



# **Reading Policy**

## **September 2022**

**Dated: Autumn Term 2021**

**Review Date: Summer Term 2022**

## **1.Introduction**

The objective of this policy is to give direction to staff with regard to providing a sufficiently broad and challenging Reading curriculum, ensuring that teaching of reading is of a consistently high standard.

At Firs Primary School we deliver the national curriculum programmes of study for reading at key stages 1 and 2, which consist of two dimensions:

- word reading
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each. 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. 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.

## **2.Aims (Intent)**

We intend to:

- Support every child to develop a love of reading, recognising that reading is the key to independent learning.
- Ensure that, wherever possible, children leave us decoding fluently whilst also reading for meaning and with expression.
- Enable all pupils to use a wide range of cueing strategies.
- Systematically track the reading of every child including new arrivals.
- Ensure children access top quality children's literature appropriate for their age, including literature which champions diversity and has characters and role models from a range of backgrounds and cultures, so all children can find themselves reflected in the books they hear and read.

- Work with parents in partnership to develop children’s reading.
- Ensure that the school environment encourages children to read and love books.

### 3. Organisation (Implementation)

#### Word Reading

At Firs Primary School we follow the Read, Write Inc (RWI) phonics scheme when teaching phonics to children who are at the early reading stage of their development (children in the Early Years Foundation Stage, Year 1 and older pupils who have limited or no prior schooling in English).

The Read Write Inc Phonics Policy sets out the organisation of the scheme, including the teaching, monitoring and assessment of Early Reading skills at Firs Primary School.

#### Comprehension

Firs Primary School follows the Talk for Writing approach to teaching writing, and within the teaching sequence there is a strong focus on teaching children how to read both as a reader and also as a writer. This enables teachers to incorporate the teaching of reading strategies into daily English lessons. This is supported by the ERIC approach (based upon Reciprocal Reading) which explicitly teaches the skills needed for effective comprehension; explain, retrieve, interpret and choice.

- **Explain:** children learn the meanings of new vocabulary and subtle differences in meaning. This aspect also incorporates the Word Aware teaching strategy and teaches children the definitions, synonyms and phonology of new words.
- **Retrieve:** children learn to answer simpler retrieval style questions which require them to find information in a text or extract.
- **Interpret:** children learn to recognise hidden meanings within texts and answer inference-based questions.
- **Choice:** children learn to understand why authors make certain choices in their writing e.g. in relation to word choices or presentation.

Children at an early stage of reading have additional opportunities to practice their comprehension skills within their daily RWI lessons – in which teachers model thinking aloud about the story that is being read and ask targeted questions.

Older children and fluent readers access the Accelerated Reader program in which short quizzes are used to assess their understanding upon completion of an independent reading book.

### **Reading Books**

All children working at the Early Reading stage work through the Read, Write Inc reading books at the appropriate level matched to their phonological skill level. This starts at learning the speed sounds in set 1,2 and 3, moving through oral blending and blending sounds in words, to then accessing story books at the correct level from Ditties to Grey. Suitable books to choose from are available in each year group and are monitored by the English coordinator and reading leaders.

Each week every child takes home a RWI book appropriate to the level they read independently and they access in their phonics group. If a child does not access a RWI book, they take home the sounds and practice their blending to help them learn the skills to access a RWI levelled text.

Children in RWI can also access reading books from the Oxford Reading Tree (ORT) range. This provides them with a wider variety of reading materials and the reading leader has provided teaching staff with a document to ensure that the ORT book level is equivalent to the RWI level they access.

Once children have completed the Read Write Inc scheme and can read confidently and fluently, they can access Accelerated Reader. Children complete the Star Reading Assessment which provides a reading age and book level appropriate to the child's decoding and comprehension skills. They can then choose a book from the identified range within the library or their own classroom book corner.

Children who are at the early stage of reading (ie in RWI) also take a picture book home to share with their family to extend their vocabulary and to further promote the love of reading. Each family is encouraged to read the same story few times throughout the week to develop understanding of the text.

In order to celebrate the range of languages in the school and encourage the development of pupils' home languages, the school library has a range of bilingual books in a variety of languages available for children to borrow.

Every child in the school, including those in Foundation Stage 1 and 2, is also given a MyON account. MyOn is an online library which enables children to access hundreds of electronic books from home on any electronic device e.g. phones and I pads. MyOn has an audio facility which supports early readers and pupils learning English as an Additional Language by exposing them to vocabulary they may not be able to decode themselves. This is particularly helpful for children whose parents have limited or no literacy skills in English, and are therefore unable to support them with wider reading at home.

## **Reading Records**

The school no longer provides individual reading records for pupils as high pupil mobility meant that this was an ineffective use of resources. We trailed paper copies of reading records as 'slips' but this also proved ineffective. Teachers keep written records for each pupil to make notes on 1:1 reading sessions which include next steps and skills demonstrated by the pupil. This supports ongoing assessment for learning. If parents have a concern or query regarding their children's reading, they usually voice this in person or over class Dojo.

Both MyOn and Accelerated Reader provide an electronic record of any books completed by children at home, and the AR short quizzes ensure that pupils are accurately comprehending what they have read. Class teachers can monitor this information and intervene by changing a pupil's reading level or supporting with more appropriate book choices where necessary.

## **Independent Reading in Key Stage 2**

Children in KS2 who are at the early stages of reading will take part in daily RWI lessons. During these lessons they have the opportunity to read a book at their level with the teacher, with a partner and independently throughout the week. They should also have the chance to read to their class teacher (who may not be their RWI teacher) at least once a week.

Children who are able to access the Accelerated Reader scheme have 10-30 minutes per day for independent reading time.

## **Promoting a Love of Reading**

At Firs Primary School we are passionate about instilling a love of reading in every child and so we offer a range of experiences throughout the year to promote reading for pleasure, and develop the children's wider understanding of literature. These include:

- Meet the Author visits as part of Derby Book Festival each summer for small groups of Year 2 and KS2 pupils. Books written by the authors are purchased for each class, and for children attending the visits.
- Celebration of World Book Day each year. Each child will receive a book token.
- Hosting the Travelling Book Fair, which enables pupils to purchase books at a discounted rate (and also helps to raise money for the school library).

Every class also has dedicated reading for pleasure time daily, in which the class teacher or TA reads a high-quality text to the class. This means that pupils are exposed to a range of high-quality children's books (including classics) throughout their time at Firs Primary School and they are supported to develop their cultural capital. Class Reader texts are chosen from Pie Corbett's Reading Spine as well as from a selection of texts which champion diversity taken from the 'Diverse Voices –

50 of the Best Children's Books celebrating cultural diversity in the UK' booklist. Class Reader texts are also supplemented by additional books in Key Stage 1 and the Early Years, where stories tend to be much shorter. NTE classes will use texts from KS1.

We also offer further opportunities for reading at playtimes and lunchtimes by:

- Staffing the library for two hours per day, to ensure that children can access it throughout lunchtimes.
- Providing a 'Reading Shed' on the playground, which provides a cosy space to read and a selection of books at different levels.
- Training 'Reading Champions' who are pupils that love reading and will read to, or with, others at playtimes, and providing Book Packs for them to use on the playground.

#### **4. Inclusion**

Care is taken to ensure that any SEND or catch up interventions are timetabled to ensure that children are never routinely or frequently missing any one subject.

Children at an early stage of reading take part in streamed group phonics lessons which meet their learning needs, as identified through half termly phonics assessments. Read Write Inc lessons are highly structured, and a mix of teacher directed, partner and independent work means that they are accessible for children with both SEND and EAL.

The teaching of reading skills within classes is differentiated using a variety of methods including; use of visuals and images to support the development of inference skills, coloured overlays/tinted paper and targeted questioning.

#### **5. Parental Involvement**

We offer workshops for parents to share knowledge of RWI and reading strategies to enable parents and carers to support their children at home. Each child has a My On account for them to access at home – this offers many opportunities for children to read with their families and test their understanding of texts.

#### **6. Assessment**

A combination of strategies are used to assess pupil's word reading and comprehension skills. The strategies used depend on the child's age and level of development in reading and include:

- Half termly (or more frequent) RWI assessments which assess phonic decoding skills
- Practice Year 1 phonics assessments
- Termly NTS tests (standardised)

- Practice SATs Reading papers
- 1:1 reading with the teacher
- Whole class reading comprehension questions based on short texts or extracts
- STAR reading tests
- Short comprehension quizzes once pupils complete a reading book
- Teacher questioning within RWI lessons or whole class ERIC lessons

## **7. Training**

Every member of staff takes part in two days of Read, Write Inc training as soon as possible after they begin working at the school. Until this point, they are heavily supported by the reading leader to ensure consistency of approach and skill in phonics teaching across the school.

The reading leader provides further CPD opportunities throughout the year by:

- Modelling and coaching where a training need is identified
- Providing regular 'RAG' rated feedback to teaching staff on observed lessons
- Holding RWI Development Days in partnership with a RWI consultant

The school is also working towards become a 'Talk for Writing' model school and staff have had several INSET days between 2019-21 as part of a long-term training plan. This has supported their understanding of teaching children to 'read as a reader' and 'read as a writer'.

Further training will be arranged as and when deemed necessary by the English coordinator in response to subject monitoring. In addition to training from external providers CPD may include; signposting to online resources to support subject knowledge, modelling lessons, 1:1 staff coaching.

## **8. Monitoring and Review**

The monitoring of the standards of children's reading and of the quality of teaching in reading is the responsibility of the English subject leader. The work of the subject leader also involves supporting colleagues in the teaching of Reading, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

The English subject leader writes an annual action plan in which she/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The English leader has specially-allocated, regular management time in order to review evidence of the children's work and undertake lesson observations of History teaching across the school.

## **9. Review and Adoption**

This policy will be reviewed annually, and was last reviewed by the English Coordinator in September 2021.

**Further Documents:** Read, Write Inc Phonics Policy 2021, Writing Policy 2021