

Reading Policy



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Old Bank Primary Academy

'Where every pupil grows'

Reading is one of our main priorities at Old Bank. It is a valuable and rewarding skill which underpins a child's ability to access the wider curriculum and allows them to broaden their vocabulary and develop vivid imaginations. Reading gives children a firm foundation to all learning. We believe that reading opens doors to a world of possibility. To ensure that pupils at Old Bank are given the best opportunity to succeed, we ensure that pupils are given well planned reading teaching that build skills in fluency and comprehension and give pupils time and resources to read for pleasure.

Our aims:

- To develop a love of books and reading.
- To develop reading strategies and skills: fluency, accuracy, understanding and response to different texts.
- To read and enjoy a variety of texts from a variety of sources: library, class books, ICT.
- To create a strong, embedded reading culture through a rich language environment within classrooms and the wider school environment.
- To deliver a structured and consistent whole school approach to reading.
- To recognise the value of parents / carers as essential components in supporting and developing children's reading skills and love of reading.
- To rigorously monitor and assess children's progress in reading and identify those who require extra support and intervene at an early stage.

Reading in the Foundation Stage

In Reception children take part in some form of reading activity every day. Initially this will mainly be through teacher modelling – reading a class text to the children daily. Children are encouraged to choose texts to take home, allowing adults in the home to read to them. Children will learn how to handle books appropriately and discuss pictures in books at this stage.

Using the Letters and Sounds scheme of work, they begin with letter sounds and simple three letter words.

Next pupils in reception are taught to read captions which bridge the gap between words and sentences. They then build up to reading more complex texts. They read regularly to a teacher or teaching assistant and work in a small group for a guided reading session (after teaching of Phase 2). They are encouraged to take books home with them. These books will be levelled once phase 2 sounds are taught.

By the end of Reception Year most children are expected to achieve the following Early Learning Goal for Reading.

“Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.”

We encourage parents to hear their children read every day, if possible for 15 minutes. This helps to practise the skills taught at school. Phonics homework will be sent to encourage children to retain the sounds they have learnt.

Key Stage 1

In Years 1 and 2, the teaching and learning will focus on building on the skills learnt in the Early Years Foundation Stage, and continual formative assessment will help target any gaps in phonic knowledge. This will be addressed in class through intervention programmes and supported individual or group work. In addition, the children will begin working on the national curriculum reading objectives through guided reading sessions. Guided reading sessions will be based on the children's reading level. The children will progress through levelled books and will be able to participate in Read and Respond sessions once their reading level allows them to access it.

Alongside explicit reading sessions, the children will experience a wide range of stimulating books that will be used as a stimulus within their regular English lessons and, they will also engage in reading activities which will be integrated throughout the rest of the curriculum (i.e. creative and science).

We encourage parents to hear their children read every day if possible, for 15 minutes. This helps to practise the skills taught at school. We ask parents to sign their child's planner when they have listened to them read. Phonics homework will be sent to encourage children to retain the sounds they have learnt.

Reading in Year 1 – see year 1 programme of study from National Curriculum

Word Reading

Pupils are taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes.
- read accurately by blending sounds in unfamiliar words containing GPCs (Grapheme Phoneme Correspondences) that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in a word
- read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est
- read other words of more than one syllable that contain taught GPCs
- read words with contractions e.g. I'm, I'll and understand the apostrophe represents the omitted letter
- read aloud accurately books that are consistent with their developing phonic knowledge
- re-read these books to build up their fluency and confidence in word reading

Comprehension

Pupils are taught to:

1. Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories, non-fiction at a level beyond which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems and to recite some by heart
- discussing word meanings, linking new meanings to those already known

2. Understand both the books they can already read accurately and fluently and those they listen to by:

- drawing on what they already know or with help from the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far

3. Participate in discussion about what is read to them, taking turns and listening to what others say

4. Explain clearly their understanding of what is read to them

Reading in Year 2 – see year 2 programme of study from National Curriculum

Word Reading

Pupils are taught to:

- continue to apply phonic knowledge and skills as the route 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
- read accurately words of two or more syllables that contain the same graphemes as above
- 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
- when reading longer words pupils should be shown syllable boundaries and how to read each syllable separately and then combine them to read the word

Comprehension

Pupils are taught to:

1. Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- 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
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meaning to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

2. Understand both the books that they can already read accurately and fluently and those that they listen to by:

- drawing on what they already know or background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far

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

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

Lower Key Stage 2

At Old Bank we aim for pupils, by the beginning of year 3, to be able to read books written at an age appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they have read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good attempt at the pronunciation. Teachers help children to become independent, fluent and enthusiastic readers who enjoy reading widely and frequently. They will also be building up the time that they can read silently.

In Key Stage 2, assuming that children have made the expected progress required in Key Stage 1, a programme of Guided Reading and Read and Respond sessions will be taught, in which the national curriculum reading objectives will be covered. The class teacher will then deliver the main part of the lesson where the actual reading objective will be explicitly taught. The children will then apply the skill via independent, group or paired work.

In addition, children will experience a wide range of reading activities and stimulating texts throughout the rest of the curriculum on a regular basis alongside comprehension activities.

If children have not made the expected progress in reading and are still working on decoding words at a basic level, then interventions will be put into place in order to accelerate their progress in this area.

We encourage parents to hear their children read every day, if possible, for 15 minutes. This helps to practise the skills taught at school. We ask that pupils write a comment on what they have read in their planner each day and have their planer signed by an adult that has listened to them read.

Reading in Years 3 and 4:

Word reading:

Pupils will be taught to:

- apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1 of the National Curriculum, both to read aloud and to understand 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:

Pupils will be taught to:

1. Develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling of some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry e.g. free verse, narrative poetry

2. Understand what they read, in books they can read independently, by:

- checking the sense of a text
- asking questions
- drawing inferences
- predicting what might happen
- identify main ideas
- identify how language, structure and presentation contribute to meaning

Upper Key Stage 2

At Old Bank we aim for pupils at the beginning of year 5 to be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable spoken pace. They should be able to read most words effortlessly and to work how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they are encouraged to ask for help to determine the meaning and how to pronounce the word correctly.

Pupils are encouraged to read widely and frequently, in and out of school, for pleasure and information. They are given many opportunities to read silently and careful questioning by the teacher checks that they have read with good understanding and they have opportunities to discuss what they have read.

During years 5 and 6 teachers continue to emphasise pupils' enjoyment and understanding of language. This is done through guided reading sessions using levelled books and Read and Respond sessions.

By the end of year 6, pupils' reading should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7. Pupils in year 6 will read information that prepares them for discussion, debate and even public speaking.

If children have not made the expected progress in reading and are still working on decoding words at a basic level, then interventions will be put into place in order to accelerate their progress in this area.

We encourage parents to hear their children read every day, if possible, for 15 minutes. This helps to practise the skills taught at school. We ask that pupils write a comment on what they have read in their planner each day and have their planner signed by an adult that has listened to them read.

Reading in Year 5 and 6:

Word Reading

Pupils are taught to:

- apply their growing knowledge of root words, prefixes and suffixes (English Appendix1 - National Curriculum) both to read aloud and to understand the meaning of new words they meet

Comprehension

Pupils are taught to:

1. Maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, classic fiction and texts from other cultures and traditions
- recommend books to their peers
- identify themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning poetry by heart
- preparing poems and plays to perform

2. Understand what they read by:

- check that the book makes sense
- asking questions
- drawing inferences
- predicting
- summarising
- identifying how language, structure and presentation contribute to meaning

3. Discuss and evaluate how authors use language e.g. figurative language and its impact on the reader

4. Distinguish between fact and opinion

5. Retrieve, record and present information from non-fiction texts

6. Participate in discussions about books they have read

7. Explain and discuss their understanding of texts they have read both formally and informally

8. Justify their views

Links between Home and School

All pupils at Old Bank are encouraged to take books home to read with parents. Children will have access to a range of levelled books alongside regular books once children are able to choose their own. Parents of Reception age children are able to take books home to read to their children and change books regularly. Children are required to read with their parents daily and sign their planner from Year 1- children to write a comment from Key Stage 2).

SEN

Children who have poor decoding skills are given a phonics catch up programme in small groups or one to one during all year bands. Children, who have fallen behind national expectations with reading, also have access to intervention strategies such as Project X CODE and Rapid Reading.

Assessment

In Foundation and Year 1 pupils are assessed in their reading individually through their phonics and moved up to the next level when they have grasped the objective of that phase of teaching.

In Year 1 and 2 pupils are assessed individually so that they can be moved to the next book in the reading scheme. They are assessed on their phonic phase individually and in year 1 they sit the national phonics screening test. They

are also assessed against the National Curriculum levels during Guided Reading sessions which are taught during year 1 and built on during year 2. In year 2 pupils sit their SATs tests in reading, which are reported nationally.

In year 3 and 4 pupils are assessed against the National Curriculum objectives in their reading sessions and grouped according to these levels. Pupils who are still on the reading scheme are individually checked before they change their reading books, but gradually independence is encouraged and children change their reading books when they have finished one.

In year 5 and 6 pupils are assessed against the National Curriculum objectives during reading sessions and grouped according to these levels. The pupils will sit Regular practice SATs papers in order to prepare them for the KS2 tests at the end of Year 6. Guidance is given to support children in choosing varied books to ensure breadth of coverage.

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