



All Saints C.E Primary School

Reading Policy

Our mission statement:

Where we learn to value Knowledge; To value Each Other; but most of all ... to value Ourselves

Chair of Governors	Lindsay Yates
Head teacher	Claire Spinks
Policy written by	N. Fox & R. Spann (Reading Leads)
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At All Saints C.E Primary school, our mission statement “Where we learn to value Knowledge; to value Each Other; but most of all... to value Ourselves” is at the heart of everything we do.

We believe in developing the children’s ‘love of learning’ and their understanding of how to become independent learners in a fast changing world. We encourage them to have high aspirations and to ‘reach for the sky’.

This policy outlines the teaching, organisation and management of Reading at All Saints C.E Primary School. The school’s policy is based on National Curriculum and EYFS guidelines. The implementation of the Reading Policy is the responsibility of all teaching staff.

Intent:

We believe that competence in reading is the key to independent learning, and therefore, the teaching of reading is given the highest priority by all staff.

We intend to:

- Develop children’s alphabetic knowledge, phonic skills and the basic conventions of book and print.
- Teach effective techniques for reading, understanding and responding to texts.
- Enable children to become confident, independent readers, and to encourage them to be enthusiastic, fluent and reflective.
- Foster an ethos of reading for pleasure, and encourage children to develop a life-long love of reading.

Implementation:

Reading is taught in a number of ways:

- A daily systematic, synthetic phonics programme
- Shared reading in group or whole-class teaching
- One-to-one reading to a member of staff (or other authorised adult)
- Guided Reading sessions (beginning in Year 2 and continuing throughout Key Stage 2)
- Responding to texts through questioning, follow-up activities, drama/roleplay etc
- Independent reading, and the sharing of books with a peer, in class reading areas
- Listening to stories which are read by an adult (class readers) or using listening centres, ebooks and online resources
- Cross-curricular reading opportunities

Classrooms are equipped with reading areas to promote the enjoyment of reading, both fiction and non-fiction. High quality texts, including picture books for older readers, are used across the curriculum.

We believe that children learn to read through the development of a variety of skills including:

- A phonics-first approach to decoding
- Segmenting and blending of phonemes

- Comprehension skills, from basic extraction of literal information, to using inference and deduction to understand texts
- Responding to texts through discussion, comparison, sequencing, questioning, summarising, and evaluation

EYFS

In the Nursery Class and across the Foundation Stage, teachers track the children's progress against the criteria set out in the EYFS guidelines.

Nursery and Reception environments are language rich and reading resources are carefully chosen. Pupils are introduced to the Read Write Inc. phonics scheme in the Summer Term.

Reception and Key Stage 1

In Reception and Key Stage 1, phonics is taught through daily sessions lasting 35 minutes. The SSP programme Read Write Inc. is used consistently throughout the school.

To ensure pupils are working at their challenge point, children are assessed and re-grouped every 6 weeks by the Reading Leader (Mrs Fox). Phonics sessions include the teaching and learning of specific sounds, and the application of these sounds, in the reading of a corresponding short text (ditty) or book. Children have the opportunity to rehearse oral segmenting and blending in the form of 'Fred Talk'. Regular spelling and simple sentence writing also takes place to encourage the strategy of 'Fred Fingers'. These strategies are used across the curriculum in Key Stage One so that children can develop independence in their reading and writing outside of the phonics session.

As children graduate from the Read Write Inc programme, they then access daily Guided Reading sessions following the Reading Gems scheme. Guided Reading sessions provide the opportunity to explore different types of texts and read widely, encouraging enjoyment, fluency and expression. Children are gradually introduced to each of the Key Stage One Reading 'Gems': define, retrieve, sequence, infer and predict.

Key Stage Two

In Key Stage Two, pupils receive daily guided reading opportunities following the Reading Gems scheme. In these sessions, class teachers carefully select texts from a range of genres to teach pupils each of the reading skills, referred to at All Saints as 'Reading Gems'. As children are introduced to each Reading 'Gem', they learn strategies to support them in using their new skill to deepen their understanding of the text.

The question-types (content domains), which build upon those taught in Key Stage One, are listed below:

- Define
- Retrieve
- Summarise
- Infer
- Predict
- Relate
- Explore
- Compare

A typical week of Guided Reading in Key Stage Two may look like this:

Day 1 Pre-read: A 'hook' or enrichment opportunity may be used to excite children. The chosen text is introduced, and context is provided and explored.

Day 2 Pre-read: Explore the chosen text independently; read and discuss any unfamiliar vocabulary

Day 3 Guided Read: Teach and explore the chosen Reading Gem with some teacher modelled answers

Day 4 Guided Read: Comprehension questions based on the focus Reading Gem

Day 5 Mixed Treasure Chest: A full range questions covering all previously taught Reading Gems

Across KS2, all content domains are taught in each year group and are regularly revisited throughout the year. Pupils encounter questions in a variety of forms, including those requiring short answers, multiple-choice, tables/charts, find & copy and longer sentence answers.

During Guided Reading, pupils work in specific guided reading books. Work is peer-marked or self-marked and the teacher monitors effectiveness within the lesson to provide immediate feedback.

Where pupils in Key Stage Two are working below age-related expectations, they will be given the opportunity to access phonics teaching as part of a daily Read Write Inc group and will receive 1:1 or small group Fast Track Tutoring in afternoon sessions. More opportunities to read to an adult, either individually or as a member of a small group, will also be provided.

Reading at Home

Reading outside of the classroom is an integral element in reading development. While children are accessing Read Write Inc. sessions, decodable books linked to their level of ability are selected by their Reading Teacher and exchanged each week. In Key Stage Two, children are benchmarked each term to monitor the suitability of their home reading book. Pupils select from colour-banded books and progress onto selecting books from their class reading areas.

Children are encouraged to read at home each day and parents and children are encouraged to communicate with school about their progress by using home reading records.

Assessment

In addition to half termly phonics assessments carried out by the Reading Leader, ongoing assessments are made using STAT Online to ensure that progress and attainment are closely monitored.

Children in Year 1 and, if required, Year 2 complete the Phonics Screening Check.

Impact:

Through the successful implementation of the reading policy, the impact should be clear:

- Children will make good, or better, progress from their starting points.
- Children will be exposed to a wide variety of high quality texts.
- Children will have developed the skills to read and understand the texts they encounter.
- Children of all abilities will be able to succeed in reading lessons.
- Children will be encouraged to develop their own love of genres and authors, and to review their books objectively. This enhances a deep love of literature across a range of genres, cultures and styles.
- Children will have a wide vocabulary (upon which they can continue to build upon in their reading).
- As all aspects of English are an integral part of the whole curriculum, cross-curricular writing standards will be improved, and the skills taught in reading session will transfer into other subjects.
- Parents and carers will have a good understanding of how they can support reading at home, and also contribute regularly to home-school records.

