



Reading Policy

2021-2022

Skelton Primary School offers a positive, safe learning environment for its community, in which everyone has equal and individual recognition and respect. We celebrate success and are committed to the continuous improvement and fulfilment of potential in every child.

We encourage increasing independence and self-discipline amongst the pupils. Everyone within the school has an important role to play in sharing responsibility for the development of positive behavior and attitudes.



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Aims:

Reading feeds the imagination and opens up a treasure house of wonder and joy for curious young minds. (National Curriculum)

At Skelton Primary School we believe that success in reading is the key to independent learning, and so reading is given high priority. Our vision is that we enable our children to become confident, enthusiastic, independent and reflective readers who read with high levels of enjoyment, understanding and comprehension. We strongly believe that it is your passion and thirst for knowledge and your dedication and commitment to learning; your 'UMPHHH' that enables you to succeed. We endeavour to promote an enjoyment of reading and understanding, that reading is a life-long skill that opens the door to a world of opportunities. We want to make sure that the teaching of reading focuses on developing the children's skills in Speaking and Listening, Phonics and Word Reading and Comprehension (both listening and reading) and aim to:

- Provide all children with the skills and strategies to read easily, fluently with good understanding
- Provide all children with the phonological understanding to read words accurately
- Develop the habit of reading widely and often, for both pleasure and information
- Use a growing technical vocabulary with which to engage in 'book talk' so children acquire a wide vocabulary, and understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Ensure all children read widely and experience a range of genres in fiction, non-fiction and poetry and are able to discuss some of the ways in which narratives are constructed.
- Appreciate our rich and varied literary heritage
- Develop critical appreciation of what they read
- Develop study skills so that the children can select appropriate fiction and non-fiction books from the library
- Develop children's competence in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate
- Know that reading is an important part of life and that everyone needs to be able to do so

*"The best primary school in England teach virtually every child to read, regardless of social and economic circumstances of their neighbourhoods, the ethnicity of their pupils, the language spoken at home and most special educational needs or disabilities
(Reading by the Age of 6)*

At Skelton, we aim to get children reading early: learning to read – reading to learn. There is a whole school approach to the teaching of reading to teaching phonics and reading. A range of reading strategies will be taught throughout all classes that reflect the requirements of the National Curriculum. We will ensure that all children have equal access to the curriculum, regardless of gender, race, religion or ability. Children with specific reading, speech and language or hearing difficulties will be identified and supported through programmes in school and external help will be sought if necessary.

'Reading in the curriculum' opportunities are taught through:

- Direct teaching of synthetic phonics and reading through techniques and programmes such as; Read, Write Inc, and action words
- Read and respond; reciting, story maps, book talk, whole class and shared reading
- Whole Class Guided Reading (reciprocal reading)



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- Accelerated Reading (ZPD levelled books) individual reading
- Shared Reading (class teacher)
- Cross-curricular opportunities
- Reading celebrations – World Book Day, Star Reader Award
- Home Reading – x 5 times a week
- Library visits (internal and external)

Teaching and Learning

Spoken Language

There are planned opportunities for the use of spoken language across the curriculum so children develop cognitively, socially and linguistically. The content is taught at a level appropriate to the age of the children and reflect the breadth of the curriculum, rhymes, poems and the reading spines. Children will learn how to take turns and when and how to participate constructively in conversations, book talk and debates, particularly around books and texts they have read or that have been shared. Attention will be paid to children's vocabulary, structure, characters, feelings, plots and cause and effects.

Phonics and Early Reading

The teaching of phonics and early reading is underpinned by a high quality, discrete phonics programme 'Read, Write Inc' (RWInc) to develop the cumulative knowledge of phonics across the Early Years Foundation Stage (EYFS) Key Stage One and into Key Stage Two for children who still need further support. The programmes 'cycle of instruction' means that after direct instruction, and guided practice, pupils teach each other 'partner teaching'. In this way, they all rehearse and consolidate what they have been learning.

RWInc is a method of learning, centred around letter sounds and phonics, taught in a systematic manner. Using RWInc, the children learn to read effortlessly so that they can put all their energy into comprehending what they read. It also allows them to spell effortlessly so that they can put all their energy into composing what they write.

This RWInc programme will enable children to:

- Decode letter-sound correspondences quickly and effortlessly, using phonic knowledge and skills
- Read common exception words by sight
- Read books that align with their phonic knowledge
- Understand what they reading
- Read aloud with fluency and expression
- Work effortlessly with a partner to consolidate what they are learning

Alongside phonics we teach a range of strategies to develop reading and understanding including looking at the illustrations, context-based clues and deciding whether a sentence makes sense. All children are grouped and taught at a level appropriate to their phonic ability. All teachers and teaching assistants have been trained to deliver the programme.

We will ensure that:

- Language development – including phonological awareness – is the focus BEFORE reading



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- Direct, focused phonics is taught daily in Reception and Key Stage 1
- Children read books that closely match their phonic knowledge
- Extra support is provided through the day for the children who make slowest progress (lowest 20%)
- RWInc phonics programme will continue for children up to Y4 who have not passed phonic screening check (non-SEND) and Fresh Start for children in Y5/6.
- 'Lexia' will be delivered to children with SEND who have been identified with 'dyslexia'

Staff will:

- Observe and assess learning and pick up on difficulties, such as pupils' articulation, problems with blending or alphabetic code knowledge. Staff will support individual needs through one-to-one tutoring, re-grouping or other techniques
- Staff will group and teach children according to their reading progress

Expectations:

Nursery

Autumn Term	Spring Term	Summer Term
Environmental sounds Instrumental sounds Body percussions	Rhythm and rhyme Alliteration Voice sounds	Alliteration Oral blending and segmenting Set 1 sounds (sound discrimination)

Reception

Autumn Term	Spring Term	Summer Term
Set 1 sounds A,B,C Oral blending and segmenting Decoding Ditties 1-10	Revisit sounds A-C Ditties 10-20 Set 2 sounds Red Ditties storybooks *Green Books	Consolidation set 1 Fluency and expression set 1 sounds & words Set 2 sounds and assisted words Green/Purple books

Year One

Autumn Term	Spring Term	Summer Term
Consolidation Set 2 sounds Introduction to Set 3 sounds Purple/Pink books	Set 3 sounds Pink/Orange books	Consolidation Set 3 sounds Yellow/blue books

Year Two

Autumn Term	Spring Term	Summer Term
Consolidation Set 3 sound Blue/grey books	Once pupils have successfully completed RWInc phonics then reading is taught daily through Whole Class Reading. Reading is taught through two main strands: word reading and fluency and comprehension	

Whole Class Reading (Reciprocal Reading)

Teaching whole class reading means that all pupils can read with the teacher more often, moving faster through more or longer texts and benefiting from the teacher's expert explanations, modelling, questioning and feedback. Staff use Reciprocal Reading as a structured approach to teaching strategies that pupils can use to improve their reading comprehension. Teacher's pitch reading sessions high, while providing scaffolding to allow pupils to access the text and practise reading and



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responding in challenging ways. It also makes possible integration between 'guided reading', topic-related reading, reading as stimulus for writing, daily reading aloud to the class and following a 'class reader'.

The staff have selected a core set of texts (reading spine) to use within the English curriculum. In Nursery, the books are quite repetitive which makes it easier for children to join in. The reading becomes much more interactive and children eventually recite the stories 'word for word' which raises their confidence as readers and adds to their reading fluency. In Key Stage One, the books offer a deeper connection to the characters' emotions and are drawn into the imaginary worlds. Across Key Stage Two, the books have great storylines and children develop great empathy for characters and become more aware of the author's intent.

Teachers teach through whole class / guided approaches that best suit the objectives and must ensure they teach through explanation, modelling, questioning and feedback. Feedback is folded into learning through follow-up questions.

Questions should be:

- Probing – pushing for more clarity or more depth
- Challenging – require re-evaluation or justification for thinking
- Bridging – more thinking across to other topics
- Reflecting – questions ask about thinking or learning process behind idea or point
- Extending – move pupils towards greater complexity or difficulty
- Personalised – more personal angle or evaluative response

Content Domains and Assessment Focuses

Using the content domains approach and including the seven assessment focuses will guide the teaching and learning – the skills of understanding what is being read and creating a love of books to ensure that children have skills that last beyond school. The content domains are statements that break down the approach to reading into aspects in which children should become skilled. They explore background knowledge, vocabulary, language structures, literary knowledge and word recognition. Each domain has an image and a colour associated with it so that children can make those links as they become confident in understanding each domain, they can identify which skills to use. Just like the assessment focuses they are useful to assess where gaps exist, for analysing formative and summative test data, and then for planning next steps in learning. **They are not the curriculum** but knowing the content domains and how to ensure that they are all covered in teaching and learning is important.

KS1 Reading Content Domain Reference	KS2 Reading Content Domain Reference
1a. Define – draw on knowledge of vocabulary to understand texts	2a. Define – give /explain the meaning of words in context
1b. Retrieve – identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	2b. Retrieve and record information, identify key details from range genre
1c. Sequence – identify and explain the sequence of events in texts	2c. Summarise – main ideas from more than one paragraph
1d. Infer – make inferences from the text	2d. Infer – from the text/explain and justify inferences with evidence from the text
1e. Predict – what might happen on the basis of what has been read so far	2e. Predict – what might happen from details stated and implied
	2f. Relate – identify/explain how information/narrative content is related and contributes to meaning as a whole
	2g. Explore – identify/explain how meaning is enhanced through choices of words and phrases



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2h. Compare – make comparisons within the text

Individual Reading

- Children are encouraged to read for pleasure using staff as good role models during the reading for pleasure time each day
- Children will select books that match their phonic abilities YR and KS1 (RWInc) or their ZPD levels (AR)
- Parents, readers and teachers will record in the reading record books. Children will make more active notes.
- Each child will read daily in school and five times at home

Accelerated Reader (AR) (End of KS1 – KS2)

- Accelerated reading is a programme which encourages children to read appropriately challenging books – difficult enough to keep them engaged but not so difficult that they become frustrated. This is the 'Zone of Proximal Development' (ZPD). It gives pupils significantly greater choice in levelled books and quizzes than any other reading programme.
- Pupils take a quiz linked to the latest book they have read and get immediate feedback through the quiz results. Children respond to regular feedback and are motivated to make progress with their reading skills. Teachers have the opportunity to set realistic targets (link to points) and praise children for their successes and to discuss with them what they have been reading. There are four different types of Accelerated Reader Quiz: Reading Practice, Recorded Voice, Vocabulary Practice and Literacy Skills.
- Children move on to the Accelerated Reading Programme once they become confident readers in KS1 and have completed the RWInc book band levels. We want our children to become 'masterclass readers' and successfully achieve 85+% on the quiz and read successfully for 25 minutes daily. The children also take the 'Star Reading Test' termly to identify their Zone of Proximal Development book level so that they can move successfully through the bands and read books that are within their reading range.

Home Reading

- Parents are strongly encouraged to be actively involved in their children's reading at all ages and are encouraged to share books to help improve their child's reading skills and show them how important and enjoyable reading is.
- Children are expected to read five times a week. Parents or the reader are encouraged to make reading notes in their reading journals e.g. reading behaviour, summaries, pictures, diagrams etc..
- Parents and carers are invited to curriculum meetings and workshops throughout the year where information regarding the year group curriculum and objectives are shared, alongside best practice. Various reading incentive schemes are also planned to raise the profile of reading at home, and children and families are encouraged to take part in World Book Day celebrations.

At a Glance – Non-Negotiables

- Ensuring the classroom has a well-designed and looked after book corner
- Caring for books through the use of school and class librarians
- Ensuring that daily reading aloud of aspirational and engaging texts happens at times throughout the day.
- The teaching of reading happens daily for at least 30 minutes (RWInc/ English / Whole Class Reading Lesson)
- Teachers review weekly the children's reading quiz results and hold discussion meetings or 1-1 reading sessions with the children to raise achievement



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- Independent reading happens daily for at least 25 minutes (AR/RWInc) and on 1:1 with adult for up to 10 mins weekly
- In reading-based lessons, learning objectives are taken from year group NC objectives and Content Domains
- Formative assessments are recorded, analysed and responded to daily/weekly – corrective review and next steps
- Reading journals demonstrate written or recorded outcomes happen and all work is evidenced by the member of staff who taught that lesson
- Teaching of reading planning is completed and given to the Reading Lead by close of Friday (Rotation)
- Summative data is analysed by Team Leader's and intervention groups identified on termly basis to inform next terms' planning and interventions (RWInc, AR and NFFER)
- Staff set realistic targets (AR) to motivate and inspire children to read and succeed
- Reading Trees – evidence authors/books and children's responses

Building Reading Stamina

Reading stamina is having the energy and the concentration to focus on reading independently for long(ish) periods of time without giving up. We will help our children boost their reading stamina, train muscle memory in school and at home by using the following tips:

- Practice! Value independent reading, setting aside a daily reading sessions (RWInc/AR/1:1)
- Ensure that children have access to the reading levels / bands they need
- Set reasonable reading goals and hold regular discussions with children to monitor and improve reading time (AR)
- Set a purpose for reading. Explain how practice reading helps us to become better readers –
 1. My phrasing and fluency support meaning and sounds like talk
 2. I use the punctuation, to regulate reading phrasing and fluency.
 3. I adapt the pitch, tone, stress and volume of my voice to match meaning.
 4. I problem-solve quickly and efficiently
 5. I self-correct if needed
 6. I think about meaning
- Continue to share, provide feedback, guide and challenge as reading time continues to increase and reading stamina grows.
- Encourage skimming and scanning
- Train the eye to read words, phrases and sentences
- Teach children what to do if reading breaks down (decode, re-read, read on)
- Have range of reading materials – newspapers, comics, e-books, fiction, non-fiction etc
- Shared / paired reading opportunities, re-read same texts, listen to the teacher read to enjoy and comprehend
- Make notes in reading journals to help retain what they have read, questions they want to ask, vocabulary they need checking
- Ensure lessons provide opportunities for children to read within set timescale and complete reading tests over course of year
- Diminish distractions (students use soft voice if reading aloud)
- Celebrate great readers
- Give children checklist to measure their reading stamina as part of their self-evaluation
- Teach children to 'book talk' and have them present a talk each month

Day to Day Teaching

We will continue to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using our team leaders to:

- Set high expectations
- Address any within-year group variance
- Ensure consistent implementation of the non-negotiables



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- Share good practice within the school and draw on external expertise
- Provide high quality CPD and coaching and mentoring
- Improve assessment through joint levelling and moderation

Assessment and Monitoring

All children are formatively assessed on a daily basis through teacher’s completion of corrective review. These inform planning for the next day to ensure learning moves forwards or is consolidated as appropriate. Teachers will use the school assessment app to track trends and identify areas of strengths and weaknesses for individuals and groups. This will be used on a weekly basis to inform future planning.

In EYFS/KS1 children will be assessed on their phonic and word reading termly using the Read, Write Inc assessments, simple view of reading, NFER termly assessments. Year 2 children, will also use the previous KS1 SATs papers.

From Y3 – Y6 children will be assessed on a termly basis using the NFER tests, AR Star Reading Tests and Simple View of Reading. Staff will analyse the information to –

- Benchmark results internally and nationally
- Reliably monitor attainment and progress
- Make accurate comparisons between pupils and groups of pupils
- Gain informative information to guide teaching and learning

Organisation	Text:	Teacher’s role	Pupils’ role:
Teaching Synthetic Phonics, word reading and Spelling :	<ul style="list-style-type: none"> • Read, write Inc • Fresh Start • Action Words • Magical Spelling 	<ul style="list-style-type: none"> • Teaching of phonic awareness (44 phonemes and 120 grapheme) and developing decoding skills of unfamiliar words • Awareness of the reading and spelling of common exception words/tricky words • EYFS/KS1 teach RWInc sequential approach following guided lesson plans • KS1/KS2 continue to use RWInc up to Y5 then children move to Fresh Start. • Children with identified SEND e.g. dyslexia will use Lexia programme • Update feedback and marking to plan next steps • Summative assessments completed half termly and analysed by Team Leaders • Teach letter sound/names word shapes to support spelling 	<ul style="list-style-type: none"> • learn 44 phonemes (speech sounds) and the 120 graphemes (spelling choices) of written English using simple pictures and actions • learn to read words using Fred Talk (blending for reading) Fred Fingers (segmenting for spelling) (<i>RWInc</i>) • read words on sight through word shapes and through actions • learn letters by name not sound so they can break down or blend the phonemes (sounds) for different one, two, three or four-letter spelling choices (<i>RWInc/Fresh Start</i>) • read lively stories featuring words they have learned to sound out • show that they comprehend the stories by answering questions • write simple sentences

Whole Class Reading

This policy will be kept under review in the light of legal developments and best practice
 Autumn 2021 SLT responsibility: S.E.Walker N.Chapman

Next review:



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<p>Whole Class:</p>	<ul style="list-style-type: none"> • Provide pre-teach • Enlarged text usually on screen • Reading with the most challenge – text is beyond most of the class’ independent reading level • Text includes features to be taught and practised • Sessions are planned in sequence – pre-teach, recap and respond • Opportunities planned for pupils to read aloud, in small groups and in pairs • Comprehension questions linked to domains and provide reconstructive, distillation, reflective activities • Filmic / drama approaches 	<ul style="list-style-type: none"> • To provide a purpose for reading • Model and demonstrate • Read with and to the class • Ask questions at different levels • Highlight key features/words/phrases etc • Close analysis of language • Ask questions linked to the content domains • Foster a love of reading • Follow the English policies with the aim of helping pupils to become independent readers • To assess the pupil’s progress as a reader and provide explicit guidance for their development 	<ul style="list-style-type: none"> • Read aloud • While reading – read aloud, silently, small group • Discuss questions about text – define, explain, justify, infer, predict, relate, explore, compare • Make personal response • Consider responses of others • Record immediate, visual and imaginative responses • Have awareness of punctuation <p>Enjoy reading</p>
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Monitoring and Evaluation

Our planning, feedback and assessment procedure will be followed to inform future planning, teaching and learning. Teachers assess pupils against these frameworks to determine starting points for each ability group in their class. Teachers and pupils regularly assess progress against early learning goals and nationally set age related expectations

Teachers will ensure that:

- A wide range of data is used – achievement data, pupils’ work, observations, learning walks, case studies, and staff, parent and pupil voice
- Assessment Data is collected termly so that the impact of interventions can be monitored regularly. Weekly dialogue ensures that groupings are fluid and quickly respond to changing needs
- Assessments are closely moderated to ensure they are accurate
- Teaching staff and support staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working



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- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behavior
- Subject lead will monitor planning, teaching and assessment data and identify key areas to support outcomes across all key stages
- A designated member of the SLT maintains an overview of pupil premium spending
- A governor is given responsibility for pupil premium **Formative Assessments**

Staff will regularly monitor children's reading behaviour and knowledge of texts through regular observation and feedback – both oral and written. Feedback is folded into learning and will occur throughout a lesson to individuals or groups through the teachers' questioning techniques and tasks set.

Identification of Pupils

We will ensure that:

- ALL teaching staff and support staff are involved in the analysis of data and identification of pupils who need intervention and support to 'plug the gaps'
- The lowest 20% of pupils are identified and key discussions take place with staff, middle leaders and SLT to identify the provision to close the gap (see Reading Map route)
- ALL staff are aware of who pupil premium and vulnerable children are
- ALL pupil premium children benefit from the funding, not just those who are **underperforming**
- Underachievement at all levels is targeted (not just lower attaining pupils)
- Children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if...."