

Ardleigh St. Mary's Church of England Voluntary Controlled Primary School



Our School is a Christian place where children come to learn more about themselves and the world and where they will develop a lifelong love of learning.

Reading Policy

Vision

Reading is the core of our curriculum. We teach children to be confident and fluent readers who will have a lifelong love of books and reading. We understand that reading unlocks the world around the child and enables them to develop culturally, emotionally, intellectually, socially, spiritually and imaginatively.

Aims

For all pupils to

- Read fluently and confidently at and beyond age-appropriate expectations
- Enjoy reading and develop a lifelong love of books
- Acquire a wide vocabulary and develop an interest and love of words
- Understand fully what they read
- Be able to use reading independently across the curriculum
- Appreciate our rich and varied literary heritage and that of other cultures
- Monitor and self-correct their own reading
- Understand how authors craft their writing
- Know and understand a range of genres

Reading Curriculum

- Reading is multi-faceted and so this section is organised under the following headings
 - General information

- Word reading
- Fluency
- Comprehension
- Vocabulary
- Becoming a researcher
- Becoming a reader at school
- Becoming a reader at home
- Enjoying reading

General information

- In EYFS ‘Development Matters’ is the curriculum. Reading is delivered through the use of a structured phonics scheme. In this school, it is ‘Letters and Sounds’.
- In years 1 - 6, the National Curriculum is our starting point for the teaching of reading. Our school’s own Reading Curriculum sets out the objectives that each year group teaches and shows the progression within and across year groups.
- The school takes a mastery approach to learning objectives and levels of text. Unless a child has a special need related to reading, they will work on the objectives and age-appropriate texts for their year group. Age-appropriate texts for each year group have been identified. An example page of text from each year group is shown in Appendix A.

Word reading

- ‘Letters and Sounds’ provides the structure and progression for our Phonics programme
- Phonics progresses as follows:

| Time | Content |
|---------------|---------|
| EYFS Autumn 1 | Phase 1 |
| EYFS Autumn 2 | Phase 2 |

| | |
|---------------|-----------|
| EYFS Spring 1 | Phase 2 |
| EYFS Spring 2 | Phase 2/3 |
| EYFS Summer 1 | Phase 3 |
| EYFS Summer 2 | Phase 3 |
| Y1 Autumn 1 | Phase 4 |
| Y1 Autumn 2 | Phase 5 |
| Y1 Spring 1 | Phase 5 |
| Y1 Spring 2 | Phase 5 |
| Y1 Summer 1 | Phase 5 |
| Y1 Summer 2 | Phase 5 |

- Weekly teaching focuses are detailed in the Letters and Sounds Teaching Sequence
- Each child in EYFS and Y1 receives at least two daily phonics sessions of between ten and twenty minutes. This follows the structure of revisit, teach, practise, apply.
- Teachers plan this on a weekly plan
- Teachers will informally assess during daily sessions
- Pupils who are at risk of developing gaps in their phonics are given extra phonics support as soon as possible (ideally on the day it is taught)
- In addition to this, pupils are assessed formally at least on a half termly basis, once a 'Phase' has been completed. The reading part of this assessment comprises of two parts - recognising sounds and reading words containing the sounds
- The results of assessments may lead to some adaptation of the phonics medium term plan
- In Reception and Key Stage 1 phonically regular reading books are used in school for one-to-one reading in order for pupils to apply their phonics learning
- Phonics is constantly applied and consolidated in other English lessons, child-led learning and across the curriculum in Key Stage 1 and also Key Stage 2, as required

- Children who have failed the phonics screen at the end of Y1, undergo a full phonics assessment and receive extra phonics interventions in Y2 to fill their gaps and build their confidence
- The application of phonics remains a priority in Y2 and Key Stage 2. Teachers continue to support and advise their pupils on this important area. Pupils with SEND and other additional needs may access phonics interventions into Key Stage 2.
- As well as phonics, pupils are also taught other important strategies to aid decoding, such as use of context and grammar, graphical representation and learning high frequency words
- Use of phonics as well as morphology and etymology continues through KS2 when decoding new words

Fluency

- Fluency is a focus throughout the school. Teachers use a combination of modelling, echo reading, choral reading and paired reading to teach fluency. Children will receive a weekly fluency session and take home a weekly text with which to practise.
- Fluency is a regular focus as texts get harder in KS2. Teachers use the above strategies, but readers' theatre is the one of the key strategies used to practise fluency.

Comprehension

- The set of reading comprehension skills taught in our school are as follows:
 - Core skills
 - Clarifying (retrieval, vocabulary, evidence and justification)
 - Inferring
 - Skimming, Scanning and Text Marking
 - Auxiliary skills
 - Imagining
 - Linking
 - Practise using both printed and electronic texts

- Predicting
 - Questioning
 - Summarising
- Evaluation skills
 - Understanding purpose and viewpoint (Y3 onwards)
 - Understanding text organisation
 - Understanding writers' use of language (Y2 onwards)
- Comprehension is first introduced in EYFS by asking children questions about the books they are listening to, reading or sharing
- Comprehension is mainly taught through whole class reading comprehension but also includes smaller group activities, such as Reciprocal Teaching. All pupils from Y1 onwards receive at least two lessons a fortnight using this strategy. This is timetabled and planned for.
- If children are not working at age-related expectations, they will work on reading comprehension in a smaller group at their level.
- Teachers may also use active reading strategies either within these sessions, other reading lessons or across the curriculum. These include drama, visualisation, diagrammatic representation, text restructuring, writing from reading, cloze, labelling, circling/ highlighting/underlining (text marking) and sequencing.

Vocabulary

- Vocabulary is taught directly and indirectly
- Indirect teaching includes:
 - Engaging in oral language with adults
 - Listening to adults read, discussing new vocabulary as it arises
 - Regular reading themselves
- Direct teaching includes:
 - Teaching children specific words before a reading activity
 - Teaching a set of words across a topic

- Repeated exposure to vocabulary across the curriculum
- Morphemic and etymological analysis

Becoming a researcher

- A distinct strand of the curriculum is dedicated to this important life-skill
- It is taught mainly through other subjects. It enables our children to research independently by the time they leave our school, thereby being prepared for the KS3 curriculum and beyond.

Becoming a reader at school

- Every child has a Reading Diary
- Reading books are banded throughout the school
- In Reception and KS1, each child is heard read once a week. If a child isn't being heard at home, they are targeted for one to one reading on a more frequent basis.
- In Reception and Y1, phonically regular reading books are used in school for one-to-one reading
- In Y3 and 4, each child is heard read by the teacher at least once a half-term. If a child isn't being heard at home or requires additional practise, they become a 'regular reader' and are heard by an adult on a more frequent basis.
- In Y5 and 6, each child completes a reading self-evaluation form at least once per half-term. If a child is struggling with reading, they become a 'regular reader' and are heard by an adult on a regular basis.
- If a child falls significantly behind, they receive a targeted reading intervention, such as Catch Up Literacy, for a time specified period.
- In EYFS and Key Stage 1, children share books for ten minutes in class twice a week
- In Key Stage 2 classes, children read independently for at least ten minutes, three times a week.
- Parent volunteers and governors regularly read with pupils
- Across the school, 'storytime' occurs daily, usually at the end of the day (although the timing is flexible). In Key Stage 2 an 'aspirational text' is read to the whole class over a half term or a term. Texts are linked to class topics wherever possible.

- Every class has an attractive reading area promoting the love of reading.
- Teachers plan opportunities for reading across the curriculum. These enable pupils to routinely apply the skills they are learning in English.
- Student Library Monitors enable the school library to be open to all children every lunchtime. Pupils can sit in the library to read or borrow books to read at home.

Becoming a reader at home

- Parents/ guardians are offered the chance to meet with class teachers each year to update their knowledge and the school expectations of how to support their children, including information about how to read with their children at home.
- Children are expected to be heard read by an adult at least three times a week, an expectation that is set at 'Meet the Teacher' meetings at the beginning of each year
- In EYFS, Key Stage 1 and Lower Key Stage 2, a book, chosen by the pupil, is taken home weekly to read to parents/ guardians
- Children continue to read to their parents in Key Stage 2, although in year 5 and 6 'reading conversations' are encouraged
- Children are expected to regularly read independently at home from Y2 onwards
- Children are expected to read independently **every day** at home from Y4 onwards

Enjoying reading

- We believe our way of teaching, as detailed above, will create children who enjoy reading. Children are further encouraged through the following strategies:
 - Adults using the language of reading for 'fun', 'enjoyment' and 'pleasure'
 - Teachers talking about reading in positive terms (to both parents and children) so it doesn't become a chore
 - The use of adults as role models to show how reading can be life-enhancing
 - The use of reading buddies to offer another role model

- A yearly ‘festival of reading’, usually coinciding with World Book Day, with visitors and events
- Displaying books neatly and attractively across the school and creating displays that encourage reading
- The use of high quality texts with depth and interest in story, character, illustration, vocabulary, structure and subject matter in reading lessons
- ‘Bookopoly’ reading challenge across Key Stage 2

Assessing Impact

- The school makes assessment judgements based on the age-related National Curriculum expectations
- Teachers update their assessments termly
- Assessments are made through a combination of observation, discussion and written work and analysed at half-termly Pupil Progress Meetings between class teacher and headteacher.
- Termly or half termly reading comprehensions help teachers to make their judgements in this important area
- Reading age assessments are used for measuring progress, intervening with lower attainers and for placing children into book bands
- Phonics is assessed on the school phonics assessment system at least half termly
- Pre-reading phonics baseline assessments, the phonics screen, Key Stage 1 statutory assessments and Key Stage 2 SATs provide transitional assessment

Monitoring

- Subject leaders create a monitoring action plan each year to ensure this policy and the school curriculum are followed and taught. They will use a range of monitoring strategies, to include Deep Dive Self Evaluations, and ensure that they triangulate between these. Support is then offered to teachers where ‘areas for development’ are identified and best practice is shared. Where necessary, the outcomes of monitoring are factored in to the School Improvement Plan.

Renewal

- This policy is revisited on a yearly basis and amendments are made where appropriate

Approved at Full Governing Body Meeting on 21.01.20

Reviewed January 2021

Review Date - January 2022