

Riverside Primary School

Reading Policy

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Careful analysis and discussion about our pupils' backgrounds, life experiences and culture has helped us to design a whole-school curriculum with four key priorities. We believe that by focusing on the following key priorities our children will be ready to successfully meet the challenges of the next stage of their education and their lives. As well as making its own distinctive contribution to the school curriculum, reading contributes to the wider curriculum intent of our school.

Our curriculum priorities are: STAR

- **Strive:** For our children to believe that through hard work and determination they can achieve the goals that they set themselves to become the best they can.
- **Tolerance:** To ensure our children are respectful to others and treat everybody equally. We will offer experiences for our children which encourage them to be considerate, thoughtful and that will make them aware of and celebrate the diverse society we live in.
- **Achieve:** For all of our children to make good progress from their starting points both personally and academically. We will provide experiences which broaden our children's horizons and show our children the wide range of possibilities available for their future
- **Resilience:** For our children to be able to work through challenges with a positive mindset; to think creatively and to problem-solve.

Riverside Curriculum Drivers

Alongside teaching the requirements of the national curriculum, key drivers have been identified. We have prioritised the key knowledge, skills and aspirations we want our children to experience and develop during their time with us. We use these 'drivers' to underpin the learning and experiences we undertake in all areas of school life and to ensure our curriculum offer is enriched: these key drivers are personal to our school and reflect the social and educational needs of our local area.

The following key drivers underpin our learning and are developed through the school:

- **Knowledge of the World**
- **Communication**
- **Global Citizens**
- **Health and Wellbeing**
- **Ambition**

For more information about our curriculum drivers, please see our **Riverside Curriculum Drivers** document, which can be found here:

<https://primarysite-prod-sorted.s3.amazonaws.com/riverside-primary-school-essex/UploadedDocument/c1dac945-77f0-4056-a78a-7934a924ca14/riverside-primary-school-curriculum-drivers.pdf>

Reading Intent

At Riverside, we are passionate about reading and have a vision to cultivate love of reading. We want children to strive for their dreams knowing that reading will help them to achieve these. Throughout our school, a rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils.

Regardless of starting points or backgrounds, we are committed to providing a broad and balanced range of reading experiences, which challenge, excite and motivate. Whilst our reading curriculum encompasses the formal requirements of the National Curriculum, our vision is to provide our pupils with a range of reading experiences and challenges, which are designed to help prepare students to be enthusiastic readers both in the classroom and in the world beyond it. By providing a canon of carefully chosen texts we open up new worlds, other cultures, and enrich the world for the children within our school. Reading is a gift to be given.

We believe that every day discrete teaching of reading is essential for children's learning and progression. Reading is a crucial skill which must be securely established by the end of KS2. We recognise that reading fluency and the enjoyment of reading is the result of careful teaching and frequent practise. It is essential that we get reading right in our school.

We also know that fostering a love of reading takes a community as reading creates social bonding and is best enjoyed as a shared experience. Therefore, developing book-related talk is an essential element in our teaching of reading. Not only does this help prepare children to become committed and enthusiastic readers; transform their attitudes to reading; helps them to share the enjoyment of reading; understand how stories start and finish and how the plot unravels and is resolved; and they learn that books can transport them elsewhere. But also, book related talk introduces children to language they may not otherwise hear in ordinary conversation. We know that if teachers show a love for the story they are reading, the children are likely to respond in the same way.

We work with parents and guardians throughout a child's school journey so that they are engaged in their child's reading. We establish the expectation that children will read to their parents/guardians 5 times a week for 10-20 minutes each time. We also understand that children hugely benefit from listening to family members reading aloud to them.

To ensure that children have access to interesting and meaningful texts from which are the windows to the world and the mirrors in which they see themselves in, we carefully select the materials we use at Riverside. Reading books connect closely to the phonics knowledge that pupils are taught when they are learning to read.

To sharply focus on ensuring that younger children and those at the early stages of reading gain the phonics knowledge and language comprehension necessary to read, and the skills to communicate, we teach early reading at Riverside we use the systematic and structured Phonics Programme Floppy's Phonics. Floppy's Phonics is in line with the Systematic Synthetic Phonics (SSP) teaching principles described in the 'English programmes of study: key stages 1 and 2 - National curriculum England 2014'. This is outlined in detail in the corresponding Phonics Policy. https://docs.google.com/document/d/1p7pd3Q3pxs-GUU9TdaBZ2YzuEKnBEPxO3FvKsaR_HNg/edit

Implementation


Coverage and skills progression

Here at Riverside, we link our English lessons to our wider curriculum where possible. We believe this enables children to know more and do more, not only in reading, but the theme subject they are learning too. In order for children to understand text, make inferences and be able to write in detail about a subject, they must first have a deep understanding about a subject.

Our aim is that children can imagine themselves as the main protagonist in a story: celebrating a birthday, walking along the river, having a tantrum; alongside learning about lives of those whose experiences and perspectives differ from their own. This is highly important to foster being global citizens, having a wide ranging knowledge of the world and having ambitions for themselves.

Cannon of Texts

We have created a cannon of texts from EYFS to year 6, which is suited for the age and stage of the children. To select the texts we have used the recommendations from Reading Reconsidered by Reading Reconsidered By Doug Lemov, Colleen Driggs, Erica Woolway and have incorporated books from the 5 plagues of reading into each phase of the school. Other texts are selected by the complexity of language, structure and concepts. The texts increase with difficulty from years EYFS - 6. These books are used in guided reading lessons, class reader sessions and in English lessons as appropriate for the lessons. Although this is a cannon of text for the school, these texts are not set in stone, we review the text yearly, as new books are published and the needs of our children change.

 Cannon of Texts 2022

 5-Plagues-Reading-Spine-1.pdf

EYFS

As we believe that reading is the most crucial skill a child can acquire, there is a great emphasis on reading from the very beginning on a child's school journey at Riverside. Not only do we follow the Floppy Phonics scheme for teaching early reading but we also teach reading comprehension through a variety of ways.

Daily Story Time

- Children are read to on a daily basis where they are exposed to a range of engaging texts. The texts are carefully selected to enhance their vocabulary, their comprehension and their knowledge of the world.
- Teachers will read and explore one book a week with the children. This gives the children a chance to deepen their understanding of the texts, the language, the characters and they relive the emotions they felt on first reading. This also helps children to retell the text, internalize the vocabulary and encourages them to read for themselves when they are able to.
- Before the first reading of the texts, teachers will build the anticipation of the story by eagerly introducing the author, title and illustrator of the book. The teachers give a short summary of the text, with a cliffhanger, so that children are excited to know what happens.
- Teachers read the texts with enthusiasm, emphasis and enjoyment. They will read using a variety of voices, pauses and drama to capture the imagination of the children.
- On the first read through, teachers will read the story with no questions, explanations or interruptions so that the magic of the story flows for the children.

- On subsequent readings, teachers explain the meanings of the words within the text and play games with the new words to help the children embed these words into their vocabulary.
- As the text becomes more familiar to the children throughout the week, the children are asked to join in with particular words and phrases.
- Subsequent story times provide opportunities to dramatize the story, and provide interactive, playful follow up.
- Story props, story sacks and role play areas are also incorporated in to not only story time, but children's independent play to increase engagement and understanding

Reading Corners in EYFS

- There are stimulating book corners in EYFS classrooms, where children have access to multiple copies of high quality books.
- The children are able to re-read the books that have been read to them in reading time the previous week.
- The book corners are refreshed and changed half termly to provide reading books related to the current theme, whilst including a mix of "old favorites."
- Children have opportunities to read books during their independent learning time. There are books in both the indoor and outdoor learning areas.

Individual Reading in EYFS

- All children are given a leveled book which matches their phonic reading stage.
- Children read their individual book to an adult in school, at least once a week.
- Children change their leveled books once a week
- They are also encouraged to take home a book to read for pleasure with their parents. These books can be taken from the book corners and the KS1 library.
- Reading records communicate reading progress between home and school, and include teachers' and parents' feedback.

Involving Parents in EYFS

From the very start of children's schooling journey, parents are encouraged to engage with their children's reading. EYFS staff run parent workshops in the first half term to share with parents our phonics scheme and explain how we believe parents can support children's reading.

We believe that parents:

- are not teaching children to read but to practice the sounds and words that children have already been taught in school.
- encourage children to reread texts so that children have a deep understanding of the text they are reading and have internalized the words of the text
- model to children how to read texts which are not decodable to their children but help children's comprehension in a whole host of ways.

KS1 Guided Reading

Year 1

Continue to embed children's phonic and decoding knowledge via the Floppy Phonics Systematic teaching. Currently, year 1 also has daily Story Time to further children's comprehension.

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Year 2

Currently in year 2 we have 2 sessions of whole class guided reading a week alongside daily reading time and hearing individual readers.

In session 1 teachers introduce a text to their classes. They will read the text to the class, they will explain new vocabulary and discuss key points from the text.

In session 2, which is a longer session, teachers will re-read the text to the class and then model answering the questions. At the beginning of the year, the questions will be discussed verbally. As the year progresses, the teacher will begin to introduce reading and answering questions on paper. Teachers will use the KS1 Reading Vipers questions and the reading skills overview for KS1 to structure their planning for this session.

[KS1 Reading Vipers Improving key reading skills](#)

☰ KS1 Reading Medium term Planning

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KS2 Whole Class Guided Reading

We have created an overview of reading skills to be taught for each phase of the school. See Appendix - Reading skills overview. The skills are based on the content domains for the end of KS tests and also the statutory coverage in the national curriculum. This ensures there is progression across the school and correct coverage of reading skills.

The skills are structured to increase with difficulty throughout the year. Beginning with concrete retrieval of facts then inference, and prediction based on inference is after that. Each skill is modelled, practiced and then applied in questions over a number of weeks. This ensures that the learning of the skill is embedded

and mastered before moving on. Each half term (where appropriate) the first $\frac{2}{3}$ weeks of guided reading lessons are using non-fiction texts then fiction text and poetry.

[☰ Reading Curriculum Map 2022- 2023](#)

[☰ KS2 3/4 Reading Medium term Planning](#)

[☰ KS2 5/6 Reading Medium term Planning](#)

Sequence of Lessons

1. Prior Knowledge

At Riverside we value the importance of giving and stimulating prior knowledge they need in order to understand the text. This sometimes forms a discussion of what they already know about a topic, other times this means we will teach the children information about a topic using a variety of resources.

1. Vocabulary

As reading is about words, it is important that we teach children words that they may not hear at home and they may not be familiar with in order to widen their vocabulary. We encourage children to love words and enjoy learning new ones; we explicitly teach words in the text that they may not know the meaning; we explain, explore and consolidate to help children embed vocabulary in their memory.

2. Read the Text

As a class, we read the text together either by echo (teacher reads a line, then the class repeats the line) and or choral reading (read the text at the same time as a class, out loud). Children always have a copy of the text in front of them.

3. Teaching/Modelling the skills

We teach and model each skill that is required to answer these questions. We use an: 'I do, we do, you do' structure to model how to answer questions. As the same skill is repeated over a number of weeks, this means that the skill is embedded and mastered by the children before moving on to a new skill.

4. Recap and Revisit previous skills

Using the acronym VIPERS from literacy shed.

[KS2 Reading Vipers](#)

Individual Reading Books

All children have books that are finely tuned to their reading ability. We aim for children to have a reading book in which they can read 95% of the words within the text so that pupils read widely and often, with fluency and comprehension appropriate to their age.

EYFS and Year 1

Initially, in EYFS children will be given a book without words (level 1) which children take home to share prior to being given their first reading books with words. Once a level has been covered within school, the children will then be issued with a book containing the phonemes taught. Children share these books at home to practice reading words containing the previously taught phonemes. Therefore the teaching of

reading takes place within school and the children practice and apply their knowledge when sharing books at home.

Generally children who are working on track will be given a level 1+ reading book in EYFS as the teachers approach the end of the level 1+ teaching sequence. They will then progress onto level 2 and 3 within EYFS, and level 4 and then 5 in year one.

Children working below expectation may remain on a given level for a longer period of time to further develop their ability to blend and read previously learned phonemes within words.

Children working above expectation may, at the discretion of the class teacher, begin to read carefully selected books from other levels.

In year 2 children will continue on the phonics reading books until they are deemed ready to move on from the phonics programme then they will join the Accelerated Reader program

Years 2-6 Accelerated Reader

At Riverside Primary School we use Accelerated Reader (AR) as it is a powerful tool for monitoring and managing independent reading practice.

AR is supported by scientifically-based research. An extensive body of research confirms the effectiveness of Accelerated Reader and best classroom practices in helping educators dramatically improve student reading skills. The research consistently demonstrates that Accelerated Reader enables teachers to target instruction and accelerate reading growth for students of all ability levels. AR now has a redesigned student interface with improved navigation and tablet compatibility and has the ability to:

Personalize and guide independent reading practice.

Develop lifelong readers and learners.

Tap into unlimited access to all quizzes and enjoy online support.

Increase parental support with web-based, school-to-home communications.

The 5 steps to reading success using AR:

It's all about practice. AR encourages substantial differentiated reading practice to create strong readers. Based on each student's independent reading level, AR helps teachers set personalised goals for each student, and guide students to books that are difficult enough to keep them challenged, but not so difficult as to cause frustration. In addition, AR helps teachers monitor students' vocabulary growth, literacy skills development, and other reading skills.

1. Determine reading level.

First, a student's optimal reading level is determined through the STAR Reading Enterprise assessment. This assessment suggests a range of book levels for each student called the "zone of proximal development", or ZPD. Children should begin reading books that have a level at the lower end of their ZPD and gradually move up the range in order to make optimum progress.

2. Set practice goals.

Teachers support children to set individualised reading practice goals based on reading quantity, quality, and difficulty and they can then monitor progress toward those goals.

3. Personalised practice.

Personalised reading practice means students read books of interest at their own reading level. AR BookFinder makes it easy to find the perfect book.

4. Students take an AR Quiz.

AR offers more than 150,000 quizzes of three types on both fiction and nonfiction titles. Students have many different options for taking AR Quizzes, including laptops, PCs, and tablets.

5. Receive instant feedback.

AR provides teachers with immediate information, helping them monitor the comprehension skills of each student and inform further instruction or intervention. Students and parents get instant feedback to help motivate success with the use of Renaissance Home Connect.

We celebrate children's achievements in the AR reading quizzes by having a leaderboard on the newsletter which shows the number of words each class has read as a collective. We also give certificates to the 2 children who have read the most words in each class every half term.

Reading with children

Across the school, children must be heard reading. More time is spent reading with reluctant readers, the children who do not read at home and the lowest 20% of readers.

When an adult reads with a child they will read in the same way.

- 1) Ask the child to read two/three lines by themselves. Count how many mistakes they make. If they have made more than 5 mistakes, please note this down and tell the class teacher as it might suggest that the child has chosen a book too hard for them.
- 2) Ask if the child would like you to read with them. You can either read at the same time, choral read, or you read the sentence first and then the child repeats, echo read. (This helps the child to improve their fluency).
- 3) After 5 -10 mins. Stop reading with the child and choose 3 words to segment and blend with the child. (Do not choose names). Discuss the meaning of the words.
- 4) Choose a question from the Vipers question stems to ask and discuss with the child.
- 5) Comment in the class reading log and in the child's reading log book. Comment in the reading log on what they did well. In the class folder, write down anything you are concerned about with the child's reading and/or understanding as well as any positive comments too.

Home reading

Across the school, children are encouraged to read 5 times in a week. Awards are given for their reading efforts. Reading diaries are collected and reviewed weekly.

We also know that fostering a love of reading takes a community as reading creates social bonding and is best enjoyed as a shared experience. Therefore, developing book-related talk is an essential element in our teaching of reading. Not only does this help prepare children to become committed and enthusiastic readers; transform their attitudes to reading; helps them to share the enjoyment of reading; understand how stories start and finish and how the plot unravels and is resolved; and they learn that books can transport them elsewhere. But also, book related talk introduces children to language they may not otherwise hear in ordinary conversation. We know that if teachers show a love for the story they are reading, the children are likely to respond in the same way.

Reading Culture

To create a culture of reading at Riverside, we know that it takes a community to cultivate a love of reading in our children. Therefore, in all classes across the school, there are dedicated reading corners where children can borrow and read from a huge range of books. These areas include old favourites, books based on the topics that are being studied that half term and books that engage stretch and challenge. We incorporate reading into foundation curriculum subjects, so that children have a diverse range of reading experiences including relevant non-fiction texts.

In each phase of the school we have a dedicated library area for children to choose their reading books to take home. In the KS1, year 3/4 and UKS2 library, books are labeled with Accelerated Reading codes so that children can choose books that are suitable for their reading ability.

To further enhance the reading culture in our school, we have weekly book reviews from staff members during celebration assemblies, which create conversations, enthusiasm and a buzz around reading. There is also a weekly section on the school newsletter where the book of the week is promoted again by the staff member.

Assessment

In EYFS and year 1 children are assessed. At the end of Floppy phonic's level children are assessed to know whether children move up on to the next level.

At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. in a formative and summative way at Riverside.

In lessons, teachers are assessing the children's reading and comprehension ability as they discuss the texts.

Teachers also mark written answers in books, assessing the needs of the children for the next steps of their learning.

We also assess children at the end of Autumn 1, Spring 1 and Summer 2 using the NTS Reading assessments. These assessments provide a scaled score ,which we can use to see how the children are progressing with the answering of reading comprehension questions. They are standardized tests which are used nationwide, this enables us to compare our cohort with schools across the nation. Also NTS tests support gap analysis for individual children and year group cohorts to inform planning.

Students complete a STAR Reader assessment at least every term. To update and clarify reading levels and ZPD range for AR books.

Monitoring and Moderation

SLT monitors English planning and children's exercise books across the whole school at least each term, to ensure that our high expectations are adhered to. From this monitoring, CPD is planned based on the outcomes of the monitoring process.

Resources

We have a wide range of books in school for children to access.

- We have Floppy's Phonics books for EYFS and KS1.
- Year 2-6, our reading books are categorized based on AR ZPD codes.
- We have class sets of class reading books in KS2.
- In EYFS and KS1 we have at least 6 books of each class reader, which the children are able to access in reading times and to take home as their sharing book.
- We have a huge number of non-fiction books in the school library, which are used in curriculum lessons for children to use as reference.

Impact

Through the teaching of reading, our aim is for children to be fluent readers with precise comprehension by the end of Key Stage 2. Attainment in reading is measured using the statutory assessments at the end of Key Stage 1 and Key Stage 2. These results are measured against the reading attainment of children nationally.

We firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments. We give all children the opportunity to enter the magical worlds that books open up to them. We promote reading for pleasure as part of our reading curriculum. Children are encouraged to develop their own love of genres and authors. This enhances a deep love of literature across a range of genres, cultures and styles.

Inclusion

The SENCO, Subject Leaders and Phase Leaders provide advice for teachers on providing support to individuals with Special Educational Needs, including More Able and Talented children. Children's individual needs are addressed through in-depth planning and the provision of resources which support learning. Targets identified in children's Educational Health Care Plans, on One Plans and Provision Maps are specified in teachers' planning.

Reading interventions

At Riverside, we use the following interventions and screening assessments to ensure all our children keep up with their peers.

- EYFS - all children are screened with The Nuffield Early Language Intervention (NELI) (20 weeks) which is an oral language programme. It is a targeted programme for children between the ages of 4 and 6. It is delivered in the first year of primary school. The programme is targeted at children who show weakness in their oral language skills and are, therefore, at risk of experiencing difficulty in education. The intervention is delivered by trained teaching assistants. Sessions focus on improving children's vocabulary, developing narrative skills, encouraging active listening and building confidence in independent speaking.
- Year 1

- additional phonics sessions are provided for children who are at risk of not passing the phonics screening test in the summer term. These phonics sessions are held during assembly times so that children do not miss out on curriculum learning.

- the lowest 20% of readers will be heard reading in school more often. Some children will read to a year 5/6 reading Buddy, an LSA, a volunteer of the class teacher several times throughout the week.

- Year 2

- all children are provided with a Nessy account which helps children to secure their reading and spelling knowledge. Children are timetabled to use the Nessy programme during registration times and assembly times. Children are able to access Nessy from home too.

- The children who did not pass their phonics reading intervention are in a Codex group. This group is instructed by a qualified teacher during afternoon lessons 4 times a week for 30 mins.

- Year 3

- all children from 2023 will be screened for dyslexia using Nessy Mountain.

- KS2

- For children who are not achieving age related expectations in reading, on their Accelerated Reader assessments or end of term assessments we will provide an opportunity for these children to have time to complete Read Theory during assembly times. Read Theory is an adaptive reading comprehension programme that adjusts to each student's specific reading level. All children in KS2 have a Read Theory account and are able to access this from home.

- For children who did not pass their phonic screening test in year 2, they will receive further phonics teaching. At present, as the children have not completed Floppy Phonics in KS1, we are following the Floppy Phonics programme.

- For children who still require further support we use the reading and spelling programme Hornet. Hornet's exercises use the basic phonic sounds of the alphabet code. It is based on phonics and rules and the development of the ability to process sounds; particular vowel sounds.

- Disadvantaged children and children who are at risk of not making age related expectations, have bespoke, teacher led interventions for reading. The teachers will plan and teach a sequence of lessons to be taught to a group of children who have similar gaps in their reading.

For further information on how we support our SEND children to read, please read in conjunction the SEND + PPG policy

Equality

This policy and procedure is subject to The Equality Act 2010 which recognises the following categories of individual as Protected Characteristics: Age, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion and Belief, Sex (gender), Sexual orientation and Disability.

Review

All Riverside Primary policies are reviewed at least every three years.

Next review date: September 2023.