

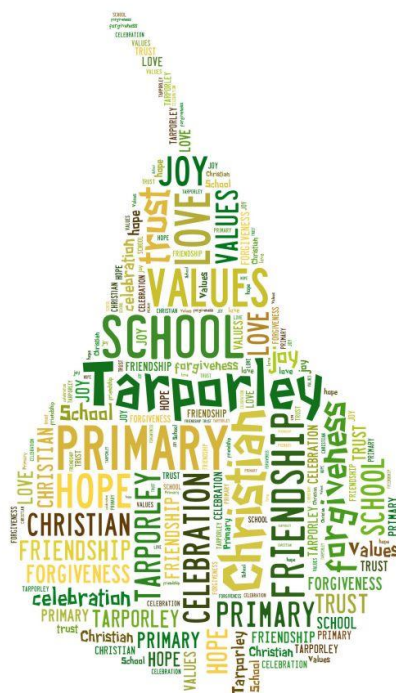
TARPORLEY CE PRIMARY SCHOOL

Let Your Light Shine (Matthew 5)

Tarporley Church of England Primary School is a welcoming and friendly Church school that provides high quality education for children aged 5-11. As a Church school we hold our Christian Values at the heart of everything we do. These are:

LOVE, FRIENDSHIP, TRUST, HOPE, FORGIVENESS, JOY & CELEBRATION

Tarporley C of E Primary School



OUR CHRISTIAN VALUES

It is very important to us that the children are happy and experience the best education possible. We value strong links and a close partnership between home, church and school and recognise the importance of trust and shared responsibility in education.

Reading policy

“The more that you read, the more things you will know.

The more that you learn, the more places you'll go.”

- Dr. Seuss

As a Church School, we approach all that we do through our Christian Values which are embedded throughout our curriculum.

They are...

Joy, Celebration, Hope, Friendship, Forgiveness, Love, Trust

Our Christian Values are integral to all that we do and form the bedrock of our attitudes and approach.

We want all of our children to *Let their light shine (Matthew 5)*.

We follow the BOOKS approach to our curriculum which is embedded into our English curriculum.

At Tarporley CE Primary school we promote a love of reading and reading for pleasure. We strive for every child to become a competent reader by the end of key stage one. We understand the importance of teaching children to decode the text on the page, but to also understand and comprehend what they are reading. Reading development is closely related to that of speaking and listening and of writing. Therefore, this policy closely links with the writing policy and phonics policy.

Our aims

We aim to:

- Develop fluent, confident and independent readers through a structured focus on word, sentence and text level knowledge.
- Encourage children to become enthusiastic and reflective readers by teaching them to understand and respond to a variety of texts.
- Give children the confidence to read aloud with expression and with clarity.
- Develop and extend the children's vocabulary through shared and guided reading.
- Promote a culture of reading for learning and for pleasure

Teaching of reading

We teach reading through English lessons, shared reading, phonics sessions, guided reading, reading tasks, and individual reading. This approach is used in every area of the curriculum and our BOOKS approach to the curriculum enables the children to have access to a wide range of texts throughout the curriculum.

At Tarporley CE Primary we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception and follow the [Little Wandle Letters and Sounds Revised progression](#), 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, all our children are able to tackle any unfamiliar words as they read. At Tarporley CE Primary 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.

We teach Reception and Year 1 children to read through reading practice sessions three times a week. These:

- are taught by a fully trained adult to small groups of approximately six children
- use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments.
- are monitored by the class teacher, who rotates and works with each group on a regular basis.

Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:

- decoding
- prosody: teaching children to read with understanding and expression
- comprehension: teaching children to understand the text.

In Reception these sessions start in Week 4. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.

Pathways to Read

Throughout key stage one and two every child participates in a guided reading session once a week with a teacher or teaching assistant. Guided reading sessions are planned and relate to reading targets and assessment focuses.

From Year 2 to Year 6 reading lessons follow the Pathways to Read planning scheme. This sits alongside our writing teaching following, Pathways to Write. These programmes sit well together ensuring that the children are being challenged and that their reading and writing teaching feed into to each other with skills being continuously built on.

Each of the Pathways to Read sessions begins with a whole class mastery style reading session, followed by a group session led by the teacher or TA. During these sessions' children are encouraged to participate in discussion where their thoughts and ideas are valued, listened to and reflected upon. Children will then complete an independent follow up task.

In KS2 children should read a range of texts and respond to different 'layers' of meaning, both literal and inferential. They should explore the use of language in a variety of texts, including the texts used in our daily English lessons using the Pathways to Write scheme. This ensures that all children are exposed to a rich and varied vocabulary that will challenge and extend their knowledge.

Independent Reading

In each classroom or phase library, the children have access to a range of specially selected age-related fiction and non-fiction books. Following on from the decodable reading practice Little Wandle book, and a reading for pleasure book in KS1, children in KS2 will follow a similar system of a matched book for their reading level. At Tarporley CE we have created a reading spine for each year group to follow. These include a range of fiction and non-fiction books from a range of genres. Following this spine will ensure the children have read a rich and varied selection of books, expanding their vocabulary and knowledge of the world. These books have been colour coded so the children understand what 'level' of book they are choosing and ensure challenge when moving through the school.

The school library offers a greater choice of 'free reading' and this is where we foster a 'love of reading'. Here the children can choose from a much greater range of books and develop a passion for reading. In Reception and KS1 each child has the opportunity to take home one of our library books weekly. In KS2 the children may collect a library book at any opportunity and they also have their phase library to choose a book from.

We have a number of very supportive volunteers who read in the afternoons with our Key Stage 1 and lower Key Stage 2 children. All volunteers are DBS checked and trained in our approach to teaching reading.

Assessment

Summative assessment

- We test phonics at the end of every half term and track every child's progress and identify gaps in learning that need to be addressed and to identify any pupils that require Keep Up support.
- We use comprehension papers to gain a summative assessment of a child's progress in KS2.

Formative assessment

- We are constantly using assessment for learning focuses and curriculum objectives during reading sessions.
- Little Wandle has built in an Assessment for Learning feature which allows daily assessment within class to identify children needing Keep Up support and weekly in the Review lesson to address gaps, address these and secure fluency of GPCs, words and spellings.

Home reading

Reading is always part of homework. Every pupil is expected to bring their reading book and reading record/homework diary to school every day where it will be signed/stamped on a weekly basis. We expect parents to support their child's reading at home. In Key Stage 1 we ask parents to read every day for ten minutes. In Key Stage 2 we ask parents to read at least three times a week with their child.

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