

WINGROVE PRIMARY
SCHOOL



Policy Statement for
Reading

Subject leaders: Trish West
Sara Kane (Early Reading Lead)
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Intent

English is a vital way of communicating in school, in public life and internationally. Literature in English is rich and influential, reflecting the experience of people from many countries and times. In studying English pupils develop skills in speaking, listening, reading and writing. It enables them to express themselves creatively and imaginatively and to communicate with others effectively. Pupils learn to become enthusiastic and critical readers of stories, poetry and drama as well non-fiction and media texts. The study of English helps pupils understand how language works by looking at its patterns, structures and origins. Using this knowledge, pupils can choose and adapt what they say and write in different situations.

Reading, as part of the English curriculum, is an essential life skill that provides access to the experiences of people from different cultures and times. Children must acquire good reading skills in order to access the information that will support their development in all curriculum areas.

At Wingrove our intent is to provide children with the skills in reading in order that they achieve their full potential and can take an active role in society.

- ◆ to learn to read a range of fiction and non-fiction texts confidently and independently whilst expressing their own opinions about them;
- ◆ to develop early reading skills in phonics and apply to reading;
- ◆ to foster a love of reading for pleasure;
- ◆ to help every child become a reader for life;
- ◆ to provide a wealth of challenging, motivating stories, poems and non-fiction that will develop their vocabulary, comprehension and love of reading;
- ◆ to learn to speak confidently, listen to what others have to say and to explore language in imaginative ways through role-play and drama;
- ◆ to listen, understand and respond to others;
- ◆ to develop the ability to extend and value individual and group responses.

We are continually aiming to raise the standards of achievement of all pupils at Wingrove School.

The National Curriculum

The DfE National Curriculum (2014) clearly states that developing children's language and literacy skills are 'essential to [them] participating fully as a member society'.

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

- word reading (learning to read)
- comprehension - both listening and reading (reading to learn)

It is essential that teaching focuses on developing pupils' competence in both dimensions.

DfE National Curriculum (2014)

The National Curriculum describes what must be taught in Key Stages One and Two. Each teacher at Wingrove School follows the Reading programmes of study thus ensuring continuity and progression in the teaching and learning of English.

In the Foundation Stage - Nursery and Reception - the curriculum is guided by the Early Learning Goals which lead directly into the National Curriculum.

Implementation

How we provide a rich reading experience for all our children

- ◆ reading for pleasure: an agreed progression of read-aloud stories and novels across the school;
- ◆ high quality texts used across the curriculum for reading to learn and consolidate reading skills;
- ◆ validated phonics programme – Little Wandle Letters and Sounds Revised;
- ◆ range of reading books that develop a progressive knowledge of phonics;
- ◆ range and quality of early literacy experiences;
- ◆ teaching of reading strategies for fluency, independence and confidence;
- ◆ shared reading to model and teach reading strategies;
- ◆ guided reading lessons.

Impact

As we believe that reading is key to all learning, the impact of our reading curriculum goes beyond the result of statutory assessments. Children have the opportunity to enter the wide and varied magical worlds that reading opens up to them. As they develop their own interest in books, a deep love of literature across a range of genres cultures and styles is enhanced.

Through the teaching of systematic phonics and reading enquiry, our aim is for children to become fluent and confident readers who can apply their knowledge and experience to a range of texts through the Key Stage 2 curriculum.

As a Year 6 reader, transitioning into secondary school, we aspire that children are fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning and all areas of the curriculum. 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.

Phonics

At Wingrove, 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 Wingrove, 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.

Comprehension

At Wingrove, we value reading as a crucial life skill. By the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Because we believe teaching every child to read is so important, we have a Reading Leader who drives the early reading programme in our school. This person is highly skilled at teaching phonics and reading, and they monitor and support our reading team, so everyone teaches with fidelity to the Little Wandle Letters and Sounds Revised programme.

Foundations for phonics in Nursery

- We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. These include:
 - sharing high-quality stories and poems
 - learning a range of nursery rhymes and action rhymes
 - activities that develop focused listening and attention, including oral blending
 - attention to high-quality language.
- We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

Daily phonics lessons in Reception and Year 1 and 2

- We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
- We follow the *Little Wandle Letters and Sounds Revised* expectations of progress:
 - Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
 - Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Daily Keep-up lessons ensure every child learns to read

- Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.

- We timetable daily phonics lessons for any child in Year 2 or 3 who is not fully fluent at reading or has not passed the Phonics screening check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the Little Wandle Letters and Sounds Revised assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources – at pace.
- If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics ‘catch-up’ lessons to address specific reading/writing gaps. These short, sharp lessons last 10 minutes and take place at least three times a week.

Teaching reading: Reading practice sessions three times a week

- We teach 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 and book matching grids
 - 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.
- In Year 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

Home reading

- The decodable reading practice book is taken home to ensure success is shared with the family.
- Reading for pleasure books also go home for parents to share and read to children.
- We use the Little Wandle Letters and Sounds Revised parents’ resources to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

Ensuring reading for pleasure

‘Reading for pleasure is the single most important indicator of a child’s success.’
(OECD 2002)

‘The will influences the skill and vice versa.’ (OECD 2010)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Wingrove and our local community as well as books that open windows into other worlds and cultures.
- Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- In Nursery/Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- All children have the opportunity to visit the school library on a weekly basis. They choose a 'Reading for Pleasure' book which they can share with their families at home.

Assessment

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

- **Assessment for learning** is used:
 - daily within class to identify children needing Keep-up support
 - weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
- **Summative assessment** is used:
 - every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.
 - by SLT and scrutinised through the *Little Wandle Letters and Sounds Revised* assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

Statutory assessment

- Children in Year 1 sit the Phonics screening check. Any child not passing the check re-sits it in Year 2.

Phonics progression

Reception

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	is I the

Autumn 2 Phase 2 graphemes	New tricky words
ff ll ss j v w x y z zz qu ch sh th ng nk <ul style="list-style-type: none"> • words with -s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with -s /z/ added at the end (bags sings) 	put* pull* full* as and has his her go no to into she push* he of we me be

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Spring 1 Phase 3 graphemes	New tricky words
ai ee igh oa oo oo ar or ur ow oi ear air er <ul style="list-style-type: none"> • words with double letters • longer words 	was you they my by all are sure pure

Spring 2 Phase 3 graphemes	No new tricky words
Review Phase 3 <ul style="list-style-type: none"> • words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words • words with s /z/ in the middle • words with -s /s/ /z/ at the end • words with -es /z/ at the end 	Review all taught so far

Summer 1 Phase 4	New tricky words
Short vowels with adjacent consonants <ul style="list-style-type: none"> • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -est 	said so have like some come love do were here little says there when what one out today

Summer 2 Phase 4 graphemes	No new tricky words
Phase 3 long vowel graphemes with adjacent consonants <ul style="list-style-type: none"> • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: -ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est • longer words 	Review all taught so far

Year 1

Autumn 1	Review tricky words Phases 2–4
Review Phase 3 and 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today

*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

Autumn 2 Phase 5 graphemes	New tricky words
/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	their people oh your Mr Mrs Ms ask* could would should our house mouse water want

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Spring 1 Phase 5 graphemes	New tricky words
/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup	any many again who whole where two school call different thought through friend work

Spring 2 Phase 5 graphemes	New tricky words
/ur/ or word /oo/ u oul awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor	once laugh because eye

*The tricky words 'half' and 'father' may not be pronounced as this in some regional pronunciations; in which case, they should not be treated as such.

Summer 1: Phonics screening check review – no new GPCs or tricky words

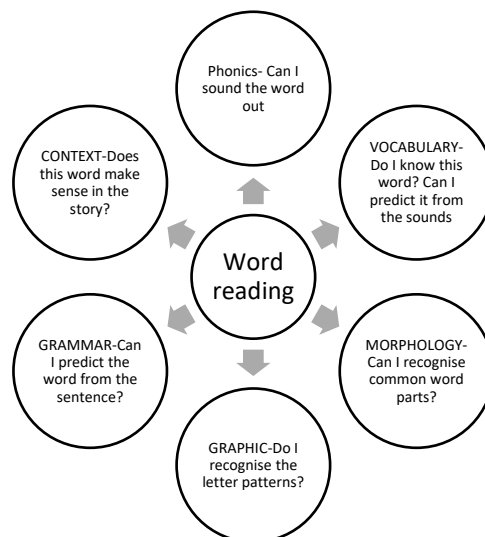
Summer 2 Phase 5 graphemes	New tricky words
/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more	busy beautiful pretty hour move improve parents shoe

As well as dedicated time for stories across the school, in EYFS there is also dedicated time for poetry and singing.

Nursery	Reception
Baa, Baa, Black Sheep	Apples and Bananas
Five Little Speckled Frogs	Five Little Ducks
Hickory, Dickory Dock	Five Little Monkeys
I'm a Little Teapot	Heads, Shoulders, Knees and Toes
Incy Wincy Spider	Hey Diddle Diddle
Mary Had a Little Lamb	Humpty Dumpty
Old MacDonald Had a Farm	I Can Sing a Rainbow
Polly Put the Kettle On	Jack and Jill
Row, Row, Row Your Boat	Ten Green Bottles
Twinkle, Twinkle Little Star	Ten in the Bed
The Wheels on the Bus	Wiggly Woo
Wind the Bobbin Up	Zoom, Zoom, Zoom

Children in KS2 who are not yet secure in their phonological knowledge, or those new to English, also receive targeted reading interventions.

Some words can be read by blending phonemes in sequences, but many demand more than just phonics. This is where we teach a wider range of strategies as the children become more fluent in their reading.



Talk For Writing

We use many of the Talk For Writing strategies as the main conduit for the teaching of reading.

There are two aspects of the T4W process that involve reading:

- ◆ reading as a reader;
- ◆ reading as a writer.

Reading the text as a reader:

- ◆ read, re-read, discuss and enjoy the written text fluently and with expression as a shared text – usually from an enlarged version.

Comprehension:

- ◆ identify evidence in the text, which answers questions – literal and inferential , mark up the text;
- ◆ identify key language features built in to the text and discuss their meanings and effects e.g. what difference would it make if they were changed?

Vocabulary:

- ◆ check meanings of words and phrases and explore their use investigate alternatives to author's choices etc.
- ◆ magpie words and expressions –save for future use

Text structure:

- ◆ identify sequence and story plot of text ready for boxing up

Reading the text as a writer:

- ◆ boxing up, labelling each section of the text in sequence to capture its overall structure
- ◆ then identify key elements of each section in generalisations that can be applied to other content
- ◆ co-construct toolkits focussing on how writers create an effect
- ◆ ensure that working walls or washing lines display maps, texts, word banks, sentence patterns, etc.

Shared Reading

This is a crucial part of our teaching process where the teacher models reading strategies. This is based on the following pieces of research and guidance:

Effective readers use a range of flexible reading comprehension strategies so quickly and automatically...we hardly notice they are taking place.

(Michael Pressley 2012)

The [EEF KS2 Literacy Guidance](#) document states that "*reading comprehension can be improved by **teaching pupils specific strategies that they can apply both to monitor and overcome barriers to comprehension***". It goes on to say "**strategies should be modelled and practised to ensure they become embedded and fluent**". It concludes that "*The potential impact of these approaches is very high, but can be hard to achieve, since pupils are required to take greater responsibility for their own learning. This requires them to learn three things: what the strategy is, how the strategy is used, and why and when to use the strategy. **Developing each of the strategies requires explicit instruction and extensive practice***".

In Key Stage 1 this may include:

- ◆ apply and practise phonics in context;
- ◆ teach text direction and 1:1 word correspondence;
- ◆ model and teach punctuation;
- ◆ make deliberate errors for children to spot, discuss and correct;
- ◆ mask words, part words, phrases etc. for prediction (cloze);
- ◆ re-read for fluency and accuracy -up to appropriate speed and expression;
- ◆ explore and infer word meanings –to extend vocabulary
- ◆ discuss to develop comprehension.

In Key Stage 1 and 2, to encourage deeper exploration of a text we use 'book talk' or 'read aloud, think aloud'. This is where the adults models deeper understanding of the text through asking open ended questions out loud. We teach readers to be active thinkers in the moment of reading.

The guidance for this process is as follows:

- ◆ teach specific comprehension strategies;
- ◆ model the *read aloud-think aloud* method with the whole class on a regular basis;
- ◆ give the children opportunities to rehearse and consolidate using the strategies independently and in guided groups;
- ◆ focus on one strategy by using whole-class read aloud-think aloud;
- ◆ practise the strategy in small groups and over a number of sessions;
- ◆ when introducing a new strategy, ask pupils to use the strategy/ies already shown;
- ◆ model using multiple strategies;
- ◆ model across the curriculum.

We use the following format with the children when teaching comprehension strategies.

- ◆ make connections with your own experiences, other texts and world knowledge
- ◆ make predictions asking yourself, 'I wonder why/what/if...' then read on to find out more
- ◆ visualise- create pictures in your mind about what you are reading
- ◆ infer- use clue in the text and think like a detective
- ◆ notice when your understanding has broken down and know how to fix it
- ◆ watch out for important words and phrases which will help with your understanding
- ◆ summarise- pick out the main ideas and information in the text- use skimming and scanning techniques
- ◆ think about the author's intent. What are they trying to convey in the text?

Guided Reading

Children put into practice their developing expertise at an appropriate level in a structured situation. The teacher differentiates the instructional reading programme

and guides groups of children who have reached a similar level of skill to develop independent reading strategies on new and increasingly challenging texts.

- ◆ It is a carefully structured session with a clear learning objective involving the application of new skills in context;
- ◆ Uses a partnership approach that includes direct teaching and is tailored to specific needs of individuals or groups;
- ◆ The text used increases the reading challenge of the individuals and requires the teacher to guide pupils through the text;
- ◆ The teacher re-focuses on the text, re-models the questions asked, increases and decreases the pace as appropriate.

Cross Curricular Reading

In order to create a cohesive and meaningful learning programme for our children, we identify links during the planning stage and give children the opportunity to use their subject knowledge and skills in real contexts. Cross-curricular reading offers a creative way to develop children's knowledge, skills and understanding while motivating them to learn through stimulating, interconnected topics.

Teachers are expected to plan two cross curricular reading activities across a week where the children will be 'reading to learn' but also rehearsing and consolidating the whole range of reading skills.

For example, historical documents have the potential to offer a full range of genres from letters and diaries to official speeches and reports, from narrative accounts to poetry, from instructions to persuasive arguments and advertisements. As such, they make excellent shared texts introducing children to new ideas, vocabulary and forms of language. The historical context connects the children with the people, society and situation that produced a particular document, engaging them imaginatively in exploring its wider meaning. Reading historical documents includes reading as a technical exercise in comprehension and deconstruction, but goes way beyond this to the higher literacy of understanding meaning, situation and significance.

This approach is used across all subject areas.

Display

We recognise the important role display has in informing, stimulating, motivating and celebrating the work of our pupils. Reading will be in evidence in all classrooms. Each class must have an English learning wall.

The purpose of a learning wall is to support the children in their current learning and enable them to become more independent. Both aspects are of utmost importance in the primary classroom.

All children must be taught how to use it and teachers must keep it up to date with the current unit being taught.

A learning wall should include the following:

- ◆ learning objectives;
- ◆ immersive examples eg the text type – annotated with key features and questions for the children to consider and respond to;

- ◆ key vocabulary and images as appropriate;
- ◆ examples of the teacher's work/modelling from the lesson, accompanied by annotation.

Reading into writing scaffolds on the Washing Lines

Reading is an essential part of the reading into writing process. It is through reading high quality texts, linked to the writing outcome, that the children will explore the range of authorial techniques used by writers to keep the reader engaged, intrigued, informed.

Washing lines are an important part of the process and must be present in all classes.

Throughout the teaching process, examples of vocabulary, grammatical techniques etc. used by the author will be collected and displayed on the washing lines.

The line is to provide a display of ongoing work that acts as a constant reminder and resource for children's learning. They are a focal point for thinking, displaying what has been read. The work displayed must be constantly referred to and used by the teacher and class. The materials displayed on the washing lines and learning walls are there as a scaffold and to encourage independent learning. Therefore, children must be taught and encouraged to use them in their writing and oracy.

The washing line will hold examples of the following:

- sentence work;
- vocabulary;
- text extracts.

It is essential that the display is constantly referred to so that it can be drawn upon when writing.

Class Novels, the Reading Spine and Reading for Pleasure

In KS2, each year group has a class novel for each term/half term. These have been mapped out progressively and are the inspiration for much of our writing and cross curricular work, including PHSCE.

There is a class set of each book.

There is also a reading spine from which the teachers can choose books to use as part of the curriculum but also as part of '*Reading For Pleasure*'.

Reading for Pleasure is promoted in a number of ways:

- ◆ 3.00pm – Dedicated time for adults to read to the children
- ◆ lunchtime reading clubs;
- ◆ themed reading weeks;
- ◆ author visits;
- ◆ book displays;
- ◆ reading buddies.

Impact - Assessment and Record Keeping

At Wingrove we are continually assessing our pupils and recording their progress. Reading records will also be kept in a file. Assessment outcomes are used to inform the next cycle of planning thus ensuring a match of work to the needs of the pupils and ensuring progress. (See assessment policy for further detail).

Assessments are carried out on three levels:

Short term assessments are an informal part of every lesson (AFL). Teachers assess children on a daily basis through questioning and evaluating daily outcomes. Marking provides children with clear information on where they have achieved the learning objective (highlighted in green) and how they can improve (highlighted in pink).

Medium Term assessments are carried out half-termly in order to track individual children. Assessments will be annotated and a grade is assigned to each piece of work. The grades will be recorded on the trackers at key times throughout the year. Assessment outcomes are analysed by subject leaders and provide the focus for development within the subject for the coming year.

We use Test Base to help us assess each term though these assessments are supplemented with the AFL that has been carried out over the previous weeks.

Reporting

All parents receive an annual written report which includes a summary of their child's progress in English over the year. In year 2 and year 6 this will include the results of the SATs tests which are undertaken during May. Parents will also be informed of ongoing progress via assessment cards presented at each of the three parents' evenings.

Equal Opportunities

As a staff we endeavour to maintain an awareness of, and to provide for, equal opportunities for all pupils in literacy. We aim to take into account cultural background, gender and any special need, both in our teaching attitudes and in the published materials we use with our pupils.

Children with Specific Needs (English as an Additional Language or Special Educational Needs)

We aim to fully include all pupils within all lessons so that they benefit from listening to and participating with others in demonstration, discussion and explanation. This also ensures these children are receiving a broad and balanced curriculum.

Teachers will, in consultation with the inclusion manager, draw up a support plan for the child, which will describe the provision required in order for the pupils to make good progress and achieve their potential. From this document, the teaching team will plan appropriate learning for English and other subjects where writing is involved. The SCART document will be the assessment tool used to support the planning process.

There are a variety of ways in which the teachers will plan learning so the children can access the curriculum. Examples of how this may be done, includes one or more of the following:

- adult support in a small group or 1:1;

- simplified text;
- modified learning objective;
- variation in outcome;
- pre-task teaching;
- visual support;
- higher level of scaffolding.

More Able Pupils

Children, are taught in register groups within the appropriate peer group. They are extended through differentiated work.

Homework

Homework will be given out on specified days across the year groups. Parents will be informed every term of changes to routines. Homework across the school will consist of a reading book which will be taken home on a regular basis as well as a list of key words to spell. In Key stage 1 and 2, homework will increase to include reading books, spellings for the week as well as work which will be linked to work in class and to the in-school spelling programme. See homework and marking and feedback policies.

