



William Fletcher Primary School Reading policy

As a Rights Respecting School we uphold the articles from the United Nations Convention on the Rights of the Child. The following articles underpin our Reading policy:

Article 3 (Best interests of the child) The best interests of the child must be a top priority in all things that affect children.

Article 17 (Access to information from mass media) Every child has the right to reliable information from the media. This should be information that children can understand.

Article 28 (Right to education) Every child has the right to an education.

Article 29 (Goals of education) Education must develop every child's personality, talents and abilities to the full.

At William Fletcher Primary School we are committed to shaping lifelong learners who have a deep enjoyment for reading; we recognise it as a core component of every child's education. Reading is a key life skill regardless of children's background and attainment; competence in reading is the key to independent learning and is at the centre of our curriculum, it is given a high priority by all staff in recognition of its intrinsic values for enabling children to be successful learners.

Aims and intentions:

- Place reading and books at the centre of our curriculum.
- Instil children, whatever their background, with a lifelong love of reading; share with them an enthusiasm for children's literature and help children to recognise the value of reading as a life skill.
- Encourage children to become motivated and independent readers who read for pleasure by introducing them to high quality books, from a broad range of authors and genres.
- Develop children's confidence, fluency, and independence when reading a wide variety of text types including non-fiction, fiction, poetry and drama.
- Develop children's abilities to reflect on; have an interest in and to be critical of what they have read.
- Develop research skills, using texts and ICT.
- Enable children to become informed and discerning users of the internet as an integral facet of their literacy research skills.
- Encourage care and ownership of books.

Objectives

Reading is closely linked with writing, speaking and listening as well as understanding throughout the curriculum – the activities reinforce each other. Children become successful readers by using a range of strategies to get to the meaning of the text.

We believe that literate children should:

- Read with confidence, fluency, understanding
- Be taught the full range of reading strategies including:
 - phonic knowledge (visual information)
 - grammatical knowledge (structural information)
 - word recognition and graphic knowledge (visual information)
 - contextual knowledge (meaning)
- Develop through shared, guided and independent reading and have their progress in fluency, expression and progressive comprehension skills tracked
- Correct their own mistakes
- Have an interest and curiosity in words and their meanings, developing a varied and rich vocabulary
- Read a range of genres in fiction and non-fiction and become familiar with different genres and their key purposes, stylistic features, vocabulary and techniques
- Use conventions of library organisation and ICT systems to access texts to locate information
- Through reading and writing, develop their own powers of imagination, inventiveness and critical awareness
- Discuss books with reference to author, illustrator, genre, theme and characters, to express personal responses with increasing fluency
- See the reading process being modelled by their teacher and take part regularly in activities with the whole class, as a member of a smaller group or individually
- Understand the sound and spelling system and use this to read and spell accurately
- Have a suitable technical vocabulary through which to understand and discuss their reading
- Be interested in books, read for pleasure and evaluate to justify their preferences

Teaching strategies:

We believe that word recognition and language comprehension go hand in hand. Children need to learn word reading skills through being taught:

- Phonics knowledge (phoneme awareness, blending skills and GPC knowledge)
- Repetition and teaching of 'tricky words'.

We teach language comprehension skills through:

- Talking with children
- Reading to children and with children
- Teaching comprehension strategies

Phonics

Phonics in EYFS and KS1 is taught in daily, discrete synthetic phonics lessons; this promotes a consistent and systematic approach to the learning of decoding and encoding. We use the Letters and Sounds scheme supported by Phonics Play, Jolly Phonics and the Rising Stars Spelling Scheme. In EYFS, children are assessed and grouped early in the academic year, although the groups are 'fluid' with children moving between them as teachers and teaching assistants discuss progress each week. In KS1 children are grouped according to information given from phase assessments.

During phonics sessions children learn to:

- Discriminate between separate sounds (phonemes) in words
- Learn the letters and letter combinations most commonly used to spell sounds
- Read words by sounding out and blending their separate parts
- Learn written representations (graphemes) of a sound
- Recognise on sight vocabulary identified as 'tricky words'

Independent reading

Children are regularly encouraged to read independently in order to build confidence, stamina and fluency. From Year 1 onwards there are daily opportunities for periods of quiet reading, giving children the chance to enjoy reading with no other purpose than for the reading itself; children are able to choose their reading materials freely from a wide range of rich texts.

Guided reading

Key Stage 1

In KS1, guided reading is taught in small groups which are led by the class teacher and/or teaching assistant; the children are grouped by current reading attainment and the text is closely matched to the group's needs. This approach allows teachers to focus on each individual child, target questions and address any misconceptions as well as assess reading skills on a regular basis. These sessions generally have the following format:

Book introduction:

Provides context for reading, the teacher will revisit children's prior knowledge and/or discuss the main themes of the book including some prediction of the content.

Strategy check:

The teacher guides the children to focus on and apply key strategies while reading independently.

Independent reading:

The children read independently whilst the teacher gives focussed attention to support, monitor and assess individuals as they read.

Returning to the text:

The teacher asks questions, promotes discussion with the children to extend their thinking and develop their responses to the text.

Key Stage 2

In KS2, guided reading is organised as whole class reading (shared reading), where the whole class reads the same text together. We use Reading Vipers as a framework for whole class guided reading lessons; Reading Vipers are a range of reading prompts. These are:

Vocabulary - Give/explain the meaning of words in context.

Infer - Make inference from the text/explain and justify using evidence from the text.

Predict - Predict what might happen from the details stated and implied.

Explain - Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text.

Retrieve - Retrieve and record key information/key details from fiction and non-fiction.

Summarise - Summarise main ideas from more than one paragraph.

Whole class reading sessions generally have the following format:

Short discussion on what has previously happened in the text to include predictions on what might happen next, followed by teacher reading to the class from the text, modelling expression and inference as well as discussing any tricky vocabulary.

Following this, children then take it in turns to read aloud (each child has a copy of the book), the teacher encourages children to use nuanced expression, helps with any fluency issues as well as continues discussions around vocabulary and inference (although it is key to try to maintain flow and not stop for discussions too often.)

After reading the required section, children do a follow up activity based on Reading Vipers, this can for example be a few questions from each domain or questions with a focus on a particular domain such as inference or vocabulary; answers are written into reading response books and then discussed as a whole class. Texts are carefully chosen to ensure that they provide a good level of challenge for all readers, however teachers ensure that those children who need extra support to access the text are carefully scaffolded (this can include for example, pre-teaching and questioning.)

Home reading and Reading Diaries

In EYFS, Key Stage 1 and where applicable in Lower Key Stage 2, children are able to choose a banded reading book, which is at an appropriate challenge level, to take home, they can change their books daily so that they always have a new book whenever they are ready for it. They also have a school library book to bring home and share with parents and carers.

Pupils use Reading Diaries to keep a record of the reading they have done; children's individual reading is monitored and supported by the class teacher and teaching assistants - each time a child has read with an adult at school or at home, a comment is written in the reading diary which forms a good channel of communication between home and school. All children are expected to read at home every day. Children who need additional support with reading will receive this in school (see section on additional support).

In Key Stage 2 children are encouraged to take a book home for home reading from their class or the school library. Having autonomy over their choice of texts is an important part of developing independence, being motivated as a reader and helps to develop skills in discussing reading choices and preferences. Discussions around the topic of how to choose a book regularly take place to support children in their choices and to help them discover new texts in order to broaden their knowledge of authors and books they might enjoy.

In Key Stage 2, children take responsibility for filling in their Reading Diaries themselves - this is checked regularly by teachers. As with Key Stage 1 children, those children who do not read regularly at home are supported through extra reading with adults on a regular basis.

Hearing texts read aloud

This forms an important part of our reading curriculum throughout the school; it supports the development of children's vocabulary, introduces children to new texts and authors, allows children to hear what fluent reading sounds like and supports a positive attitude to reading. In EYFS children have daily story time with the adults in class, access to story CDs and 'mystery readers' (parents/carers/family members) who visit regularly. In KS1, children are read to from high quality picture books daily, in KS2 reading aloud forms part of whole class guided reading in addition to a class book/story.

The Reading Environment

All school areas provide a print rich environment. Each classroom has an attractive book area with reading displays. The school library has a wide range of rich reading materials including picture books, fiction and non-fiction including reference books; children visit the library on a weekly basis where they are given time to browse and choose books to read in school and at home. There are comfortable reading areas in the library and in classrooms where space allows it.

Additional support

For a small number of children, learning to read can be a difficult skill to master. Class teachers and the Senior Leadership Team monitor children's progress very carefully. In cases where children are experiencing difficulties or are falling behind their peer group, reading interventions are put in place. These include the following: *Fresh Start* (KS 2) - teaches pupils to read accurately and fluently with good comprehension; *Project Code X* (LKS2) – combines phonics and comprehension development; *Reading Recovery* (KS1) – a literacy programme for younger children; *Nessy* (all year groups) – a dyslexia reading and spelling programme. As well as reading interventions there are regular volunteer readers who read with children that need extra support.

Assessment

A whole school approach to assessment and record keeping is used. In Key Stage 1, individual children's word recognition of high frequency words are assessed each term until each child has learnt to read all of the word lists. All children in KS1 and KS2 have learning cards that are regularly ticked off against the relative year groups National Curriculum objectives; the learning cards are shared with parents and carers once every short term (x6 yearly). Children do standardised reading checks x3 yearly which give teachers in-depth information regarding children's reading ability. At the end of every term, class teachers meet with a member of the Senior Leadership Team (SLT) to discuss progress; children who are not making progress or who have plateaued are monitored during these meetings and appropriate intervention is put in place in order to move children on in their learning.

Parental involvement

Co-operation and support from parents and carers is essential if a child is to become a successful and competent reader. At William Fletcher Primary School, we work hard to develop a strong partnership between home and school. During the first term of EYFS, parents and carers are invited to a meeting to learn about the school's approach to phonics and reading and how they can support their child at home in this area. Parents and carers are actively encouraged to regularly read with their child at home; this continues all the way through their child's time at William Fletcher. We ask parents to contribute to their child's reading diary by writing a comment when they have read at home. We also actively encourage parents and carers to come into school and volunteer during the school day, this often includes supporting reading in school. To further support parents and carers with home reading, we hold curriculum evenings with a focus on reading. During these evenings we explore areas such as: phonics, reading progression, reading for pleasure, practical ways to help children with reading, spelling, VIPERS comprehension, reading tests and do library tours.

Reading initiatives

An important part of our reading culture at William Fletcher, these events help to promote and celebrate reading. We have regular author visits (including virtual meetings), we do reading challenges/events and displays and celebrate World Book Day with a range of activities. The key aspect of these initiatives is that they are authentic, equitable and are focused around children seeing the enjoyment in reading rather than appearance.

Equal opportunities

In line with the school's Equality and Inclusion policies we believe that all children are entitled to high quality teaching and learning.

Emma Brown

English Co-ordinator, July 2020.

Reading Policy: July 2020
Review Date: July 2023