



READING POLICY

June 2021-2022

Potter Street Academy
Part of the Passmores Co-operative Learning Community

Purford Green and Potter Street

Reading Policy

Vision

Reading is the core of our curriculum. We teach children to be confident and fluent readers who will have a lifelong love of books and reading. We understand that reading unlocks the world around the child and enables them to develop culturally, emotionally, intellectually, socially, spiritually and imaginatively.

Aims

For all pupils to

- Read fluently and confidently at and beyond age-appropriate expectations
- Enjoy reading and develop a love of books
- Acquire a wide vocabulary and develop an interest and love of words
- Understand fully what they read
- Be able to use reading independently across the curriculum
- Appreciate our rich and varied literary heritage
- Monitor and self-correct their own reading
- Understand how authors craft their writing
- Know and understand a range of genres

Reading Curriculum

- Reading is multi-faceted and so this section is organised under the following headings
 - General information
 - Word reading
 - Fluency
 - Comprehension
 - Vocabulary
 - Becoming a researcher
 - Becoming a reader at school
 - Becoming a reader at home
 - Enjoying reading

General information

- In EYFS ‘Development Matters’ is the curriculum
- In years 1 – 6, our reading curriculum is taken from key performance indicators for each year group. This sets out the objectives that each year group teaches and shows the progression within and across year groups.
- In Early Years and Key Stage One, children are given texts to read including those from schemes such as Oxford Reading Tree, Bug Club and Floppy’s Phonics. The texts enable children to apply blending skills from discrete phonic lessons and are banded in colours.
- In Key Stage Two, children access Accelerated Reader which is a levelled reading scheme. Each child is set a reading age range according to a reading assessment undertaken each term. Children regularly take quizzes related to texts which focus on their understanding and comprehension of texts they read.
- Unless a child has a special need related to reading, they will work on the objectives and age-appropriate texts for their year group. Age-appropriate texts for each year group have been identified. An example page of text from each year group is shown in Appendix A.

Word reading

- A mixture of ‘Letters and Sounds, Jolly Phonics and Early Reading Research principles provides the structure and progression for our school Phonics programme
- Phonics progresses as follows:

Time	Content
Rec Autumn 1	Phase 1
Rec Autumn 2	Phase 2
Rec Spring 1	Phase 3
Rec Spring 2	Phase 3
Rec Summer 1	Phase 3
Rec Summer 2	Phase 4
Y1 Autumn 1	Revision of phases 2, 3 and 4
Y1 Autumn 2	Phase 5 and revision of phase 3
Y1 Spring 1	Phase 5
Y1 Spring 2	Phase 5
Y1 Summer 1	Phase 5
Y1 Summer 2	Phase 5
Y2 Autumn 1	Revision of phase 5 and focus on alternative graphemes for spelling and reading
Y2 Autumn 2 ---	Phase 6 and spelling rules

- Weekly teaching focuses are detailed in the phonics medium term plan (appendix B)

- Each child in EYFS and Y1 receives one daily phonics session of twenty five minutes. This follows the structure of revisit, teach, practise, apply. Year 2 have a daily phonics lesson in the autumn term.
- A powerpoint is used to support the teaching of daily phonics which includes words for children to read linked to different graphemes, trigraphs and digraphs. This is located in the phonics folder on the teacher server.
- Teachers plan phonics informally; some using a weekly planning format or using the powerpoint slides as a reference point (Appendix C)
- Teachers will informally assess during daily sessions
- Pupils who are at risk of developing gaps in their phonics are given extra phonics support as soon as possible (ideally on the day it is taught)
- In addition to this, pupils are assessed formally on a termly basis. The reading part of this assessment comprises of three parts – recognising sounds, reading words containing the sounds and reading common exception words
- The results of assessments may lead to some adaptation of the phonics medium term plan.
- In Reception, and Y1 phonically regular reading books are used in school for one-to-one reading in order for pupils to apply their phonics learning
- Phonics is constantly applied and consolidated in other English lessons, child-led learning and across the curriculum
- Children who have failed the phonics screen at the end of Y1, undergo a full phonics assessment and attend an intervention group in Y2 to fill their gaps and build their confidence
- In Year 2, children access a mixture of phonically regular reading books and other texts which are age appropriate and encourage them to use different reading strategies other than phonics
- The application of phonics remains a priority in Y2 and KS2. Teachers continue to support and advise their pupils on this important area. SEND pupils may access phonics interventions into KS2.
- As well as phonics, pupils are also taught 'back-up strategies' to aid decoding, such as use of context and grammar, graphical representation and learning high frequency words
- Use of phonics as well as morphology and etymology continues through KS2 when decoding new words

Fluency

- Fluency is a focus throughout the school but especially in Y2. Here teachers use a combination of modelling, echo reading, choral reading and paired reading to teach fluency.

- Fluency is a regular focus as texts get harder in KS2. Teachers still use the above strategies in guided reading to practise fluency.

Comprehension

- The set of reading comprehension skills taught in our school are as follows:
 - Core skills
 - Retrieving
 - Inferring
 - Predicting
 - Summarising
 - Evaluating
 - Understanding purpose and viewpoint
 - Understanding text organisation
 - Understanding writers' use of language
- The school also uses the DERIC symbols that match these (see Appendix D)
- Comprehension is first introduced in EYFS by asking children questions about the books they are listening to, reading or sharing
- Comprehension is taught through guided reading lessons (Y2 – Y6, Year 1 through one to one reading, Year 1 from Spring term) and a weekly longer comprehension lesson (Y2-Y6, Y1 from spring term). (See Appendix E for guided reading expectations)
- If children are not working at age-related expectations, they will work on reading comprehension in a smaller group at their level.
- Teachers may also use active reading strategies within these sessions, other reading lessons or across the curriculum. These include drama, visualisation, diagrammatic representation, text restructuring, writing from reading, cloze, labelling, circling/ highlighting/underlining (text marking) and sequencing.

Vocabulary

- Vocabulary is taught directly and indirectly
- Indirect teaching includes:
 - Engaging in oral language with adults
 - Listening to adults read
 - Regular reading themselves
- Direct teaching includes:
 - Teaching children specific words before a reading activity and within guided reading sessions
 - Repeated exposure to vocabulary across the curriculum
 - Morphemic and etymological analysis

Becoming a researcher

- A distinct strand of the curriculum is dedicated to this important life-skill
- It is taught mainly through other subjects. It enables our children to research independently by the time they leave our school, thereby being prepared for the KS3 curriculum.
- Our school has a range of resources to support children becoming researchers including factual books, electronic devices, dictionaries and thesauruses

Becoming a reader at school

- Every child has a reading record which is taken home and shared with parents/carers.
- Reading books are banded throughout the school (see appendix F)
- In EYFS and in Key Stage 1, each child is heard read at least twice a week. If a child isn't being heard read at home, they become a 'daily reader' and will be heard by an adult on a daily basis.
- In EYFS and Key Stage 1 phonically regular reading books are used in school for one-to-one reading and other texts which contain common exception words and encourage children to use the context to support decoding and other reading strategies.
- In Key Stage 2, each child is heard read by the teacher at least once a week during guided reading or during Accelerated Reader sessions.
- Children read independently for at least fifteen minutes a day in class from Y3 onwards during Accelerated Reader sessions
- Across the school, 'storytime' occurs regularly through the week, usually at the end of the day (although the timing is flexible). In KS2 an 'aspirational text' is read to the whole class over a half term linked to the guided reading text. (see Appendix G)
- Teachers plan opportunities for reading across the curriculum. These enable pupils to routinely apply the skills they are learning in English.
- In Y1 and 2 all children are taken to the local library. They apply for and receive their library card if they are not already members.

Becoming a reader at home

- Regular reading is vital to learn the skills of reading and to foster a love of books.
- For children in EYFS and Key Stage 1 children are encouraged to look at books together and read every day with parents and carers. Maintaining regular reading practice and listening to others read is essential throughout school.
- Children in key stage 2 are encouraged to read for at least 20 minutes a day.
- Parents/ guardians are offered support by the school each year to update their knowledge of how to assist their child with reading.

Enjoying reading

- We believe our way of teaching, as detailed above, will enable children to enjoy reading. Children are further encouraged through the following strategies:
 - Adults using the language of reading for 'fun', 'enjoyment' and 'pleasure'
 - Teachers talking about reading in positive terms (to both parents and children) so it doesn't become a chore
 - The use of adults as role models to show how reading can be life-enhancing
 - The occasional use of reading buddies to offer another role model
 - The use of high quality texts with depth and interest in story, character, illustration, vocabulary, structure and subject matter in reading lessons
 - Reading assemblies where adults share their favourite books

Assessing Impact

- The school uses KPI assessment for summative assessment.
- Teachers update their assessments termly
- Assessments are made through a combination of observation, discussion and written work and assessment
- Termly reading comprehensions (Headstart Reading Comprehension Tests) help teachers to make their judgements
- Phonics is assessed using the school phonics assessment sheet
- The phonics screening test in Year 1, KS1 statutory assessment and KS2 statutory assessment provide formal assessment

Monitoring

- Subject leaders create a monitoring action plan each year to ensure this policy and the school curriculum are followed and taught. They will use a range of monitoring strategies and ensure that they triangulate between these. Support is then offered to teachers where 'areas for development' are identified.

Renewal

- This policy is revisited on a yearly basis and amendments are made where appropriate