



Reading Policy

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Introduction:

At Whitchurch Primary School we believe that the teaching of English should be of the highest quality, ensuring children can learn the fundamental skills needed to develop their understanding of language, build confidence in the subject and be prepared for the future. Children are at the heart of the curriculum, and staff are encouraged to plan and implement creative lessons which are driven by the passions and interests of the children; allowing them the chance to 'learn through exploration'. Through the use of diverse texts and authors, children are exposed to a range of perspectives to enable them to grow as individuals, to make links between different concepts and subjects and question their role and influence within the wider world.

1. Aims:

We aim for every pupil 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, writing and spoken language;
- appreciate our rich and varied literary heritage;
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences;
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas;
- be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

(National Curriculum in England: English Programmes of study: updated 16th July 2014)

We feel reading teaches our children:

- To be able to articulate themselves, be passionate about reading and have the opportunity to showcase their own personalities and interests through the study of these skills
- To become more fluent and confident readers who develop the key phonetic knowledge needed for to become independent learners
- To develop their comprehension skills and become confident to question the world around them through the texts they read and their interpretation of these
- To develop their vocabulary through reading inspiring and challenging texts linked to the school's curriculum key drivers
- To be exposed to a diverse range of texts, authors and influential figures, allowing them to broaden their knowledge of the world around them and teach texts that develop pupils spiritually, morally, socially and culturally
- To grow in confidence to communicate with others through paired and group work, as well as become more confident to present in front of people

- To make links between the skills learned in English and other subjects within the curriculum and understand that education is a fluid process.

Principles:

For the teaching of reading to be effective at Whitchurch, we provide:

- High quality, lexically challenging core texts selected for each year group that planning is centered around using a cross-curricular approach;
- Well planned, progressive learning journeys that develop pupils knowledge and understanding of reading skills linked to phonics, reading fluency and comprehension in a sequenced way
- Differentiated, inclusive activities so that all learners make progress;
- Learning environments that support the learning and promote a love of literature;
- Rigorous assessment that informs teaching, so that suitable provisions are put in place for each child, at each level of attainment;
- Opportunities to celebrate pupil success across the whole school linked to reading
- Regular Continuing Professional Development (CPD) opportunities for all teaching staff including Reading and RWI training and oracy
- Strong links between home and school so there is shared importance and emphasis on developing a love of reading.

2. Phonics – Read, Write Inc. (RWI):

Pupils in EYFS and KS1 follow a structured, daily phonics programme called Read, Write Inc. by Ruth Miskin. This ensures a very structured approach to teaching phonics, beginning with the teaching of individual sounds, moving onto sound blending and introducing children to multi letter sounds (e.g. ay, ee, igh, ow). From here children learn to read and write words and sentences using their knowledge of letter sounds (see appendix 1 for daily structure).

Throughout the programme, children work in ability groups and lessons move at a pace suitable for the children. Pupils are assessed by the class teacher under the direction of the phonics lead each half-term. It is at this time that pupils can be moved from one group to another, however staff are encourage to move a pupil to a higher group if they are making good progress without the need to conduct a formal assessment. If pupils are not making sufficient progress, daily 1:1 tutoring is arranged by the year team leader alongside the phonics lead.

NOR pupils (EYFS- Y6) are assessed by our interventions teacher after their admission. Appropriate phonics intervention is put in place if necessary.

If pupils are with us from Reception, they will be on track to pass the Year One phonics screening check and complete the RWI programme, ready to move onto focusing on spelling strategies in Year Two. If they do not pass the screening check in Year One, they retake the test in Year Two. RWI interventions are put in place by KS2 teachers if pupils do not pass the retake at the end of Year Two.

To ensure RWI teachers are delivering high quality phonics, weekly training sessions are delivered by the phonics lead. Alongside this, regular drop in sessions occur and coaching sessions take place with either the year team leader or phonics lead. Phonics workshops for parents are also delivered on a termly basis.

3. Reading:

Pupils in EYFS, Key Stage 1 and Key Stage 2 are provided with an environment that promotes reading.

EYFS pupils initially take home picture books to share at home, encouraging pre-reading skills. When the class teacher deems a pupil is ready, the pupil will be provided with a scheme reading book. Advice is given to parents on how to support quality reading experiences.

Much class-based reading takes place in English lessons; however this alone is not sufficient. Pupils have the opportunity to read every day and to share books at home. Teachers or Learning Support Assistants read one-to-one with pupils who are on Reading Scheme colour-banded books at least once a week. Reading books are changed regularly and a pupil will only move on to the next level when the teacher feels they are completely ready. Colour

banded books are linked to the Oxford Reading Tree reading scheme (bands stretch across Key Stage 1 and Key Stage 2). Once pupils have reached 'Dark Blue' on the Oxford Reading Tree, they are ready to become a 'Free Reader' where they will be permitted to choose books suitable for their age range. Pupils in EYFS and KS1 have a reading link book in which comments from teachers, Learning Support Assistants and parents are written. Parents are encouraged to listen to their child read every day.

As well as taking home their colour banded book, all pupils have access to a library book available from either the school's library or non-fiction library which they can access and change weekly.

3.1 Key Principles of Reading:

Reading should be enjoyable. Pupils should be comfortable when reading; they should be given opportunities to choose what they want to read and should be provided with plenty of material at an appropriate reading level.

Texts are deemed to be of an appropriate level to develop a pupil's reading skill when they can read the majority of the text fluently and need support/ help with no more than a few words per page.

Pupils need regular opportunities to discuss what they have read and teaching should focus on reading for meaning. Higher order skills, such as inference and deduction, clarifying the authors' uses of language, identifying viewpoints and commenting on the structure and organisation of texts will need to be explicitly taught and practised.

Pupils should be taught and encouraged to use a range of strategies to decode text, including phonics ("sounding out"), whole word recognition, and picture and context cues.

Pupils need to be taught to read aloud clearly and fluently. As they get older and more competent in this, pupils also need to develop skills of silent reading and skimming and scanning for research. These skills need to be taught and practiced in the classroom.

Reading is a fundamental part of the curriculum and should be given appropriate emphasis in the school timetable. Pupils should be encouraged to practice and develop the skills taught in other subjects, with opportunities for reading across the curriculum.

Pupils should have access to a wide range of high quality reading materials in the classroom, including stories, poetry, non-fiction texts (especially those relating to current class work), newspapers, magazines and journals, comics, posters etc. Pupils should be encouraged to read displays.

Pupils should be encouraged and enabled to pursue their own interests through reading.

3.2 Daily reading requirements for all pupils:

Pupils will read to an adult at least once a week (usually during the Reciprocal Reading session), answering questions based on the weekly skill in the guided reading books. Pupils' responses will be marked by the teacher. Teachers are to have an insistence of precise and accurate responses. A clear pupil-teacher dialogue is to be evidenced.

Each time the teacher listens to pupils read (in the Reciprocal Reading session); word reading skills must be dated on the reading TAF sheets for individual pupils. This enables the teacher to identify the pupil's strengths but also their areas for development.

Each child must have a reading book to take home. Class Teachers should provide boxes for children to put their books in when they need changing regularly across the week. Books should be changed as soon as the child finishes the book (a pupil in KS2 may read a novel over 2-3 weeks). Children should independently choose a book of their choice (in their allocated book band).

Books chosen by free readers must be monitored by the class teacher. This is to ensure that pupils are reading a variety of fiction and non-fiction texts and books to extend their reading ability. A free reader may occasionally choose an 'enjoyment book'. This is a text which engages their interests but may not support their reading ability.

Pupils with special educational needs and/or disabilities (SEND), English as an additional language (EAL) and struggling readers must be heard daily by an adult.

Currently in KS1, a reading initiative is used to develop children's reading stamina and promote a love of reading both in and outside of the classroom in the form of an award system. This reward system is comprised of four stages where children receive rewards for reading a certain number of books, i.e. 25 books is equivalent to a bronze award, 50 books is equivalent to a silver award, 75 books equates to a gold award and 100 books is equivalent to a platinum award.

More Able pupils across the School are to take part in the 'Reading Gladiators'. It is designed to engage high-attaining readers, which broadens their reading repertoires, develop sustained reading, purpose and understanding. Also, it encourages pupils to 'read for pleasure' and actively engage with a wide range of literature.

All classes are to visit the School Library or non-fiction library on a weekly basis.

3.3 Reading within English lessons:

As the majority of the teaching of reading takes place during the daily English lessons, pupils are therefore allowed time for reading as a class and in groups.

Key Stage 1 reading is taught using a variety of strategies, including phonics, picture clues, reading on, reading back, reading for meaning etc. and where necessary this should be continued throughout Key Stage 2. In Reception and Key Stage 1, reading is also taught through the Read, Write, Inc. programme (see previous section on phonics).

Pupils see the teacher modelling reading, in order to learn how to add vocal expression, punctuation and dramatic affect to their own reading. This takes place in all classes from the Early Years Foundation Stage to Year Six.

Methods for Promoting Reading include:

- Book area – to ensure books have a high profile in every class,
- Attractive and inviting displays of books in the classrooms and Libraries,
- Working walls that captures pupils' knowledge and understanding of reading during English lessons
- Word walls to support and develop pupils' vocabulary
- Book reviews – oral or written,
- Recommendations of favourite authors,
- Library visits,
- Celebration of National Poetry Day and World Book Week.

3.4 Reciprocal Reading

Reciprocal Reading takes place every day outside of the English lesson. At the beginning of the week, the skill is modelled and taught in a whole class reading lesson. Children have the opportunity to practice the skills in groups or with partners. Throughout the rest of the week, pupils work in table groups, completing a carousel activity. The class teacher will work with one group, supporting their Reciprocal Reading discussion. In KS1 and KS2, the carousel activities consist of think and write linked to the reading skills being focused on that week, Reciprocal Reading with the teacher, independent task, challenge cards for More Able pupils and free reading (See Appendix 2 for further information).

We ensure high level questions are set for pupils and class teachers insist on accurate and precise responses. Teachers challenge pupils on their written answers and fine-tuning and improving these. They provide pupils with high-level, personalised, feedback and dialogue to rapidly move the learning forward.

3.5 Library:

At Whitchurch, we have two libraries (including a non-fiction library) which provide a wealthy variety of fiction and non-fiction books. A timetable allows for pupils in each class to visit once a week where they can quietly read in a relaxing environment. Pupils are permitted to take home one book at a time, once it has been signed out using the Junior Librarian programme. This is in addition to the reading scheme books or any books selected from the classroom library.

Appendix 1: example of daily phonic structure

Group (Butterflies – Year One)

SECURE SET 2 SOUNDS, FOCUS ON SPEEDY READING AND INSTANT BLENDING

Speed Sound

- Introduce new special friend sound (ideally one sound per day-ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou and oy)
- Say the sound without showing the speed sound card e.g. 'ay'
- Show the speed sound card (picture side). Explain the picture side- MT, YT
- Say one of the words listed on the speed sound card in Fred Talk. Children to repeat in Fred Talk and then say the whole word. Repeat for 3/4 words.
- Show the picture side again and say the phrase.
- Show the letter side and say 'when we see this side we say...ay'
- Explain that when 2 or more letters are together they are special friends.
- Point to the sound of the Complex Speed Sounds poster-say the sound.
- Flip the card-getting chn to practice

1) Review

- Put today's sound in with the set 1 sounds and speedy read as the children gain confidence.

2) Word Time

- Use the phonics green word cards for the sound that you have taught today 'ay'.
- Hold up the first card (dots and dashes side) and ask children to tell you the sound of the special friend within the word.
- Ask them to **Fred the word in their head** (model beforehand)
- Repeat for all the words (ensuring there are nonsense words mixed in)

3) Review

- Have set 1 words available (real and nonsense) and add in today's green word cards.
- Get children to speedy read these words (without the dots and dashes).

4) Spell with Fred Fingers

- Say one of the words with today's sound in it and ask children to repeat it.
- Ask the children to hide their fingers, palms facing them when you say fingers.
- Repeat the word, and then they pinch their fingers as they say the word.
- Write the word as they say the sounds, underlining any 'special friends'.
- Get the children to write 2/3 words on their whiteboard, following the structure above.

5) Spell review

- Ask them to spell 1/2 words with sounds in them that they have previously learnt (using Fred Fingers to help them).

Day 1	Day 2	Day 3	Day 4
<p>Go through, speed sounds, green words, red words and introduce the book</p> <p>Always get children to practice in partners.</p>	<p>Children to get into partners (Partner A and B) and read each page of the book, swap over so each child gets to read the whole book at the end of the lesson.</p> <p>Always get children to practice in partners.</p>	<p>Class teacher to read the book to the class and go over comprehension questions at the back of the book. Discuss as a whole group.</p>	<p>Recap all the sounds learnt for the week and apply this in their writing (on whiteboards) and write sentences - underlining special friends/sounds of the week.</p> <p>Revise alien words and focus on red words.</p>

Appendix 2: reciprocal reading expectations

Reciprocal Reading Expectations

<u>Year Group</u>	<u>Expectations</u>
1	<p>In Year 1, pupils will be introduced to the Reciprocal Reading Carousel activities.</p> <ul style="list-style-type: none"> ➤ <u>Think and Write</u>: pupils will answer questions/complete activities based on the week's reading skill. ➤ <u>Reading with the Teacher</u>: children will answer questions based on the different Reciprocal Reading skills but will not yet take on the roles. ➤ <u>Independent Task</u>: pupils will complete follow on activities linked to the week's reading skill and over-arching topic/theme focus. Pupils may also be asked to return to their written answers from 'think and write' during this time for editing and completing 'what next?' questions from teacher's marking ➤ Free Reading
2	<p>Pupils should come into Year 2 fully aware of the Reciprocal Reading weekly structure and expectations of activities.</p> <ul style="list-style-type: none"> ➤ <u>Think and Write</u>: pupils will answer questions/complete activities based on the week's reading skill. Many of these will be in the style of SATS questions to prepare them for the end of KS1 reading papers. ➤ <u>Reading with the Teacher</u>: children will answer questions based on the different Reciprocal Reading skills but will not yet take on the roles. During the summer term, children will be introduced to the different roles and spend this time learning the expectation for each role. Teachers will still be the 'leader/Big Boss' and also ask questions related to that week's skill- this will prepare them for the transition to KS2. ➤ <u>Independent Task</u>: the Independent Task for Year 2 pupils is the equivalent of 'think and write' for KS2. ➤ Free Reading
3	<p>Pupils should come into Year 3 with an awareness of the Reciprocal Reading weekly structure and have clear expectations of the roles and activities.</p> <ul style="list-style-type: none"> ➤ <u>Think and Write</u>: this group will read the same passage as in the previous session (whole class reading) and then independently answer a set of questions using full sentences to evidence their answers. ➤ <u>Reading with the Teacher</u>: children will revisit the roles in the first half of Autumn Term before children take these on. Teachers will still be the 'leader/Big Boss' and ask questions. Before the children read, they will go through the notes that the children have made in the 'read and think' session. ➤ <u>Independent Task</u>: pupils will complete a creative task based on the class text and/or linked to the over-arching theme/topic focus. ➤ Free Reading
4	<p>Pupils should come into Year 4 fully aware of the Reciprocal Reading weekly structure and have clear expectations of the roles and activities.</p> <ul style="list-style-type: none"> ➤ <u>Think and Write</u>: this group will read the same passage as in the previous session (whole class reading) and then independently answer a set of questions using full sentences to evidence their answers. ➤ <u>Reading with the Teacher</u>: children will work in small groups and assign the various roles of reciprocal reading to one another. This year, they will take on the role of 'Big Boss'. ➤ <u>Independent Task</u>: pupils will complete a creative task based on the class text and/or linked to the over-arching theme/topic focus. ➤ Free Reading

<p>5</p>	<p>Pupils at the beginning of Year 5 are fully aware of the Reciprocal Reading weekly structure and expectations of activities, and are able to lead groups autonomously questioning each other within the roles of reciprocal reading.</p> <ul style="list-style-type: none"> ➤ <u>Think and Write:</u> this group will read the same passage as in the previous session (whole class reading) and then independently answer a set of questions using full sentences to evidence their answers. ➤ <u>Reading with the Teacher:</u> children will work in small groups and assign the various roles of reciprocal reading to one another. They will read a passage from a text, posing questions to one another, as well as answering the questions from 'think and write', which will be marked by the class teacher and edited straight away by the pupils if necessary. ➤ <u>Independent Task:</u> pupils will complete a creative task that links to the reading skill being taught explicitly that week and/or linked to the over-arching theme/topic focus. ➤ Free Reading
<p>6</p>	<p>At the beginning of year 6, pupils are able to apply the skills they have learnt within reciprocal reading to a range of different texts to evidence their comprehension.</p> <ul style="list-style-type: none"> ➤ <u>Think and Write:</u> pupils will read a passage from a text and answer a variety of questions in full sentences. Many of these will be in the style of SATS questions to prepare them for the end of KS2 reading papers. ➤ <u>Independent Task 1:</u> pupils will read a short extract from a text and work in small groups to use Point, Evidence and Explain (P.E.E) to answer an in-depth question linked to the style of 3 mark questions used within the SATs questions to prepare them for the end of KS2 reading papers. The class teacher will support specific pupils and model how to use P.E.E to structure their written responses. ➤ <u>Independent Task 2:</u> pupils will read a short extract from a text and work independently using Point, Evidence and Explain (P.E.E) to answer an in-depth question linked to the style of 3 mark questions used within the SATs questions to prepare them for the end of KS2 reading papers. ➤ Free Reading