

THE GREEN LEEK FEDERATION

ENGLISH: READING POLICY



1. INTRODUCTION

English is a core subject in the National Curriculum and is therefore given greater prominence on the timetable than foundation subjects. All learning takes place through the use of language which gives English a special place within the National Curriculum. It is during a child's primary education that the foundations of all aspects of English are laid.

Reading is at the heart of everything that we do. Reading is a central part of every pupil's life at our school. We instil a love of reading from the very beginning of their education, every child at our school is a reader and so are their teachers. We believe all children can become confident readers during their time in primary education. Children's love for reading is evident through their continuous engagement, desire to read for pleasure and their understanding of a range of texts, authors and illustrators and this is further developed throughout or reading curriculum

Success in reading has a direct effect on progress in most other areas of the curriculum and is crucial in developing children's self-confidence and motivation.

This policy outlines the purpose, nature and management of reading in our federation. This has been drawn as the result of staff discussion and has the full agreement of the governing body.

The implementation of the policy is the responsibility of all the teaching and support staff with the support of the English Subject Leader.

2.AIMS

To enable children to:

- read easily, fluently and with good understanding;
- develop the habit of reading widely and often, for both pleasure and information;
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading;
- ask questions about texts and explain their understanding and ideas;
- appreciate our rich and varied literacy heritage.

The Programme of Study for reading at Key Stages 1 and 2 consist of two dimensions:

- Word recognition
- language comprehension (the ability to understand the meaning of the language being read)

It is essential that teaching develops pupils' competence in both of these two dimensions for confident and competent reading, but neither is sufficient on its own. (Ref. *The Reading House* by Hogan, Bridges, Justice and Cain, 2011).

Word reading involves

- decoding (the ability to translate written words into the sounds of spoken language)
- full word recognition
- fluency:
- phonological awareness
- print knowledge

Good language comprehension draws from:

- wide ranging vocabulary
- knowledge of grammar and syntax
- Knowledge of text structure
- Know how to make inferences
- Ability to monitor their own comprehension as they read
- Knowledge of the world / personal experiences

Comprehension skills are developed through:

- High quality discussion with the teacher
- The child's ability to ask questions of the text
- Reading and discussing a wide range of stories, poems and non-fiction
- Rich variety of learning across the curriculum

At All Saints' and Burton Green Academies we aim to enable all children to become confident readers by:

- Teaching phonics skills in Reception, Year 1 and 2, and into key stage 2 as needed;
- Using effective strategies that enable children to have a sight vocabulary of harder to read and spell words (HRSW), and Common Exception / statutory words from the National Curriculum;
- Teaching decoding through daily shared text work in English lessons, modelled and shared reading lessons and individual reading opportunities with an adult;
- Teaching reading comprehension strategies and explicit teaching of skills through modelled and shared reading lessons (VIPERS)
- Teaching fluency through teacher modelling, echo and choral reading, re-reading texts (in Reception and Year 1, children are expected to re-read their book four times during the week).
- Providing timely intervention to support pupils who are making slower progress in reading;
- Targeted teaching of comprehension skills through teacher- pupil discussion in small guided reading groups as needed
- Encouraging children to read widely, and frequently, by providing-high quality texts that are appropriately matched to children's reading stage, ensuring there is a clear progression of texts across school;
- Planning cross-curricular opportunities with a clear reading focus that enable children to apply their skills;
- Developing reading for pleasure through our school library, reading buddies and special reading events throughout the year.

3. CURRICULUM PLANNING

We use the National Curriculum (2014) as the basis for implementing the statutory requirements of the programme of study for English. The National Curriculum 2014 details what is taught in the long term. Medium term plans are based on this curriculum and give details of the main teaching objectives for each term, which ensure an appropriate balance, and distribution of work across each term.

These identify specific learning objectives for each lesson, learning experiences, resourcing, assessments for the whole class, groups and individuals.

4. TEACHING AND LEARNING STYLE

Phonics (see phonics policy)

Phonics is taught in a daily phonics lessons using the Essential Letters and Sounds (ELS) phonics programme, which provides a structured, progressive framework for phonics teaching across school. Children in Reception and Year 1 work in year groups. Children in year 2 continue to learn phonics through their ELS Spelling lessons (three times a week) and small group interventions as needed. All teaching and support staff, across school, are trained in ELS

phonics and are skilled to identify children needing additional phonics teaching in key stage 2 and deliver interventions in decoding and blending.

Word Reading and Comprehension

Our English curriculum includes a wide and diverse range of texts and is planned to ensure progression across school. Quality texts are matched to topic themes (usually in history or geography) to enable children to be immersed in texts and use their subject knowledge to enable a deeper understanding.

The first two steps of the English teaching sequence (4-6 lessons out of a 2-3 week unit) aim to give children an understanding of the text's features, structure and language:

- Immerse – Learners will have the opportunity to read, enjoy and explore the chosen text and become familiar with it
- Analyse – Learners will identify the text type, purpose and audience of the text and explore the text structure and language features

These lessons include whole-class shared reading activities, drama, discussions, whole-class focused word or sentence activities and whole-class sessions to review progress and learning.

In addition, from year 2 to 6, discrete reading lessons aim to teach children the strategies and skills to support their comprehension of texts. Three half-hour lessons a week explore a quality text (a wide range of fiction and non-fiction texts from Literacy Shed Plus) matched to the year group. The lessons are heavily modelled and scaffolded by the teacher to explicitly teach children the strategies to become a strategic reader. In year 1, children begin with a weekly oral VIPERS sessions in the spring term until they are able to access the texts independently.

The first VIPERS reading lesson focuses on understanding of the text and vocabulary, the second focuses on one of the VIPERS skills, and the third includes a mixture of reading skills. Over a term, children will learn and practise each of these skills:

V = Vocabulary

I = Inference

P = Prediction

E = Explanation

R = Retrieval

S = KS1 Sequence / KS2 Summarise

Children are chosen to read the text aloud to the class. With teacher modelling fluency and expression, they are able to develop these skills and confidence with an aim of achieving reading prosody by the end of key stage 2.

Teachers plan cross-curricular opportunities with a reading focus to enable children to apply their skills when reading for information or widening their experience of texts that enhance themes or topics.

ICT is used as a resource to support skill development and extensively across the curriculum to enable children to apply their reading skills in research or fiction reading texts.

All children are given the opportunity to read to a variety of audiences, such as younger children, their own class and adults within informal and formal settings.

5. EARLY READING

Reading forms an integral part of the curriculum in Reception. Teachers share books with pupils in whole class, groups and individually. They are encouraged to talk about the content of books, give opinions and communicate ideas. They have daily opportunities to explore, enjoy, learn about and use words and texts in a range of situations.

As soon as the children start school, they begin to develop their phonics skills: phonics is explicitly taught every day during a dedicated slot on the timetable. Additional staffing facilitates interventions to support phonics learning to enable children to read well quickly.

Harder to Read and Spell Words are learned alongside phonics. Soon after starting the phonics programme, children begin to read decodable books that provide structure and enable them to apply and consolidate their learned skills.

In September, we hold a virtual Early Reading meeting for all parents in school to introduce our Phonics programme and how we teach children to read. During the Autumn term, we invite parents in to observe a phonics lesson and join a phonics coffee morning where we talk about and demonstrate how to listen to children read, as well as answering any questions parents may have.

Children in year 2 and Key Stage 2 who are not making expected progress in reading, are supported through interventions, phonics teaching or the use of dyslexia friendly books.

6. READING MATERIALS

Phonics

Children have many opportunities to practise reading decodable texts precisely matched to the phonic knowledge within phonics lessons and the wider curriculum.

Reading Schemes

Our core reading scheme in Reception / Key Stage One is organised into coloured bands (see progression chart), matched to the phases and progression of ELS Phonics. We have quality texts by a range of publishers and series including Oxford University Press: Traditional Tales, Word Sparks, Hero Academy, Little Blends, Essential Letters and Sounds; Collins Big Cat, Rigby Star. Once children complete the phonics programme and/or reach orange book band, they are given responsibility for changing and choosing their own books, with guidance from support staff.

Children in Reception and Key Stage One are given two new decodable reading books each week, matched to their phonics stage. They are expected to read each book four times during the week to develop fluency and comprehension.

Children also have access to a range of other books with varying levels of difficulty, which they are encouraged to take home and read with an adult for pleasure and information. They also have a small library of fiction and non-fiction books within their classroom.

In Key Stage Two, the books are banded by year group and have been organised to slowly increase in complexity of language, sentence and text structure as well as age appropriate content. Children choose their own books to exercise choice within a structure, guided by the teacher. These books include a diversity of authors and characters; they are updated regularly to include new titles.

School Library

See 7.

7. MOTIVATING READERS / READING FOR PLEASURE

Progress in reading requires motivation and engagement, which will help children to develop persistence and enjoyment in their reading.

School Library

The school library has a wide range of non-fiction books that are used by all classes for research. At All Saints' children have a weekly library session where they can browse and read the library books and borrow one to take home. New books are added to the library collection each year.

Reading Challenge

To encourage and motivate our key stage two readers, children record how much time they read each day in order to achieve certificates. Year 3 and 4, race to read a certain number of books from their reading scheme and write regular book reviews. Years 5 and 6, compete in a reading marathon, recording the time they spent reading each week and writing book reviews to encourage their peers to read their book choices.

Reading Buddies

Reception and year 1 children meet bi-weekly to read with their key stage two buddy. They share books and listen to one another read.

Easter Readathon

At a time when reading motivation typically dips, we hold our Readathon with the charity Read for Good to raise funds for books for children in hospital as well as encouraging our children to read regularly during the Easter holidays.

Book Sales and special events

We hold an annual Scholastic book sale for families to browse and purchase new books. World Book Day is celebrated each year with a day of activities on a theme and a celebration of authors and books. A visiting author event, including virtual, is held annually help inspire children to read and enjoy books.

7. CROSS CURRICULAR AND SUBJECT SPECIFIC CONTEXTS

Children are introduced to a wide range of texts through different areas of the curriculum and teachers plan explicit opportunities for them to apply learned skills in cross-curricular contexts.

Computing.

Reading skills are effectively developed through the use of ICT. A range of software is available to encourage:

- Reading using e-books,
- Research,
- Spelling development and progression in phonics,
- The combination of graphics and text - writing as a reader and reading as a writer.

Personal, Social and Health Education and Citizenship (PSHEC).

School achievement systems are used to recognise achievement in reading and by doing so develop self-confidence, self-esteem and self-motivation.

Spiritual, Moral, Social and Cultural Development.

Children's understanding and appreciation of a range of texts and personal experiences are used as starting points for reading and writing. This brings them into contact with their own literary heritage and texts from other cultures.

Intervention.

Teachers provide learning opportunities matched to the needs of all children and varying abilities. Progress is monitored using baseline assessments and on-going observations. Individual Education Plans (IEPs) identify specific reading targets for children experiencing significant difficulties in reading. Additional support is provided within the classroom, in small groups and individually.

Equal Opportunities.

Teachers carefully consider the range of texts that they may use, in order to ensure a balance that addresses gender, race and cultural background to maximise the engagement and motivation of all children.

Parental Involvement.

Particular emphasis is placed on developing a strong home-school partnership. The support and encouragement of parents is sought and valued. Parents are helped to appreciate the vital role they play in their children's reading

development and are shown ways in which they can foster a love of reading in their children. Children take books home to share. Daily communication takes place using a home-school reading diary.

8.ASSESSMENT AND RECORDING.

On-going assessments are made for each child against developmental stages linked to level descriptors and/ or the expectations set for each year group in the National Curriculum (2014). Summative judgements are made termly. On-going observations are made and recorded throughout the year. Depending on the task oral or written feedback is given to the child and targets set to ensure progress.

Standardised Reading Progress tests are used termly throughout the school to monitor progress. The results of assessments inform planning for interventions and support for groups and individuals, and ensure children's reading books are matched appropriately. Phonics assessments, every 5 weeks, inform planning and teaching and enable teachers target children's phonics gaps and accelerate progress.

9.BACKGROUND DOCUMENTATION.

This policy was compiled with reference to the National Curriculum (2014), the English programme of study for reading, the non-statutory guidance for English and the EEF Guidance reports: Improving Literacy in Key Stage 1 and Improving Literacy in Key Stage 2.

10.REVIEW.

Date of Review : December 2023

Date of next review : September 2028.