**W**  **Writing**

**Reading Curriculum Intent**

At Kirkby CE Primary School, we believe deeply in the importance of helping our pupils develop as a whole person – happy and ready to take the next steps in their education and lives beyond primary school, regardless of their starting point.  We celebrate our difference.

**English is a core subject within The National Curriculum. An ability to read and an enthusiasm for reading is essential for a child’s academic and social progress.**

**At Kirkby Church of England Primary School, our aim is to inspire a life-long love of reading. Reading is an integral part of school life and is both encouraged and rewarded, from Nursery to Year 6.**

**W**e use teaching sequences from CLPE’s ‘The Power of Reading’ to ensure children are exposed to high-quality texts which will expand and enrich their vocabulary. Where possible, cross-curricula links are made.

**How do we teach reading?**

**Phonics is the first approach to reading. In school, we use the Read Write Inc. scheme.**

To develop as effective readers, pupils are taught to:

* Read books that are in line with their current phonic ability
* Read accurately, fluently and with understanding
* Understand and respond to a wide range of increasingly challenging fiction and non-fiction texts
* Read, analyse, enjoy and evaluate a wide range of texts

**How do we encourage and reward reading?**

**Reading is part of the fabric of our school. Teachers promote and encourage a love of reading. Children are given regular opportunities to read, whether this is during Quiet Reading time, 1:1 or Guided Reading sessions, as well as listening to adults read.**

**Children read a variety of genres, both fiction and non-fiction, including those to support understanding in other subjects, e.g. History and Geography.**

**Each classroom has its own library area. These areas are well-stocked, welcoming areas, where children can choose a book to read in class. In addition, we have a school library, where classes can go to choose new books and to spend time reading. Each child has also been given an Oxford Owl login.**

**We have a weekly ‘Reading Star’ award, which is presented in assembly. This can be given for many reasons, including progress in, or enthusiasm for, reading.**

**Reading is also promoted across the school during events such as World Book Day, and events such as the 30-Day Reading Challenge.**

**How do we monitor and assess reading?**

At Kirkby C of E, we undertake two different but complimentary types of assessment: formative and summative.

Assessment for learning is a natural part of teaching and learning and takes place when children read, whether this be in class, during 1:1 or Guided Reading sessions. It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

Assessment in EYFS

On entry to Nursery, our pupils are assessed using Development Matters Age Bands and that information is inputted onto the school tracking system. Results are used to inform planning, set targets and aid early identification of special needs. On entry to Reception, our pupils are assessed using the NFER baseline materials. This, together with practitioner observation against Development Matters Age Bands, is recorded and used to inform planning, set targets and aid early identification of children’s next steps.

During Nursery and Reception, children will be assessed using the EYFSP and Development Matters which is based on ongoing observations and assessments. Every child’s developments and achievements are tracked on entry and then each term, and recorded on the school’s tracking system.

Assessment in Key Stage 1 and 2

Each term, children will be assessed in Reading and tracked using the school’s monitoring system, iTRACK. They are assessed against the End of Year Expectations for each year group. They will be assessed as being ‘commencing, developing, secure, advanced or deep’ against these expectations. Children are tracked and interventions put in place to close gaps in attainment. Children are also regularly given reading targets, which are shared with parents.

**Children’s progress is assessed termly using the Salford Reading tests. These results inform future support and interventions.**

Assessment of Phonics

Children across KS1 have daily phonics lessons in accordance with Read Write Inc. Children receive intervention to ensure that the teaching of phonics is closely matched to a child’s needs in order to catch up quickly. Children in EYFS are also taught in small groups and follow the Read Write Inc. scheme. All Year 1 children sit the Phonics Screening Check in June, and children who fail to meet the pass mark retake the check the following year.

**Equality**

**Please refer to the school’s Equal Opportunities Policy for further information.**

All pupils have equal rights to access learning opportunities across the whole curriculum irrespective of ethnicity, religion, gender, disability or social circumstances. A wide variety of strategies can be used to ensure that teaching meets the needs of different groups of pupils. These include:

* Differentiating lessons (through use of resources, tasks, level of support, outcome);
* Using a range of teaching styles to match the range of learning styles represented in a typical class;
* Ensuring the classroom environment is safe and secure and accessible for all.

Policy compiled by  Mrs Lyndsey McCombs, Reading Lead

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