

WYBORNE PRIMARY SCHOOL



READING POLICY

Revised and updated January 2022 LB

READING POLICY

Intent: What are we trying to achieve for our learners through our reading curriculum?

At Wyborne Primary School, reading is paramount and is a key driver for our curriculum.

It is our intention to ensure that by the end of their primary education, all pupils are fluent, independent and confident readers across the curriculum preparing them well for their move to secondary education. We therefore intend to encourage all pupils to read widely across both fiction and non-fiction to develop knowledge of themselves and the world in which they live; to establish an appreciation and passion for reading; to gain knowledge across the curriculum; and to develop their inference and comprehension skills. We are committed to providing vocabulary rich, challenging and enjoyable reading material for all of our pupils.

Implementation: How will we provide a high-quality reading curriculum?

- The systematic teaching of phonics has a high priority throughout Foundation Stage and Key Stage 1. Phonics is taught daily to all children in EYFS and Year 1 then reviewed and reinforced in Year 2 through the Little Wandle Letters and Sounds Revised SSP. Staff systematically teach learners the relationship between phonemes and the written spelling patterns, or graphemes, which represent them. Timely intervention is planned for those children who are working below expected levels as soon as needs are identified and for some, phonic teaching will continue beyond Year 2 (using interventions such as Little Wandle Keep Up Intervention and Toe by Toe).

SEE PHONICS AND EARLY READING POLICY

- In Year 1 and until the end of the spring term in Year 2, reading lessons take place daily in the form of small group guided reading sessions, with individual intervention for those children who need extra support. Banded books will be chosen, ensuring that they clearly support phonics learning.
- From the summer term of Year 2 until the end of Year 6, reading will be taught through whole class sessions, following the DERIC system. Years 2, 3 and 4 will have 30-minute daily reading sessions. Years 5 and 6 will have two one-hour and one 30-minute reading lessons per week. The texts studied will be taken from our school reading spine as well as texts carefully selected by teachers. Children needing extra support will receive intervention. The whole class reading sessions introduce pupils to a variety of genres and are used to teach a range of techniques, which enable children to comprehend the meaning of what they read.
- All classrooms have their own class reading areas with a variety of books, available for children to borrow and take home to read for pleasure.
- Teachers regularly read to children in all year groups, with story time scheduled for 15-20 minutes daily. We also use a core text approach for our writing curriculum where pupils are exposed to a number of rich texts daily.

Impact: How will we assess our reading curriculum?

- Phonics is tracked half termly and the tracking is analysed to inform teaching and the need for intervention
- Reading sessions are planned using the National Curriculum objectives and class teachers assess the children's progress using on-going assessment for learning. Intervention will be provided for any children not achieving at least age-related expectations.
- Termly assessments will be carried out using comprehension test papers and Target Tracker statements.

Quick View - Agreed Procedures:

- EYFS and Year 1 will follow the Little Wandle Letters and Sounds Revised SSP (see separate policy)
- In Year 2 the children will continue to read books matched to their reading level in small groups in school. The class teacher should work with each group at least once a week. Independent activities (those activities carried out when the group is not working with the teacher/teaching assistant in a focus group) should be of high quality

- They are able to select a sharing book to take home to read for pleasure. In the summer term, reading in Year 2 will move to the whole class guided reading approach in preparation for moving into KS2, where this is how reading is taught.
- In Years 3-6, reading lessons take the form of whole class guided reading. Whole class guided reading is a fantastic way to ensure the children are being exposed to a wide range of rich texts to help develop their comprehension and enjoyment of reading. We look at a variety of genres of texts, a mix of whole texts and extracts and sometimes use other media such as short films in order to apply DERIC skills.
- DERIC stands for decode, explain, retrieve, infer and choice, which are the skills needed to fully understand a text and therefore be able to read and comprehend it. Class teachers will provide a text, which will be read using decoding skills, they will ask a set of retrieval questions and discuss tricky vocabulary, followed by plenty of discussion and questions to apply the DERIC elements of reading.
- Any children that continue to need extra support with reading as they move up the school, will be a part of small intervention groups to help them catch up.
- Every class from Nursery to Year 6 has a daily read aloud session where the class teacher reads a book to the class at the end of the day. These books are usually separate to the books used for reading lessons and our core texts in English so that the children are exposed to even more rich texts.
- The children are encouraged to choose a book to independently read for pleasure during our 'Reading for Pleasure' sessions in class and to take home to read. Even if your child is in an older year group and is able to read fluently independently, it is still important to read with them just to promote the love of reading. Just a few minutes a day can make such a difference. It has also been proven that children who see adults modelling reading for pleasure are more likely to read for pleasure themselves so why not curl up together and both read your own books at the same time.
- The texts used for reading lessons should be an appropriate level

Early Years Foundation Stage

Children are encouraged to become readers through a variety of approaches such as:

- The introduction of daily systematic use of synthetic phonics at an appropriate level, using Little Wandle Letters and Sounds Revised.
- Following the group reading sessions structure of decoding, prosody and comprehension
- Explicit modelling of blending and reading
- Guided and shared reading sessions
- Exposure to a rich book environment
- Providing opportunities to explore books independently or with support
- Provision of suitable texts for sharing stories to develop a love of reading at home
- Provision of ICT programs to encourage reading (e.g. Big Cat eBook library)

Key Stage One

In addition to Foundation Stage the teaching of reading skills becomes more overt by:

- Extending their phonological awareness by progressing through the Little Wandle Letters and Sounds Revised SSP in Year 1 and consolidating phonetic awareness in Year 2.
- Transitioning to a whole class reading approach in the summer term of Year 2 to develop DERIC skills.
- Exposure to a wider range of genres
- Introducing and developing comprehension skills
- By recognising that there is a close link between emergent reading and writing skills
- Developing knowledge and understanding of grammar and punctuation

Key Stage Two

In addition to Foundation and Key Stage One the teaching of reading skills becomes more explicit by:

- Broadening and extending the range of texts
- More detailed exploration of known text types
- Further consolidation of DERIC skills
- Making connections between different parts of a text
- Using their knowledge of other texts that they have previously encountered
- Using whole texts as a stimulus for drama and writing activities to promote deeper understanding of themes and how whole texts are composed.
- Applying knowledge of spelling, grammar and punctuation
- Whole class reading lessons will take place in KS2 classes (Y3 & 4 will have 30 min sessions daily, Y5&6 will have a mixture of shorter and extended sessions (covering 2 and a half hours a week)

Reading Aloud

Reading aloud to children is essential to help them become readers and continues to be important even when they are able to read fluently by themselves. Teachers will be reading aloud daily to children regularly as an integral part of their English teaching and daily story time sessions. This enables them to model how to read using tone and expression. Fiction and Non-fiction texts should be included.

Equal Opportunities

It is vital that all pupils should be challenged and supported equally. A variety of texts will be available, in class, our resource area and libraries to meet these needs.

Wyborne has a selection of banded books which help teachers to choose books in Key Stage 1 at appropriate levels for the children in their class. These books are also available for Key Stage 2 children.

Children who do not make appropriate progress will be referred to the Inclusion Manager who may involve outside agencies if appropriate. Children who are classified under EAL guidelines will have opportunities to read in their home language and books from home can be shared. Other languages are displayed around the school and in the classroom and dual language books are available in classrooms and libraries.

We have made a concerted effort to provide books with stories from other cultures that depict children from ethnic minority communities when selecting books for the school.

The class teacher will identify children who are not supported at home or are falling behind their peers and TAs, reading volunteers or other adults will be allocated to support these children with their reading development.

Those pupils displaying mastery skills in reading will be challenged and extended to further develop their reading ability.

Links with Parents

At Wyborne Primary School we believe that parents and carers are the vital starting point in the process of learning to read. New children receive guidelines on supporting their child read and meetings are held by the English Subject Leader to explain how literacy and especially reading is taught at Wyborne and how best to support children at home. Workshops for parents and carers are held annually to provide strategies for supporting reading and phonics at home.

Reading attainment is communicated with parents and carers through parent conferences and in the annual written reports.

Books taken home should reflect those available in the classroom and teachers should be alert to the possibility that some children are not supported with their reading at home.

Assessment and Record Keeping

Assessment takes the following forms:

- Ongoing observations and assessments
- Half termly phonics assessments
- Termly assessments and use of Target Tracker
- Year 2 and Year 6 assessed through end of year Key Stage assessments

Reading at Home

Children will be encouraged to choose books independently to share at home and to read for pleasure. Reading ability is discussed with parents during Parent Conferences and in written reports home.

Resources

Each class will have access to

- A reading corner with a variety of good quality fiction and non-fiction books.
- A central store of banded reading books (Big Cat, Oxford Reading Tree etc)
- Books that link with curriculum areas
- Books by a variety of authors and collections of authors
- A range of non-fiction books to support research and enquiry skills
- Ebook Library (Linked to the Big Cat Little Wandle books)

Related Documents

Phonics and Early Reading Policy