

Reading Policy



*'Learning for life,
building a firm foundation'*

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At All Saints, we believe that our vision, '*Learning for life, building a firm foundation*', is important in terms of reading because children need firm foundations on which to build in all aspects of their lives. In the case of this policy, that means supporting our children through rigorous teaching and assessment to become fluent readers and writers.

We teach early reading skills through Twinkl Phonics, which is a systematic and synthetic phonics programme approved by the Department for Education. We start teaching phonics in Nursery/Reception and continue through Key Stage 1 and into lower key Stage 2 (as required), following the Twinkl Phonics progression map, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. Developing understanding of texts is taught through focussed comprehensions lessons.

The class story time is an essential part of developing a love for reading and is an opportunity to share favourite stories, new stories, classic stories, poems, nonfiction and revisit traditional stories, myths and legends from Britain and other cultures.

All children must also have a dedicated uninterrupted time to read independently an appropriate text at least once a week. Younger children and those at the earlier stages of reading may also use this time to read to an adult (including the trained reading volunteers).

Reading feeds pupils' imagination and opens a treasure-house of wonder and joy for curious young minds. It is our aim that, by the end of their primary education, all pupils can read fluently, and with confidence, in readiness for their reading journey in Key Stage 3 and beyond.

Aims

Through the reading curriculum and our practice, we:

- Develop word reading and language comprehension.
- Demonstrate aspirational language and grammatical structure.
- Inspire and enthuse children to make comments and ask questions about the world around them.
- Develop children's self-respect and encourage children to respect the ideas, attitudes, values, and feelings of others in discussions of texts.
- Have themes that help our children to develop and promote the school's values.
- Support the children's personal, social, spiritual, and emotional needs.

- Show respect for all cultures and faiths and promote positive attitudes towards other people by reading texts which reflect the wider community and cultural diversity of the world.
- Allow children to build on their skills independently and develop their love of reading.
- Raise standards of achievement in reading by having a consistent approach to teaching of phonics, vocabulary development and reading.
- Recognise the value of parents / carers as essential partners in supporting and developing children's reading skills and love of reading.

Early Years Reading

In Nursery and Reception, stories, rhymes, poetry, and nonfiction texts are carefully chosen and used to underpin half termly topics. Teachers use these texts to plan and model early reading skills and vocabulary development. Reading skills are planned for and demonstrated using high-quality texts linked to the topics for each half term. Teacher and adults 'talk aloud' the reading skill, demonstrating the skill to the class or small group. Nursery rhymes, number rhymes and songs are shared every day to develop awareness of language, rhyme and build a bank of rhymes and songs that children can enjoy. Adults model reading the words, labels and captions displayed throughout the learning environment and correct nonstandard spoken English.

Both Nursery and Reception follow the appropriate stages from Twinkl Phonics- this is a rigorous systematic phonic scheme, using its own letter sayings and actions to support children develop their skills at fluently segmenting and blending decodable words. Additional intervention sessions for children identified through rigorous assessments, will be taught for those children who are at risk of falling behind age-related expectations. In Reception, reading (using phonic skills and developing comprehension) is also taught through structured daily lessons using the Twinkl Phonics reading scheme which enables children to apply the phonics they have been taught through linked books. By the end of summer term, phonics teaching will account for at least an hour our of the daily teaching time (this includes phonics, reading and other activities).

Reading is a priority in Reception therefore additional time may be dedicated to the teaching of phonics and reading based on assessments and the needs of the class.

Key Stage 1 Reading

Children in KS1 have reading at the heart of their English lessons to develop happy, healthy, and curious learners who read confidently and independently by the end of Year 2.

All children have two daily phonics lessons which follow Twinkl Phonics and use Twinkl reading books which are fully decodable and match the sounds and words each child is currently learning to enable them success and develop the confidence to 'see' themselves as readers. Reading comprehension is taught during reading practice sessions and as a whole class. In addition, teachers carefully plan for reading skills to be demonstrated using high-quality texts which are part of the half-term topics. Some children, who are below age-related expectations, in Year 1 and Year 2 have interventions to help improve segmenting and blending phonic skills, word reading skills and strategies to engage with texts in addition to the whole class sessions.

Reading is a priority in Key Stage 1 therefore additional time may be dedicated to the teaching of phonics and reading based on assessments and the needs of the class.

Children requiring extra support for phonics and reading are identified swiftly through rigorous assessment. Extra support is available through pre-teaching and overlearning with the aim of enabling them to make rapid progress to 'keep up'. If progress is not made, extra intervention and specialist support will be investigated.

Reading in Key Stage 2

As the children progress through primary school, we aim to build on the reading experiences already acquired. The aim is to develop independence, fluency, and self-reliance. A greater variety of texts (novels, poems, nonfiction texts and extracts) are made available to allow for more depth, choice, and enjoyment.

In Key Stage 2, there should be at least three 30-minute reading lessons a week. Reading is a priority in Key Stage 2 therefore additional time may be dedicated to the teaching of phonics and reading based on assessments and the needs of the class.

All reading lessons in KS2 follow a whole class approach, with work differentiated for less confident readers, and additional sessions for children who cannot decode. The purpose of a whole class reading approach is to teach the skill involved in being a good reader in the best way possible for the children

of that age group. The longer, whole class session allows the teacher a greater amount of time to teach focused skills rather than skimming over them. The whole class reading model allows all children to participate in high quality discussions and access higher level texts and language.

Groups who are not involved in the whole class guided reading session will be given activities appropriate to their level which will either prepare them for their tailored session. This group of children must have very specific reasons for not participating in the whole class reading session (IEP, EHCP, significantly below age-related expectations) and their reading session should follow a similar structure to the whole class read but at an appropriate level with suitable texts.

Whole Class Guided Reading

Whole class guided reading takes place in addition to English lessons throughout the school. In key stage 1, teachers use phonic-based books from the Twinkl Phonics reading scheme which matches the phonics taught. Each child has an individual copy to read and discuss from. This is an opportunity for children to apply their growing phonic skills, develop fluency and vocabulary, and discuss texts in a focussed session.

In key stage 2, children should read whole texts and extracts to ensure that they are engaging with different genres of text including fiction, nonfiction, and poetry. A range of strategies are used to develop reading fluency and comprehension:

- Teachers and teaching assistants will model reading aloud and demonstrate the reading skills for example thinking aloud ways to understand a word in context or understand how a character behaves and why.
- Explore background knowledge, including unfamiliar vocabulary, to enable a deeper understanding of the text read.
- 'I do-you do': children may repeat back parts of a text that a teacher has read to develop fluency and expression.
- Partner reading (with clear roles) enables all children to participate.
- Text specific questioning and discussion.
- Teachers plan for text comprehension skills using **VIPERS** (**V**ocabulary, **I**nference, **P**rediction, **E**xplanation, **R**etrieval and **S**equence or **S**ummarise) to ensure that the reading curriculum is appropriately covered. Initially teachers will focus on **V**ocabulary and an additional skill to ensure that

children understand the specific skill. Ultimately sessions will involve all of the VIPERS when children are familiar with their purpose in questioning and text comprehension.

Assessment

Throughout the reading lessons and in other lessons throughout the curriculum opportunities for formative assessment will occur. Teachers will use these ongoing daily assessments to support the teaching for children.

Reading records build up a picture of the child as a reader, identify their strengths, weaknesses and determine the appropriate teaching strategy for individuals.

In Early Years, Key Stage 1, Year 3 and for children with specific phonic needs in Years 4, 5 and 6, phonics records will be used to identify children's progress and those children who may need additional support.

PM Benchmark is used, at least termly, with all children from summer term in Reception onwards who are not reading at the expected level for their year group. These assessments are used to identify specific areas for teachers to plan additional support and interventions.

Testbase Merit termly summative assessments will be used in Years 2,3,4,5 and 6 as a diagnostic tool for next steps for all children and in particular those requiring further intervention.

The school's assessment system (Sonar) enables teachers to monitor progress, identify next steps in teaching and learning, and identify any children needing additional support.

Reading Books in Classrooms

Throughout the school a range of books are used to develop reading skills and a love of reading. In the early stages of reading, Twinkl phonics books are rigorously used based on careful assessments and aligned to the Twinkl phonics scheme. Appropriate phonic-based reading books are used for Key Stage 2 children who require additional support in decoding words.

Picture books, including those with no text, graphic novels and 'hybrid texts' are used to engage and stimulate the reader's mind. Short stories and novels are used throughout Key Stage 1 and Key Stage 2 at an appropriate reading level to engage the reader, develop their understanding of the world around them and sustain their love of reading. Carefully selected stories, novels, poetry, fairy

tales, myths and legends linked to the curriculum themes will draw on our diverse literary heritage.

A wide selection of nonfiction books, including picture books and hybrid texts will support children to engage with content in other subjects outside of the reading lessons. For example, these may be linked to bible stories in R.E. lessons, topics in history or science.

Books in the classroom should be in good condition and displayed in a way to engage the reader. All classrooms must have a book area and a core topic display including a wide range of reading materials. Key Stage 1 and 2 also have library areas near their classrooms which have a range of appropriate level reading texts for the readers in their classes.

Parents as Partners

Research has also repeatedly shown that parental involvement in their child's schooling is a more powerful force than other family background variables, such as social class, family size and level of parental education. We recognise and value the important role parents play in education as they know their child best. Consequently, we encourage parents to engage in an active partnership with the school. In Nursery, children take home story sacks and a 'Reading bear' with a comment book is sent home to share with parents.

All children from reception through to Year 6, will take home two books (this may include an online text linked to the Twinkl Phonics scheme or through Purple Mash and a reading for pleasure book a week). The books may be a short story, longer novel, nonfiction text, poem, or rhyme. All children are expected to read daily, and the reading diary should be completed by an adult for children in Reception to Year 6. In Key Stage 2, children may have an online reading journal (on Purple Mash) which they should also complete.

The children then take these books home for the week to read. They must be in school every day for 1:1 reading as children in Early Years and Key Stage 1 will share their books with an adult during the week. All staff have a rota so that every child is heard reading individually at least once a week (either the home reading book or an appropriate book in class).