher

Classroom teachers at our school will:

- › Teach and assess the subject according to the principles laid out in this policy
- › Clarify any questions with subject leader
- › Report to the subject leader
- › Maintain subject knowledge and appropriate CPD

9.5 Parents

The parent community at our school will:

- › Make sure their children are prepared for learning
- › Read every day to your child
- › Monitor the completion of homework

10. Inclusion

Teachers set high expectations for all pupils in Reading. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- › More able pupils
- › Pupils with low prior attainment
- › Pupils from disadvantaged backgrounds
- › Pupils with special educational needs (SEN)
- › Pupils with English as an additional language (EAL)

All children work within mixed ability pairs during reading lessons. It is a critical part of our WCR model that all children get views about a story from all their peers.

Teachers will plan lessons so pupils with SEN and/or disabilities can study Reading, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers are responsible to follow individual children's 'pupil passports' to ensure their personal targets are being addressed.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in Reading. Vocabulary is taught using pictures and objects to support children's understanding of key words.

Further information can be found in our statement of equality information and objectives, and in our Inclusion policy and information report.

Vulnerable Groups

All children have particular learning needs, including SEN and More Able. Steps are monitored at the end of each phase (see section above 'Assessment and Record Keeping'), as well as through formative classroom assessment, and provisions are put into place to support identified children, such as Wave 2 and Wave 3 support, pre-teaching, booster classes and book clubs. Reading materials are carefully chosen to meet the needs of all children, particularly those who need extra support or challenge.

11. Links to other policies

This subject policy links to the following policies and procedures:

- › Teaching and Learning policy
- › Assessment and Marking policy
- › Inclusion policy

12. Monitoring and review

We are aware of the need to monitor and update the school's Reading Policy on a regular basis so that we can take account of improvements made in our practice, and changes to assessments, materials and government requirements. We will therefore review this policy at least once every two years. The members of the Senior Leadership Team with responsibility for reading are Mr Vickery

(EYFS – Year Six) and Mrs Buchner (EYFS and Early Reading). Ms Coffie is also the middle leader with responsibility for Reading and Ms Shermin has middle leader responsibility for Reading enrichment.

Reading throughout the school and how it reflects this policy, will also be reviewed throughout the year in the following ways:

- Governor's work scrutiny;
- SLT/ YGL - planning, recorded learning, assessment scrutiny;
- Learning walks.
- EYFS/KS1/KS2 external moderation;
- EYFS/KS1/KS2 internal moderation;
- Moderation with other schools.