



Woodend Farm school
Kindness comes in many forms

Reading Policy

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RECORD OF POLICY AMENDMENT / HISTORY

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V1.0 – initial draft	Nicola Overland	06/01/2023	26/01/2023	New policy
V1.1	Nicola Overland	03/01/2024	24/01/2024	Updates
V1.2	Nicola Overland + Emma Dolby	25/11/24		Amendments to schemes of works and assessments
V1.3	Nicola Overland + Emma Dolby	13/2/2025		Edited changes for phonics groups

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Aims

At Woodend Farm School we aim to foster a love and enjoyment of reading which encourages all children to read regularly, experiencing a selection of books from a wide range of genres and authors. We value reading as a life skill, and we are committed to our pupils becoming lifelong readers who are able to read for pleasure and apply their skills functionally. We want pupils to develop a love of reading and be able to understand more about the world in which they live, through the knowledge they gain from texts. Reading will also allow them to access the world they live in meaningfully.

Our Curriculum

Our reading curriculum is designed with the understanding that each pupil will have unique starting and destination points. It is split into different stages of learning and pupils will be grouped into the appropriate phases; depending on their existing knowledge on entry. Reading will look varied across the phases and have different intentions based on students' reading stage of development. For some pupils, they will access learning through immersive interaction with sounds and texts through sensory stories and interactive technology which makes reading more accessible for high quality learning. For some of our pupils, reading is an emergent skill and includes tracking, interaction with objects, and recognition of shapes, contrasts, people and faces amongst many other things. For pre-readers our pupils will develop awareness of environmental sounds, instrumental sounds, body percussion and rhythm and rhyme. As pupils develop their reading skills further we incorporate recognising Makaton signs, recognising Communication in Print symbols and common environmental print such as warning signs, information texts and timetables.

Many of Woodend Farm School's pupils also read in the more traditional sense of the word and are able to decode text using picture books and indeed many pupils are able to read and comprehend books independently. Pupils at Woodend Farm read to recognise words but also comprehend texts to explore and understand their surroundings especially through social sight vocabulary.

Phonics

Phonics is one of the core strategies used across school to support the pupils' reading development. All staff understand and strongly promote the learning of phonics throughout school and it is delivered daily in all classes. Phonics is taught using a systematic and synthetic approach following the Letters and Sounds programme. Teachers use Twinkl phonics resources to support their learners to engage with phonics. Teachers may need to adapt the pace, learning techniques and supporting resources, such as symbols (Widgit), based on the needs of their pupils. A lot of revision and repetition is built-in, as well as the application of phonic skills in all reading and writing. Pupils at the very early stages of their phonics development will engage with phase one phonics alongside communication development and will heavily rely

on strategies such as objects of reference, photos and symbols and sensory exploration rather than the traditional learning programme.

As pupils develop their phonic awareness, they will access the programme in line with their abilities and developmental needs. Teachers will follow the same structure across the weekly phonics lessons and adapt their teaching to support their pupils' different learning needs.

Teachers will plan engaging activities within the structure of the phonics lesson and regularly revisit these throughout the day to enable pupils to retain their learning.

Reading for Purpose

Pupils also apply and practise their reading in the community and in all areas of the curriculum. Reading is fundamental for the pupils' personal development. We therefore encourage pupils to attempt reading in all different contexts - both inside and out of school. Our approach to teaching and learning in our school community enables all pupils to achieve the best possible skills set to be ready for their next steps in life.

Reading for Pleasure

We value reading for pleasure highly. We read to children every day. We choose texts carefully as we want pupils to experience a wide range of high quality books. This includes texts that reflect the pupils at Woodend Farm School and our local community as well as books that open windows into other worlds and cultures.

Every classroom has an inviting book area that encourages a love for reading. Each class has access to a set of core reading books to share with the class. Before reading to the class, we talk about the book to build the enjoyment of reading. Pupils are read high quality texts that are above their own reading level. These books also enable pupils to be exposed to a wider range of vocabulary.

The school library is made available for classes to use throughout the day. Pupils across the school have regular opportunities to engage with a wide range of reading for pleasure events (book fairs, author visits and workshops, world book day etc).

Reading Journals

All pupils will be provided with their own reading journal to log their reading throughout the year. The adults in school will write in this at least 3 times a week to ensure each pupil's reading journey can be tracked. As pupils progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read. Throughout the year we will engage with our families and share information about phonics, the benefits of sharing books, how their children learn to blend and

other aspects of our provision, both through letters home and during in-school meetings.

Overview of our reading programme

Regular and ongoing assessment takes place throughout the year and this information is used to plan for future lessons, ensuring pupils are challenged and supported appropriately. Logging and monitoring of these assessments is recorded on Evidence for Learning.

Baseline assessment is carried out for pupils at the start of each year and on entry and teachers use the Letters and Sounds assessment for this.

Pupils are then assigned to the appropriate phase group. These groups go from a phase 1 group whose daily focus is phonological awareness. This group follows the 'Ultimate guide to Phonological Awareness' guidelines. Phase 2 and phase 3 groups work through the sounds in their groups – these being single sounds, digraphs and trigraphs. There is an emphasis on segmenting and blending CVC sounds and CVCC sounds. Phase 4 group move on to polysyllabic words using previously taught sounds. When phase 4 is completed pupils move onto our Talk for Writing programme and are taught phase 5 sounds and spelling as an intervention.

Each class teacher is responsible for creating their weekly plans for phonics but these follow a consistent structure following revisit and review, teach, practise and apply. Most classes will move at a pace of a single sound for two days (one day reading and one day writing). All groups will focus their learning on tricky words on a Friday. A copy of the planning proforma is included in appendix 1.

Assessment of Reading

The Letters and Sounds assessment is used (see appendix 2):

- with any pupil new to the school to quickly identify any gaps in their phonic knowledge and plan provide appropriate additional teaching.
- termly to assess progress in phonics.

Assessment for learning is used:

- daily within class to identify pupils needing additional support
- weekly in lessons to assess gaps, address these immediately and secure fluency of phonics, words and spellings.

Summative assessment is used:

- every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any pupils needing additional support and to plan the support that they need.

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- by SLT and scrutinised through the pupil progress meetings, to narrow attainment gaps between different groups of pupils and so that any additional support for teachers can be put into place. This can help identify the most appropriate intervention programme for the individual pupil and where precision teaching is needed.

Interventions for reading

At Woodend Farm School, we use different intervention programmes to support and plug gaps in pupils reading. Through assessment and pupil progress meetings we allocate pupils to the appropriate intervention. These include: Literacy Gold, precision teaching and daily reading.

Literacy Gold

This intervention proceeds at a suitable pace for each pupil - containing lots of short, varied activities. It has the following benefits:

- Limits distractions; is clear, linear and easy to follow.
- Uses instructional routines that become familiar.
- Every word is illustrated, making it suitable for EAL pupils.
- Spaced repetition of new concepts provides multiple opportunities for overlearning.

Precision Teaching

Precision teaching is a structured teaching method that's designed to improve the accuracy and fluency of reading and spelling. The main goal of precision teaching is to target and improve specific skills within an intervention.

Precision teaching is often used with pupils with SEND who might need additional support. It's a highly focused, evidence-based intervention. It is fast-paced and repetitive - pupils will learn to read or spell words until they become fluent and confident. They only move on to a new skill once they've mastered the skill they are currently working on.

Daily reading

In order for pupils to develop fluency in their reading they need to be given opportunities for them to read daily. This reading can follow the same book across a couple of days, but the books should be appropriate for the pupil's current phonics knowledge.

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