



Everyone

Smile

Here.

Esh Church of England Primary School.

Policy for Reading



September 2021

Acts 15:31

'When they had read it, they rejoiced because of its encouragement.'

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1. Statement of Intent

Reading and Phonics

Reading is a life skill, and the gateway to learning. At Esh Church of England Primary school we want every child to leave school as a fluent reader, enabling them to be fully prepared for further academic study, and suitably equipped for the essentials of everyday life. Our aim is for children to leave school having accessed a core spine of texts, covering a range of genres, throughout the primary phase, and developed a passion and curiosity to want to continue their reading journey.

Planning

The school's curriculum objectives for reading will be reflected in long term, medium term and short term planning for English. In all plans there should be careful consideration for activities which are well matched to the range of ability. Short term plans will list specific objectives for each lesson and give details of how the lessons are to be taught including enrichment activities for the more able pupils and support for SEND pupils. Teachers in the Foundation Stage work to the objectives set out in the Early Learning Goals which underpin their curriculum planning. All National Curriculum Programmes of Study statements must be covered at least once in each key stage. During the school year, teachers may include short term themes in their planning, which promote favourite authors, popular titles or any aspect of the world of children's literature and reading for pleasure.

2. Key roles and responsibilities

The headteacher is responsible for:

- The day-to-day implementation and management of the Primary Reading Policy, in collaboration with the reading subject leader.
- Handling complaints regarding this policy, ensuring that the procedure outlined in the school's Complaints Procedures Policy is followed.

The reading subject leader is responsible for:

- Ensuring all teachers have familiarised themselves with the Primary Reading Policy.
- Supporting colleagues with any aspect of the Primary Reading Policy.
- When required, assist with the planning and selection of new resources.
- Inform staff of any updates to the Primary Reading Policy.
- Accept responsibility for guided reading resources and keeping colleagues informed of available resources.
- Liaising with the headteacher, link governor and report any developments to the Governing Body.
- Review and scrutinise class and year group assessment data in order to track pupils' progress.

- Monitor reading planning, observing and offering feedback on the teaching of reading.

3. Key stages

Whole school

- The school will observe national events, such as World Book Day and Children's Book Week, in order to help instil a passion in reading.
- Extra activities linked to reading, such as school trips and talks from guest speakers, will be throughout the year where appropriate.
- All pupils will have access to books from the school library. Pupils will also be encouraged to join their local public libraries and become enthused by reading.
- Staff should provide opportunities for all pupils to show they are developing an understanding of words, sentences, grammar and information they are using.
- All staff should be aware of the specific requirements of their subject and should prepare pupils where necessary. This could mean, for example, producing a glossary of specific terms used in a particular topic.
- Where possible, class texts will be linked to topic work.

EYFS and KS1

- Pupils will take part in group reading, e.g. whole class, using an interactive whiteboard or small group readers;
- One-to-one reading sessions with the pupils' classroom teacher or another adult are held at least twice per week.
- Pupils will participate in story time with their teacher every day.
- Pupils will either use the online Floppy's Phonics and Bug Club libraries or a physical reading book to take home and read with their parents.

KS2

- Pupils in KS2 will have the opportunity to read for pleasure at least once per week.

4. Parents and Carers reading at home

Esh C of E believes that parental involvement and encouragement can play a crucial part in pupils' reading development and we promote a home-school reading partnership by:

- Communicating with parents and sharing information with them through parent meetings, newsletters, diaries, and reading workshops.
- Giving pupils a physical reading book and/or access to e-book to read at home each day to further the skills they have learned during guided reading.
- Encouraging parents to make notes in the pupils' reading records about reading progress made at home.

Pupils are encouraged to read at home through the following methods:

- After school meetings with parents
- Information in school newsletters
- Reports for parents informing them of their child's progress

5. Equal Opportunities

Equal Opportunities

- We will ensure all children have equal access to the curriculum, regardless of gender, race or ability. Children with specific reading, speech and hearing difficulties will be identified and supported through intervention programmes in school.
- The books which our children read will be chosen carefully so that issues related to equal opportunities are handled sensitively.
- The interests of individual children will be taken into consideration when reading activities and materials are selected.
- We will ensure that the books and literature available to children represent as wide a range of cultures as possible.

6. Assessment and Record Keeping

Regular, ongoing and accurate assessment is essential to inform planning and ensure that all children make progress.

Progress is tracked through:

- regular assessment of skills against the national curriculum objectives,
- Floppy's Phonics assessments at the end of every half term to show progress of sounds/decoding and in order to match children to the correct reading level.
- summative comprehension tests completed termly in years 2-6,
- Star Reading Tests to establish ZPD scores and reading ages in Accelerated Reader and measure various levels of progress,
- ongoing assessment of fluency as children progress through the reading scheme.
- National assessment points in phonics and reading.

Our online tracking system Insight is used to record assessment judgements, and teacher judgements are supported by the school Progression Framework.

7. Teaching and Learning

Teaching

Class 1 (R/Y1)– Floppy's Phonics Scheme

All our pupils are taught to read using Oxford Owl's Floppy's Phonics. It is specially designed to teach children to read quickly and help them to become confident and fluent readers. It is a systematic and lively programme.

Children learn sounds throughout the year. In Reception they begin on Phase 2 with initial sounds and move to Phase 3 where they learn longer vowel sounds e.g. ai, ee and oo. They are taught to blend these letter sounds together to make words. In Y1 they continue with Phase 4 and Phase 5 where they learn alternative spellings to the Phase 3 sounds. 'Tricky' or 'High Frequency Words' are taught alongside. These are the most common words that children will encounter e.g. the, and, in, he, she etc. Many of these cannot be built up and need to be recognised by sight.

A few children, who need extra support to maintain progress, work with a teaching assistant or teacher for some extra time each day.

Home readers are eBooks matched to Floppy's Phonics enhanced by other Oxford Owl Scheme books like Word Sparks, Hero Academy, Alien Adventures and Adventure Mouse. These all use the same sounds they are learning in class. Online eBooks give greater access to a range of books. The children in Reception, Y1 and Y2 also take home a Collins Big Cat decodable Phonics reading book which matches the Phonics progression introduced through Floppy's Phonics. Real books are invaluable when promoting a love of reading as well as children learning to handle books correctly and know how books are read from left to right and top to bottom. Real books are vital for families who have slow internet access or none at all and also for children who find reading off a screen tricky.

Children's progress in phonics is continually reviewed through periodic phonics assessments and evidence from their reading and writing. Further intervention and support for individuals or small groups is identified through this. In June, the national Phonics Screening Check is undertaken to confirm that the children have learned to decode to an age appropriate standard and determines what level of provision they will require the following year.

Where required, small group or 1:1 phonics interventions continue to take place in other year groups focussing on addressing specific gaps in knowledge.

Class 2 – Bug Club

In Class 2 we use an online structured reading scheme – Bug Club, where books are allocated to a child and read at home with parents. Comprehension is developed through a series of interactive question bugs woven through the books. This scheme capitalises on children's interest in modern tablet technology and the bright, modern and wide-ranging series of texts provides a high level of engagement. Research has shown that children using the scheme make good progress in their reading age when compared with their peers. The high level of portability also makes Bug Club a flexible and convenient resource for parents.

Printed books are also offered as an alternative or to supplement the scheme where this is more appropriate for individual children.

<https://www.pearson.com/content/dam/one-dot-com/one-dot-com/global/Files/efficacy-and-research/reports/audited/Bug-Club-research-report.pdf>

Class 3 and Class 4 – Accelerated Reader

From Years 4-6, children have access to the Accelerated Reader program, with 30 minutes reading time included as part of the curriculum each day. Once a term, children take a STAR reading test to identify a zone of proximal development (ZPD) score. Children then choose from a selection of books in class at the appropriate level. After they have completed reading a text, pupils take a short online quiz assessing their understanding of the book. Each child has a target average quiz score of 85%, and this is monitored by teachers over time, so additional support and intervention can be introduced where required. Studies conducted by the EEF suggest that the programme offers significant improvement for weaker readers in the older age groups. Each year, a review is carried out to ensure appropriate texts are available for all levels, and investment is made where necessary to maintain engagement for all children.

<http://www.renlearn.co.uk/wp-content/uploads/2015/03/EEF-Accelerated-Reader-Summary.pdf>

Home Readers

Each child is given a reading record every year. There is space in the record for parents to sign when they have listened to their child read. Teachers or another adult in school will hear children read individually once a week. Phonics scheme books and Bug Club texts are used for home readers until children are confident enough to choose their own books. These can be borrowed from classes or from the school library, but children are also encouraged to read their own books from home.

Reading for Pleasure

To promote reading for pleasure we have a school library which is run by our Year 6 pupils. This has been refurbished. Favourite books are shared and recommended in a variety of ways, with teachers modelling the process of being readers. Each class has a 'book focus area' with a selection of fiction and non-fiction books children can choose to read. These areas may reflect current topics or areas of interest. Bedtime Story Nights are also held once a year usually in conjunction with 'World Book Day', when children are invited to come along after school in their pyjamas with a favourite teddy, have a hot chocolate and hear a story read by one of the teachers in school.

Teachers read aloud to pupils from a 'class novel' every day for ten minutes to help promote a love of reading. Texts used for class novels are separate to those used as part of English units and can be used as a way to introduce specific themes to the class; allow the children to have a hand in choosing their own texts; increasing the range and diversity of texts available to pupils or just share a really good story.

We take every opportunity possible to promote a reading for pleasure culture across the school may include the following activities:

- Adults and pupils sharing their favourite stories in worship;
- Pupils have access to the school library which is currently being refurbished – books are available in classes;
- Book boxes are placed on the yard to give children the opportunity to read outside in warm weather;
- An annual book fair promotes reading and raises money to add texts to the school library.

Comprehension Skills

Comprehension skills are explicitly taught as part of English lessons. They are also embedded whenever there is an opportunity for reading: through guided sessions, when reading whole-class novels, independently through Bug Club and Accelerated Reader, during 1:1 reading sessions (including volunteers). Parents are invited in to school at the beginning of the year to meet teachers, and are shown how reading is taught in each class. A separate phonics meeting is held for parents of children in Reception.

Children with Additional Needs

Teachers plan for children with additional needs within lessons, and pupils are supported in a number of ways. This could be through additional adult support, resources such as coloured overlays or scanning pens provided, or differentiation within the lesson. Reading interventions also take place on a regular basis including Lexia, Toe by Toe, phonics interventions, additional 1:1 reading, and small group/1:1 comprehension practice.

8. Monitoring and review

The effectiveness of this policy will be monitored continually by the headteacher. Any necessary amendments may be made immediately.

This policy is reviewed every two years by the reading subject leader and the headteacher.

The scheduled review date for this policy is September 2023

Appendix - National curriculum

Word reading Year 1; pupils will be taught to:

- Apply phonic knowledge and skills to decode words.
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all phonemes (40+), including, where applicable, alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing grapheme-phoneme correspondences (GPCs) that have been taught.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read words containing taught GPCs and -s, -es, -ing, -ed, -er, and -est endings.
- Read other words of more than one syllable that contain taught GPCs.
- Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter/s.
- Accurately read books aloud that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- Re-read these books to build up their fluency and confidence in reading.

Comprehension in Year 1; pupils will be taught to:

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - o Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond which they can read independently at.
 - o Being encouraged to link what they read or hear to their own experiences.
 - o Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
 - o Recognising and joining in with predictable phrases.
 - o Learning to appreciate rhymes and poems, and to recite some by heart.
 - o Discussing word meanings, linking new meanings to those already known.
- Understand the books they can already read accurately and fluently, and those they listen to by:
 - o Drawing on what they already know or on background information and vocabulary provided by the teacher.
 - o Checking that the text makes sense to them as they read, and correct inaccurate reading.
 - o Discussing the significance of the title and events.

- o Making inferences on the basis of what is being said and done.
- o Predicting what might happen on the basis of what has been read so far.
- Participate in discussion about what is read to them, taking turns and listening to what others say.
- Explain clearly their understanding of what is read to them.

Word reading in Year 2; pupils will be taught to:

- Continue to apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent.
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- Accurately read words of two or more syllables that contain the graphemes taught so far.
- Read words containing common suffixes.
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Re-read these books to build up their fluency and confidence in word reading.

Comprehension in Year 2; pupils will be taught to:

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - o Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.
 - o Discussing the sequence of events in books and how items of information are related.
 - o Becoming increasingly familiar with and retelling a wide range of stories, fairy stories and traditional tales.
 - o Being introduced to non-fiction books that are structured in different ways.
 - o Recognising simple recurring literary language in stories and poetry.
 - o Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.
 - o Discussing their favourite words and phrases.
 - o Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

· Understand the books that they can already read accurately and fluently, and those that they listen to by:

o Drawing on what they already know or on background information and vocabulary provided by the teacher.

o Checking that the text makes sense to them as they read, and correcting inaccurate reading.

o Making inferences on the basis of what is being said and done.

o Answering and asking questions.

o Predicting what might happen on the basis of what has been read so far.

· Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.

· Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Word reading in Years 3 and 4; pupils will be taught to:

· Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) to reading aloud and understanding the meaning of new words they meet.

· Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension in Years 3 and 4; pupils will be taught to:

· Develop positive attitudes to reading, and an understanding of what they read, by:

o Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

o Reading books that are structured in different ways and reading for a range of purposes.

o Using dictionaries to check the meaning of words that they have read.

o Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.

o Identifying themes and conventions in a wide range of books.

o Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.

o Discussing words and phrases that capture the reader's interest and imagination.

o Recognising some different forms of poetry, e.g. free verse, narrative poetry.

· Understand what they read, in books they can read independently, by:

- o Checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context.
- o Asking questions to improve their understanding of a text.
- o Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- o Predicting what might happen from details stated and implied.
- o Identifying main ideas drawn from more than one paragraph and summarising these.
- o Identifying how language, structure, and presentation contribute to meaning.
- Retrieve and record information from non-fiction.
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Word reading in Years 5 and 6; pupils will be taught to:

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) to both read aloud and understand the meaning of new words they encounter.

Comprehension in Years 5 and 6; pupils will be taught to:

- Maintain positive attitudes to reading and an understanding of what they read by:
 - o Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
 - o Reading books that are structured in different ways and reading for a range of purposes.
 - o Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
 - o Recommending books that they have read to their peers, giving reasons for their choices.
 - o Identifying and discussing themes and conventions in and across a wide range of writing.
 - o Making comparisons within and across books.
 - o Learning a wider range of poetry by heart.
 - o Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
- Understand what they read by:
 - o Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.

- o Asking questions to improve their understanding.
- o Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- o Predicting what might happen from details stated and implied.
- o Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- o Identifying how language, structure and presentation contribute to meaning.
 - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
 - Distinguish between statements of fact and opinion.
 - Retrieve, record and present information from non-fiction.
 - Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
 - Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
 - Provide reasoned justifications for their views.