



English Intent

At Neville's Cross, English and the teaching of English is embedded throughout our curriculum. English at Neville's Cross is not just a stand-alone lesson and instead we view it as a vital part of our children's whole development; we provide our children with many exciting, enjoyable opportunities and experiences, to develop their English skills throughout all subject areas. Our curriculum is designed to ensure that all of our children will be able to confidently communicate their knowledge, ideas and emotions through their reading, writing and language. We place great importance on providing our children with a variety of high quality texts, which will inspire them to develop as life-long readers, writers and linguists. Our texts are carefully chosen by staff to be progressive, varied and engaging so children are regularly exposed to a variety of authors, genres and styles, to broaden their wider vocabulary and interests. Texts are often linked to class projects for continuity of learning and children explore and analyse their texts in whole class reading skills and writing lessons as well as enjoying the simple pleasures of listening to their teachers read them their 'class novel' every day. We believe that reading is a key tool for life and teaching our children to become articulate readers is absolutely integral to what we do at Neville's Cross, ensuring that they possess the essential skills and enthusiasm to learn for the rest of their lives. We begin this in our Early Years Foundation Stage by teaching children the key skills in blending and segmenting through teaching daily phonics sessions, using the systematic 'Letters and Sounds' scheme alongside encouraging our children to read for enjoyment in our inviting classroom reading areas. We ensure that our children develop a secure knowledge base in English and set important foundations for spelling and grammar, following a clear pathway of progression from Nursery to Year 6, using the 2014 National Curriculum. We nurture a culture in which children can take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We place high standards on presentation and we follow the 'Penpals' scheme for handwriting to ensure that children develop a clear and consistent cursive script, preparing them for their secondary education. We value the importance of this alongside their basic skills and children are encouraged to check their 'non-negotiables' in every piece of work that they complete, regardless of the subject area. We view writing as a creative process rather than as an end result and we ensure that our children at Neville's Cross can refine and edit their writing over time, developing their independence and resilience to improve their own work. We recognise every child as an individual and we do not place ceilings on what they can achieve in English; we ensure that every child is supported to make progress along their school journey with us and we always celebrate their successes.

This reading policy has been designed as a working document, which reflects the ethos and practice within the school in relation to the teaching of reading. It has been written with due regard to the requirements of the English National Curriculum (2014) and it will be monitored and evaluated according to changes within these documents as and when they arise.

Our Aims:

- To teach the essential skills of reading
- To promote a culture of reading for learning
- To develop a life-long passion for reading
- To facilitate independent learning and progress across the curriculum.

To develop our pupils as readers we:

- Teach them to read accurately and fluently using a range of strategies.
- Help them to understand and respond to what they read using inference and deduction where appropriate.
- Allow the opportunity for children to reflect on and discuss what they have read, including the language and punctuation choices made by the author.
- Enhance their understanding of a variety of text types including non-fiction, fiction and poetry.
- Encourage them to develop a love of reading and become confident, fluent and independent.
- Teach them how to seek information and learn from the written word.
- Use drama and role-play, where appropriate, to engage children in the text.



Our Approach

Whole class reading skills lessons

Reading skills lessons take place every day in every year group across the school for 20 to 30 minutes. Within these sessions teachers model reading strategies during shared whole class reading sessions. These involve high quality texts which are read to or with the children and provide an opportunity to teach children specific reading skills. Questions are planned by teachers in advance to help children access a range of skills to help them to develop a greater understanding of a range of both fiction and non fiction reading materials.

In Key Stage One and Two this takes the form of 'VIPERS' – Vocabulary, Inference, Prediction, Explain, Retrieval and Sequencing.

These skills help to widen children's vocabulary and develop their levels of comprehension.

Individual Reading / Reading at home

All children will be read to once a week 1:1 by an adult in school to develop their fluency. They will read a book from the school's reading scheme or a banded 'Bug Club' book, appropriate to their ability, on a school ipad. This takes place in KS1 and KS2 assembly times and in normal lesson time in Reception. Nursery children will be encouraged to access Lilac and Pink books when the teacher feel they are ready.

Some children may receive more support in reading, some reading every day and some reading at least two times a week if they are working below age related expectations. The class teacher monitors each child's progress on a regular basis and children will move up book bands using evidence from reading skills lessons, reading assessments and depending on the child's fluency.

Parents will be informed through the use of our school planners when their child has read with an adult in school through the use of reading stamps. Parents will be informed of more specific information about their child's reading at regular parents meetings across the year.

Progression

Please refer to our specific progression documents for English to see details of the content and skills taught from Nursery to Year 6 in reading.

Assessment

Children's fluency is assessed on a regular basis through individual reading as well as in whole class reading skills lessons. All children are assessed termly using reading tests. In Key Stage One test papers are used for Year One and Two that mirror statutory assessments in Year Two. In Key Stage Two NFER tests are used to assess reading comprehension termly. This information is used alongside teacher's reading records and their own assessments to ensure that children are reading on the correct book bands and are making progress. These assessment papers help teachers to find potential gaps in knowledge or skills. This is used to inform future planning (refer to our Assessment Policy for further detail).



Home learning - reading at home

Each child has a planner that teachers and parents can use to share information about a child's reading. Parents are encouraged to read with their child daily for 10 minutes. Information is given on how to support their child in reading on the pages at the front of the school planner, on the school website, curriculum letters, parent information evenings and parents' evenings. As children progress through the school, they become more independent in recording what they have read in their planner reading records. We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language, enthuse them with a love of books and inspire them as writers.

Each week children will be assigned two 'Bug Club' books to read at home. Parents should sign their child's planner every day to note whether their child has read for the recommended 10 minutes a day at home. Key Stage Two children will be encouraged to create their own reading records, adding comments about the books they have read at home. Parents should initial on the 'Reading Log' page each day. If parents would like additional reading books from school they should speak to their child's teacher first and staff will select appropriate books from our reading scheme.

There are opportunities planned for children to read aloud to a variety of audiences. These could be through English work or performances to audiences including whole school and families.

Reading for pleasure/enrichment

Many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained from books, e.g. 'World Book Day'- where children are immersed in storytelling, author quizzes, book discussions and the opportunity to dress up as a book character and share their favourite books. Other opportunities include visits to the local book shop, author visits, 'Read-a-thons' and individual class reading challenges to promote the love of reading.

Equality and SEND

All of our children have equal access to reading lessons 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 specific reading interventions are identified early and the impact of interventions is carefully monitored. Teachers work closely with the SENCO to adapt materials for children with dyslexia and reading difficulties.