

# COIT PRIMARY SCHOOL

## READING POLICY



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## Contents:

Legislation and Guidance  
Roles and Responsibilities

### **Intent**

1. Aims
  - Why is teaching reading important?
  - Milestones F2-Y6

### **Strategy for Implementation**

2. Organisation of Reading
  - Early Reading
  - Whole Class Reading
  - Story Time
  - Guided Reading
  - Paired Reading
  - Independent Reading
  - Reading Interventions
3. Quality Texts
4. Planning
5. Teaching and Learning Strategies
  - Fluency
  - Comprehension
  - Vocabulary
  - Reading Scaffolds
  - Reading Zoo
  - Reading Buddies
  - Reading Outdoors
6. Role of the Teacher
7. The Learning Environment
  - Book Corners
  - Language Rich Environment
8. Reading Links across the Curriculum
9. Home Reading
10. Role of Parents and Carers
11. Reading Incentives
12. Remote Learning

## **Impact**

13. SMSC Statement
14. Assessment
  - How do we Assess Reading Skills/Comprehension/Fluency?
  - Diagnostic Reading Records
15. Inclusion/Entitlement/SEND provision
16. Monitoring
17. CPD
18. Links to other policies
19. References

### Appendices:

- Planning (Reading planning, LTP, MTP)
- Progression document
- Skills document
- CLPE statements
- Terminology/ Reading Glossary

## **Legislation and Guidance**

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

## **Roles and responsibilities**

### **The governing board**

The governing board will monitor the effectiveness of this policy and hold the Executive headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

### **Headteacher**

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board

Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum

- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

## **Intent**

**Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.**

**(National Curriculum in England, 2014)**

Our intent at Coit Primary is that all children develop and foster a love of reading that is infectious to those around them and be given opportunities to explore a wide range of meaningful and engaging texts, despite their starting points and individual needs. Through a range of high-quality, wider-curriculum linked texts, children build an ambitious vocabulary which is then applied into all areas of the curriculum. We want all children to be the recipients of high-quality reading lessons which teach the foundational skills of reading and provide children with opportunities to build on and master these skills across the curriculum.

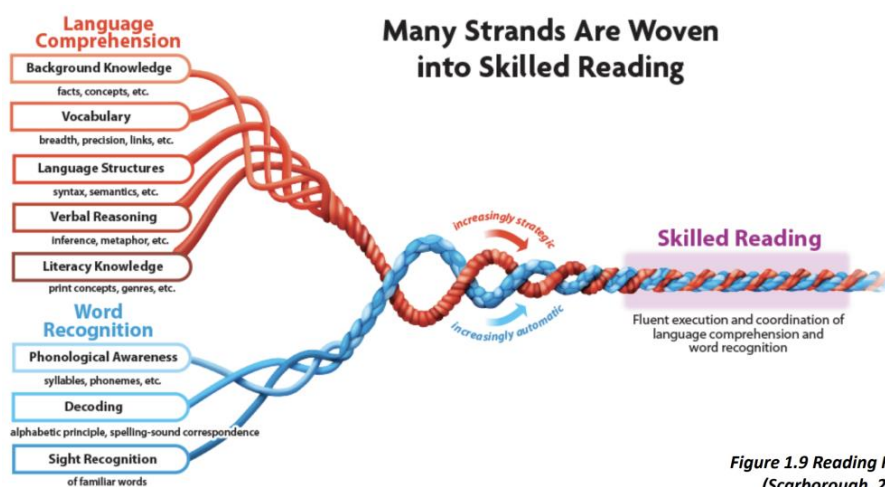
At Coit, our approach to the teaching of Reading is multi-faceted; incorporating oracy, drama, real contexts and high-quality literature. Our priority is to create fluent readers with all the skills and knowledge they need to be confidently literate in life. We want all children to leave Coit Primary School with a life-long reading habit and a love of books because reading will improve their vocabulary, inspire them creatively and improve their ability to write well.

## 1. Aims

### Why is teaching reading important?

At Coit, we believe that Reading is central to life and learning. We meet the world and each other through words and therefore, English occupies a uniquely important place in school. We believe that books are essential in inspiring children and igniting learning, not just in English but in the whole curriculum, to address and explore areas such as Science, History and key issues. The Reading learning in our school builds sequentially year to year, term to term and day to day as children are supported to master key skills and deepen their knowledge as readers. **Our ultimate aim is to support children in making the shift from learning to read to reading to learn where children read for information, purpose and pleasure.**

( see  
in  
doc)



[Milestones](#)  
[Reading](#)

*Figure 1.9 Reading Rope  
(Scarborough, 2001)*

At Coit Primary School, we strive to ensure our pupils leave us having acquired the following skills:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading
- appreciate our rich and varied literary heritage
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

**(National Curriculum for England Framework Document p.14, 2014)**

## Strategy for Implementation

### 2. Organisation of Reading

At Coit, we follow a progressive teaching sequence where each lesson builds on the previous. Click [here](#) to see a teaching sequence.

Each reading lesson is taught by the class teacher and uses high quality, wider-curriculum linked texts that engage, inspire and ignite learning for our children. Reading lessons are skills focussed, immersive and inclusive in order to support our pupils' reading development; continually addressing children's needs in relation to decoding, comprehension or both. Our daily reading lessons progress to allow our pupils to build on their prior knowledge and deepen their understanding. Within these lessons, children explore background knowledge, vocabulary within the text and develop skills such as prediction and inference ([Click here to see our Reading Glossary](#)). The lessons also teach children specific strategies for answering questions linked to the question domains which consequently leads to children becoming more confident in their understanding of the text. Throughout the reading teaching sequence, children are given opportunities to review and build on their prior learning. We also focus on fluency of reading both in reading sessions and during story time.

#### 2.1 Early Reading

Within our Foundation Stage, carefully selected stories and high-quality texts are at the heart of our curriculum and underpin all teaching and learning. All children take part in daily phonics, regular whole class reading sessions and daily story sessions. Reading opportunities are created across all areas of the EYFS curriculum through whole class teaching sessions, resources and enhancements in provision. These are clearly planned to enhance children's opportunities to develop their reading skills, language and vocabulary both independently and through adult scaffolding and support. High quality texts are planned and accessible in all areas of provision and staff are skilled to develop 'Book Talk' with children of all abilities. Regular one to one reading is used to assess children's phonic knowledge, reading skills and fluency.

The skill of decoding is taught through the systematic phonics programme 'Essential Letters and Sounds' throughout the Foundation stage, Key Stage One and Key Stage Two where appropriate ([see Early Reading and Phonics Policy](#)).

### Whole Class Reading:

At Coit, we have adopted a whole class approach to the teaching of reading. Whole class reading sessions should take place every day for at least 30 minutes. The activities should enable pupils to develop their English skills within context.

- Relevant learning objectives form the starting point of every reading session.
- The teacher selects a text for the group which is at 'instructional level' (90–94% accuracy). This means that the children should have difficulty with no more than one word in ten, so that comprehension is maintained and reading does not become a struggle.
- Before the session, the teacher will have selected specific reading strategies on which to focus, determined by the needs of the children and evidence from previous sessions.
- The teacher leads the session, preparing the children for reading, reinforcing reading strategies and giving focused attention to individuals as they read the text independently.
- The aim of every whole class reading session is to encourage and extend independent reading skills.
- A wide variety of skills will be taught in these sessions, such as inference, predicting, summarising, clarifying etc. ([See Reading Glossary](#))

### Story Time:

To promote and foster a love of reading, each class has a story time three times a week. During this time, teachers model reading aloud a planned, high-quality text to their pupils. Story time may include reading non-fiction texts and poetry as well. During this time, teachers explore books which provide opportunities for book talk and discussions of emotional responses. To support story time, each teacher has access to ten quality texts that children need to read before they leave the year group. ([See 10 to Read Before You Leave doc](#))

### Independent Reading:

Throughout the week, teachers set reading tasks for pupils that require them to read without teacher support. Some of these tasks might require a written response. Independent reading is used to:

- Promote enjoyment of reading.
- Promote the development of independent learning strategies.
- Provide a context for the application of skills and knowledge about reading.
- Promote opportunities for children to talk about their reading.

### Paired Reading/ One to One Reading:

This is most often seen within our Foundation Stage and across school with pupils who require extra support in their reading development. These sessions are used to:

- Teach reading strategies and behaviours at the instructional level of the child.
- Provide a context for the teacher to teach sight words and tricky sight words, decoding skills, use of picture clues and use of context to support prediction.
- Provide an opportunity for the child to practise her/his decoding skills.
- Explicitly support the child in her/his application of comprehension strategies.
- Monitor the comprehension and application of reading skills of the child.

### Reading Interventions:

Interventions are timely and can be delivered the same day to ensure no children fall behind, for example, catch up or gap fill phonics sessions.

Additionally, we use bespoke Learning Support Plans, Lexia and Fisher Family Trust interventions which are planned in advance.

### 3. Quality Texts

A range of high-quality texts are mapped out by subject leaders alongside teachers to support children's reading development and progression across the entire primary curriculum.

### 4. Planning

The school's curriculum objectives for reading are planned using a range of high-quality, inspiring and engaging texts. Teachers in the Foundation Stage work to the objectives set out in the Early Learning Goals which underpin their curriculum planning. Teachers across Y1-Y6 work to the National Curriculum objectives. The school's curriculum objectives for reading will be reflected in long term, medium term and short term planning. In all plans there should be careful consideration for activities which are well matched to the range of ability.

**Long term plans** set out the overall provision map for each year group for the academic year. Class teachers ensure that the curriculum is effectively covered by mapping year group objectives (derived from the National Curriculum) against reading aims and class texts. These opportunities support exciting and stimulating learning. The skills for comprehension and decoding are revisited on numerous occasions within year groups and across years. *(See appendix).*

**Medium term plans** set out a planned route for covering decoding and comprehension skills and knowledge over a unit of work. Planned endpoints are included in MTP for each unit to support assessment.

**Weekly/Daily Plans** there is careful consideration of activities so that all learners can make progress in reading. Teachers consistently use formative assessment and adapt planning where appropriate. The format of reading sessions is well suited to the practical development and application of skills and knowledge through word, sentence and text level activities. It is essential that teaching focuses on developing pupils' competence in both word reading (decoding) and language comprehension (both listening and reading). Different kinds of teaching are needed for each. Children are encouraged to read aloud and discuss their understanding of what they have read on a daily basis. Teachers plan to model language comprehension skills explicitly and devise questions which develop comprehension.

During the school year, teachers may include lessons which explore a specific text which references a particular theme, event or occasion. Themed weeks/themed days/visits to local places (e.g. Lyceum Theatre, local library) are built into planning and visitors are invited in to school to support the children's enjoyment of learning. Whole school activities also motivate children to read; further promoting the love of reading. Examples include World Book Day, Dahlicious Day and National Storytelling Week.

### 5. Teaching and Learning Strategies

As for all areas of the curriculum, imaginative and challenging activities together with varied approaches, such as discussion, trying out ideas or working with others, are needed to engage, maintain and respond to pupils' interests.

There will be plenty of opportunities to forge strong links between plans for reading activities and those for writing, speaking and listening. In the same way that 'talk' can be used to prepare for and help improve children's writing, so too it can be used to improve children's level of understanding of a text. We actively encourage opportunities for children to talk in pairs or small groups to broaden their understanding of the text.



In the Foundation Stage, children should be given opportunities to become immersed in an environment rich in print and possibilities for communication. They use communication, language and literacy in every part of the curriculum, and they are given opportunities to speak and listen and represent ideas in their activities. Systematic synthetic phonics and knowledge of high frequency words, taught on a daily basis, are key features of the best practice which should lead to success in reading decodable texts from an early age (see Phonics Policy). In Key Stage One, we aim to continue the learning from FS so that children begin to read a range of texts independently and with enthusiasm. In Key Stage Two, 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.

Staff at Coit Primary School will use a range of strategies within their teaching of reading such as:

- 'Thinking Out Loud'- to model the mind of a reader.
- Modelling key skills as outlined in the Reading Glossary
- Modelling the skills needed to retrieve and infer information from a text.
- Modelling the skills to interpret comprehension questions and formulate a response when sharing the understanding of a text (summarising).
- Modelling fluency focuses such as expression, rate and punctuation.
- Modelling prediction when reading using clues from our knowledge of the text so far.
- Reading stories from big books enables the children to see how books and stories work.
- Pre-teaching vocabulary from a reading text—vocabulary that is essential to understanding the text— before pupils read the text.
- Reading buddies across year groups to promote the love of reading and reading role models.

#### Word Reading (decoding):

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

#### Fluency:

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education. See appendix for reading fluency expectations and strategies for supporting each stage in becoming a fluent reader.

#### Fluency Starters

To support children's development of reading, each reading lesson begins with a specific fluency starter which focuses on a key aspect of developing fluency. Some key aspects of fluency which are covered within a fluency starter include:

- Expression
- Pace
- Intonation
- Punctuation
- Stress
- Accuracy.

For some examples of fluency starters please click [here](#).

## Comprehension:

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

Reading for comprehension involves work based on the ability to recognise and recall:

- Literal - Facts, main ideas, sequence of events, comparisons and contrasts and character statements and reasons.
- Authorial – Analyse, synthesise and organise ideas and information explicitly stated in the text. Explain why a writer has chosen to organise a text in a particular way.
- Deductive – The ability to answer questions where the text does not actually tell us, but we can work out the answer directly from information the text gives us.
- Inferential – Ability to use ideas and information stated in the text with own intuition and personal experience as a basis for conjecture and hypothesis. It demands thinking and imagination that go beyond the printed page.
- Evaluate – Make an evaluative judgement. Explain why a writer has chosen to use a specific word or phrase and the impact the word or phrase has on the reader.
- Appreciative – Be emotionally and aesthetically sensitive to the text. To relate the text to its social, cultural and historical traditions.

## Vocabulary:

Developing children's vocabulary is a key aim of reading lessons, story time and home reading as well as the wider curriculum. Children will be supported with developing vocabulary by:

- Daily 30 minute reading lessons in which the teacher explores a text with rich vocabulary, unpicking the meaning of and modelling new vocabulary.
- Subject-matched texts to support the development of subject specific vocabulary.
- Pre-teaching interventions where new vocabulary is introduced and discussed before the lesson. This may be on a whole class, small group or individual basis to ensure all pupils can access the lesson.
- Visual vocabulary scaffolds (*e.g. Communicate In Print*).
- Vocabulary displayed purposefully within the learning environment.
- Subject-specific vocabulary mapped out and addressed at the start of each foundation subject lesson.
- Daily story time which exposes students to higher-level vocabulary.
- Teachers plan opportunities for pupils to hear, practise and apply new vocabulary in a range of contexts so that new vocabulary is fully understood and embedded.

## 6. Role of the Teacher

It is the responsibility of the class teacher to:

- Provide direct teaching and accurate modelling of phonological skills and comprehension strategies through discrete reading sessions and embedded within all lessons across the curriculum.

- Provide resources and an environment which promotes engagement and stimulation and a developing understanding of transcription and composition.
- Observe pupils, monitor progress and determine targets for development.
- Be a reading role model and promote the love of reading.
- Ensure that the school's long term objectives translate to medium and short term plans.

## 7. The Learning Environment

### Book Corners:

Each classroom at Coit has a designated reading area, the sole aim of which is to encourage reading for pleasure and provide the children with somewhere quiet to practise their reading skills, knowledge and understanding. At Coit, reading areas provide:

- A space where the children can sit, relax and share books with each other, adults in the classroom or alone.
- A range of high quality books that are age appropriate to each year group. This includes a variety of genres e.g. fiction, poetry, non-fiction, newspapers, cultural texts.
- Access to books that are laid out in a manner that makes them inviting and easily accessible. Book corners are not overcrowded.
- Displays that are inviting and stimulating. They may focus on the book you are using in class or be focused on a genre or subject. The displays need to encourage children to read.
- Vocabulary to support the children with their reading.
- Coit 'Reading Zoo' strategies are displayed in every reading area.

### Language Rich Environment:

Classrooms use a range of stimuli including working walls, wall charts, grammatical word banks and examples of pupils' work and discussion to stimulate and provide information. Pupils have good access to a range of appropriate learning materials. Staff at Coit seize every opportunity to use language, interact and encourage turn-taking, further promoting a language rich environment.

## 8. Reading Links across the Curriculum

Coherent links are made to other curriculum areas wherever possible by all teaching staff so that pupil's skills, knowledge and understanding of reading is embedded across all subjects. The teaching of reading develops skills through which our children can give critical responses to the questions they meet in their learning for science, geography, history, PSHE & other subject areas. Their understanding and appreciation of a range of texts should bring them into contact with their own literary heritage and texts from other cultures. The organisation of lessons will allow children to work together and provide them with an opportunity to discuss their ideas.

## 9. Home Reading

Home reading books are matched closely to each child's phonics ability enabling them to practise and consolidate what has been taught in school. Children who are not fluent decoders are given an 'Independent Reading Book' which is phonically decodable. Children also take home a 'Sharer Book' which is read with or by the child's parents. This book focuses on vocabulary and language comprehension as well as fostering a love of reading.

Once children are fluent decoders, staff use the STAR assessment data to match children to a book that is within the correct ZPD for Accelerated Reader. Children take home the Accelerated Reader book (which they can read with 100% accuracy) in addition to a 'Sharer Book'.

In Upper Key Stage Two, once children are more skilled in their reading, they can take a book of their choosing home to read for pleasure.

#### Organisation of home readers:

Children's books are changed twice a week by the child's class teacher so it can be closely matched to their phonic ability.

'Independent Reading Books' are securely stored in each classroom and accessed only by staff in school.

A record is kept of which children have which books and their reading set level.

Children take their books home every night and bring to school every day in their book bag.

#### 10. Role of Parents and Carers:

At Coit, parental involvement is of great importance to the success of our pupils reading progress. Staff regularly provide information on reading skills, knowledge, understanding and model strategies to support parents with helping their children at home with their reading development.

Parents are encouraged at the start of the year to attend phonic and reading workshops and reading mornings. The aims of these sessions are to help introduce parents to the strategies used within school to develop phonological awareness. Reading mornings take place in each year group weekly. During these sessions, emphasis will be put upon the following areas:

- Model reading strategies
- Fluency
- Importance of reading aloud

Home learning in order to consolidate or develop work covered in the classroom is often set. We encourage parents to support their child's learning in reading and to apply knowledge across home learning in different subject areas. Where appropriate, specific parent workshops can be run to support learning of word reading and comprehension.

#### 11. Reading Incentives:

To encourage reading at home, we have adopted a whole school approach with regards to reading incentives. Each time a child reads at home they receive on Dojo point and they tick their name on the reading at home chart. Within each class, there will be a prize given for the child who has read the most each week. Within the whole school, there will be a certificate given to the class who has the highest number of reads and this is celebrated in our newsletter and Merit Assemblies.

#### 12. Remote Learning:

The covid-19 pandemic has impacted teaching and learning in this subject. Teaching strategies, resources and learning have all had to be adapted to comply with health and safety measures and the changing dynamics of home/class-based learning.

Teaching staff had to make decisions about how to share resources with children especially if a significant number of those pupils were not in school. Reading texts and phonics practice books could not be shared in the same way that they would be when schools are fully open to all pupils. Remote learning featured discrete phonics/reading sessions and drew upon a variety of online resources for pupils to access and use.

Although children were still encouraged to interact socially and develop their oracy and reading skills through online and class-based teaching, children did so differently. The opportunities to build consensus and share ideas about a character, motive or text extract were still possible but more limited in their scope. Teaching staff had to think carefully about how to engage children in discussion, particularly discussion about text which relies so much on the sharing of ideas, predictions, questions and thoughts. Teaching staff also had to think creatively about how, when and where feedback was given if a child was not physically in the room with them. For more vulnerable children, this may have included extra support in small group zoom sessions, one-to-one support via zoom or telephone or modified resources.

## Impact

The impact on our children is clear: progress, sustained learning and transferable skills. By the time children leave Coit:

- Pupils are confident, fluent readers who can succeed in all reading lessons, with understanding at an age appropriate interest level in readiness for secondary school.
- Pupils of all abilities will use a range of strategies for decoding words, not solely relying on phonics.
- Pupils can recommend books to their peers, confidently communicating their own views on a text.
- Pupils have a thirst for reading a range of genres including poetry.
- Pupils participate in good quality discussions about high quality books, including evaluating an author's use of language and the impact this can have on the reader.
- Pupils can also read books to enhance their knowledge and understanding of all subjects on the curriculum, and communicate their research to a wider audience.
- Pupils are exposed to, and begin to utilise a wider vocabulary.

### 13. SMSC Statement

Reading supports spiritual development by engaging children with poetry, fiction and drama. Through reading, children can explore and engage with feelings and values found in a wide range of genres. Moral development is enabled by looking at, discussing, and evaluating non-fiction genres including newspapers, television and other media. We support social development by helping our children to understand how written and spoken language has changed over time. Cultural development is encouraged by exposing children to a variety of texts from different cultures. In addition, reading supports children in becoming more confident and competent in their own language which is vital to their own self-identity.

### 14. Assessment

Assessment is used informally and formally to determine pupils' understanding and progress within reading. Rigorous informal assessment is used daily to identify gaps in learning. These can be addressed quickly to ensure that children who are at risk of 'falling behind' are able to catch up quickly. Teachers use key objectives for each year group to assess children's attainment and progress. Teachers report progress and attainment for the whole class and interventions during pupil progress meetings.

### How do we Assess Reading?

Reading is assessed informally and formally.

Informal Assessment:

Individually, in small groups or within a whole class setting, teaching staff are making informal assessments on decoding, fluency and comprehension. This is done through a variety of means:

- observation,
- questioning,
- peer and group discussion,
- pupil work.

Formal assessments:

Frequent formal assessments are carried out to provide deeper analysis of strengths and areas for development for individuals, groups and cohorts. Texts used for this type of assessment may be longer and more demanding. Examples of more formal assessments include the following:

-phonics assessment (see phonics policy)

-KS1 SATs testing materials

-Use of published materials to assess across school (eg Renaissance Star Assessments)

-KS2 SATS testing materials

Each time a child reads in school to a member of staff, personalised comments are recorded onto a diagnostic reading record, showing individual pupil's gaps and progress.

Formal Reading is assessed against clear year group objectives. The objectives are derived from National Curriculum statements/EYFS Profile. Teachers can make judgements against individual objectives and will make an overall judgement on their attainment in reading at set data drop points throughout the year. Teachers use an online system to track progress and attainment and to analyse data for each child (EAZMAG).

At four points during the year, Y2-Y6 children will also undertake an online reading assessment called STAR assessment. This assessment gives additional information to teaching staff such as a scaled score relative to children of a similar age, a reading age and a ZPD score. The latter helps to match appropriately levelled texts to vulnerable children/PP children who may require extra support beyond the phonics scheme.

#### 15. Inclusion/Entitlement/SEND provision:

To support our disadvantaged and vulnerable pupils, staff at Coit Primary School ensure provision in reading is both targeted and tailored.

Educational visits, extended learning opportunities and pre-teach activities support teaching and learning for our disadvantaged children and children with additional needs.

To develop children's knowledge, skills and understanding as well as improving and cultivating pupils' vocabulary, staff at Coit Primary School use a variety of 'closing the gap' vocabulary strategies, as supported by Alex Quigley.

All pupils are included in all that we do. Additional resources, electronic resources, scaffolds and visual aids are used as appropriate. Additional adults and peer support may also support SEND pupils.

Teachers set high expectations for **all** pupils. 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 SEND

- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible. Specific barriers to success are considered and adaptations to teaching and learning are encouraged so that a pupil may achieve their potential.

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 all subjects.

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

## 16. Monitoring Arrangements

**Governors** monitor coverage of National Curriculum subjects and compliance with other statutory requirements through: school visits, meetings with the school council,

**Curriculum leaders** monitor the way their subject is taught throughout the school by:

Deep dive methodology, planning scrutinies, learning walks, book scrutinies, use of a monitoring template

### Monitoring by Subject Leads alongside Teachers

This will be measured by looking at the following across school

- What are the strengths /Weaknesses of the subject?
- Standards Attainment on entry compared to attainment on exit
- Quality of teaching and quality of learning –lesson observations and work book scrutinies
- Ensuring that the teaching of English meets the statutory requirements?
- Is there cognitive challenge?
- Are units of work fully representative of the KSU?
- Are Horizontal Vertical Diagonal Links made/clear?
- Does learning build on prior knowledge/understanding
- Does learning support all pupils?
- LTP intentions match what is seen in books and lessons?
- Appropriate sequencing?
- What does monitoring say about how well pupils are achieving and are there any underachieving groups: Focus on SEND disadvantaged, MEG AGT pupils?
- What CPD/resources are needed for staff?

## 17. CPD

Subject Leader networks are provided termly and hosted by secondary/higher education colleagues/English Hub leaders in subject specific meetings. In Locality A, there is a programme of activity for 2020-2021 to help develop subject expertise amongst Loc A subject leaders.

Working in subject teams across the federation also supports subject leads in sharing ideas and workload.

## 18. Links to other policies

Phonics Policy  
 Writing Policy  
 Assessment Policy  
 EYFS Policy  
 SEND policy  
 Remote Learning Policy

## 19. References

DEPARTMENT FOR EDUCATION (2014). National curriculum in England: framework for key stages 1 to 4. London: Department for Education.

EYFS Profile

CLPE Reading Scale (2016)

Communication in Print

Alex Quigley - Closing the Vocabulary Gap

EEF

Teresa Cramming (Open University) - Research rich pedagogies and reading for pleasure

## Appendices

-[Planning \(Reading planning, LTP, MTP\)](#)

-[CLPE Fluency statements](#)

-[Milestones in Reading](#)

-[Reading zoo overview \(LINKED?\)](#)

-[Terminology/ Reading Glossary \(LINKED?\)](#)