



Pikes Lane Primary School

Writing

Statement of Practice

LEADING SCHOOL | LEARNING SCHOOL | INCLUSIVE SCHOOL | HEALTHY SCHOOL | EXTENDED SCHOOL | REFLECTIVE SCHOOL

Policy Leader: Mike Plowman

Linked Governor Sub Committee: Standards Committee

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Aims and objectives

We aim to develop pupils' abilities by teaching highly effective reading sessions that make use of challenging texts and a clear focus on skills needed to engage with texts.. Pupils will be given opportunities to develop their reading diet through engaging with the reading scheme, choosing appropriate library books (with UKS2 accessing an online library through their ipads) and focusing on a suitable class book each term. They will read both for enjoyment and to seek information across the curriculum.

Home school reading

- All children must take home a home-school reading record.
- They will have a reading book (following the Collins reading scheme) and, in KS2, a library book of their choice
- Parents are expected to hear their child read on a daily basis.
- Each child's home-school reading record is monitored and evaluative comments will be made at least 1x per week by the class teacher
- Children and parents must also make comments in reading diaries and comments should be evaluative and should link to the reading detectives and/or reading targets
- Teachers must ensure that books chosen are age-appropriate.

How often should I hear a child in my class read?

- Higher ability children (a scaled score of 110+) must be read with at least once per week. This could be within a guided reading group. Teachers must then leave a comment in the reading record to signify that they have heard the child read. These comments **MUST** be diagnostic and should focus on reading skills being developed.
- Middle ability children (a scaled score of 100+) must also be read with at least once per week; however, close attention should be paid to any who may be slipping behind ARE, in order to keep these children on track.
- Lower ability and SEN readers (anyone falling below 100) should be listened to individually, ideally once per day but at least three times per week. This could be by a teacher or teaching assistant, for no less than 15 minutes. They should also take part in weekly guided reading sessions.

The 'Tracking Lower Ability Readers' document – to be completed weekly, and kept in your planning file - will help you keep track of which children these are, and when they have been heard.

Guided Reading and Assessment

- Reading lessons take place daily. Every child has at least 1 session per week with the teacher. All reading groups must work with the teacher at least once per week.

- Planning for reading sessions should be completed using iTunesU. Teaching will generally take place to the whole class with differentiated activities following on from the whole class teaching.
- Teachers must all use the suggested medium and short term planning proformas.
- Helpful documentation (Lancashire grid, JPD reading strategies documents from 2016-17) should be used to inform planning.
- WALTs for reading must be skill based. These should focus on gaps found from assessments and a thorough knowledge of the curriculum – appreciating the need to build on prior teaching and building towards following years.
- The process of PEE (point/evidence/explanation) should consistently be a focus
- Reading tasks should be completed in reading journals and should be marked according to the school marking policy.
- Throughout the year, children should read a wide range of text types – not just focusing on a single book for x weeks.
- Use the guided reading resources in the library, or TestBase, to help with this. Any other great extracts can be used as well as test materials on TWINKL and/or past papers
- Assessments will take place every four weeks (refer to the Assessment SoP). These scaled scores will be stored on the class trackers and referred to when making and entering a judgement onto SIMs.
- The Salford Reading Test is used at the end of the school year to determine the child's reading age. It is the responsibility of the teacher to decide on an overall age, taking both comprehension and elicitation into account. However, TAs may be used input this data into the school tracker.
- All reading tests must be marked accurately by the teacher, not the TA, according to the mark scheme.

Phonics / Spellings

- Phonics must be taught every day in KS1. This could be by a teaching assistant or class teacher.
- Children in KS2 who still require regular phonics teaching – ie. still below phase 6 – should also be taught phonics daily.
- There should be a minimum of 2 spelling sessions per week. These should aim to follow the 5 steps of phonics closely (Revise, Teach, Practise, Apply).
- Spelling and phonics sessions must be planned using the suggested proformas. Letters and Sounds / Support for Spelling/Assertive mentoring spelling program should inform your planning.
- You must keep a class list of which children are in each phonics / spelling group, and which phase the children are on.

- Every teacher with children still in phonics groups should also complete the phonics tracking document. The phonics tracking document should be completed at least half termly.

Class Book

- Every half term, each class should read a class book chosen to challenge and provide a range of vocabulary and themes for the children.
- The main aims of this are:
 - 1) Reading for pleasure! This must be an enjoyable experience for the children, one that will help them to develop a love of reading within themselves.
 - 2) Give the children a wider experience of books that they may not necessarily choose for themselves.
 - 3) Developing a wider understanding of vocabulary used in fiction
- It is not necessary to follow each class book session with a written activity. Children should not directly associate any reading done in class with a follow-up 20 minutes of written work.
- However, you may want to allow children to note down any vocabulary they hear, to use in their forthcoming writing making use of their magpie books.
- The class books should ideally be linked to theme, although again, this is not completely necessary.
- When reading the class book, the teacher should unpick vocabulary with the class. Finding images and synonyms to help the children understand the vocabulary must be done.

British Values

At Pikes Lane Primary School we uphold and teach pupils about British Values which are defined as:

Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of different faiths and beliefs.

These values are taught explicitly through Personal, Social, Health and Emotional (PSHE), and Religious Education (RE). We also teach British Values through planning and delivering a broad and balanced curriculum as part of our unique Pikes Lane Learning Journey.

We take opportunities to actively promote British Values through whole school assemblies and through ensuring that our curriculum planning and delivery includes real opportunities for exploring these values in every subject area.