



St. Leonard's Primary School

Reading Policy

Aims

- For our pupils to have excellent phonic knowledge and skills
- For our pupils to be able to read fluently across a wide range of texts with good understanding
- For our pupils to develop good reading habits for both pleasure and for the acquisition of knowledge
- For our pupils to appreciate our rich and varied literacy heritage
- For our pupils to have an excellent comprehension of texts

Teaching of reading

We use a banded book reading approach to support children when learning. Children then move on to being 'free' readers. We have some core texts at the heart of our topics to try to stimulate and engage the children whilst exposing them to high-quality texts.

Reading takes place throughout the curriculum where children are encouraged to apply the skills they have been taught in focused reading lessons.

Reading Lessons

Reading lessons are used to develop children's fluency, skill and knowledge of reading. The purpose of reading lessons is to improve fluency in reading and teach pupils' a range of comprehension skills. A range of teaching methods are used to deliver these lessons across the school, facilitated by all of members of staff and led by teaching staff. Reading lessons are based around on a range of different texts: modern fictions, myths, legends, traditional stories, poems and plays.

Reading Lesson Foci:

Reading lessons are focused on teaching the key objectives of reading comprehension whilst improving the fluency of children's' reading.

*Improving the fluency of children's reading

*Developing their comprehension skills: retrieval, inference, prediction, explanation, sequencing and summarising and vocabulary.

*Exposing them to a range of different genres

Structure of Reading Lessons:

All reading lessons focus around one specific text that is at the centre of the teaching for that lesson. A longer text may be used continuously over the course of many lessons. The text is read with the children with a focus on: reading. A range of reading techniques and strategies are used to improve, develop and build confidence in the fluency of reading as well as comprehension of the text being studied. These may include:

- Choral reading
- Echo reading
- Partner reading
- Individual reading to oneself

Following reading of the text, comprehension questions are provided for children to answer based on what they have read.

Children are grouped in small groups based on ability. Teachers and support staff work with different groups of children throughout the week or based upon the needs of those children. Children within a group are exposed to the same text and are provided with verbal or written comprehension questions based on this text. The text they are focusing on suited to their ability. These texts are procured from a range of different sources to ensure children are experiences a whole range of genres. They are provided with strategies on how to answer these questions e.g. use the wording of the question to find the answer in the text. The teacher and support staff use these sessions to build and develop children's understanding of texts when they read them. Throughout these sessions, children will read the text aloud or read it individually and then will respond to questions asked about it. During these focused sessions with staff members, other children in the class will also be participating in a range of activities related to reading, grammar and spelling.

Assessment

During guided reading, staff will make continued teacher assessment on the children within their group and in the class. They will use this assessment to inform them of the children's progress within reading.

1:1 reading

Children are RAG rated based on formative and summative assessments carried out in reading. Children that are RAG rated in red are heard by an adult daily. This time is used to work 1:1 with the child to develop their fluency and comprehension skills in response to formative and summative assessment. Children RAG rated in yellow are heard up to three times a week. Those that are RAG rated in green are listened to weekly.

Whole class reading

Whole class reading takes place in all classes from Y1-6. Whole class reading is based on exposing all children in the class to a particular text usually of high quality. Children work in mixed ability groups to answer questions based on the text they have read. These questions are centred on the key objectives for reading taken from 'VIPERS' from the Literacy Shed.

- Vocabulary
- Inference
- Prediction
- Explanation
- Summarising/sequencing

Questions are focused on a key objective or a combination of a few objectives. This allows for children to develop these skills and apply the skills they have learnt. Whole class reading is intended to expose all children to a range of quality texts based on different genres.

Library

Children have access to the library at any time. They can freely take a book and return it to the library after they have read it. Library club takes places for KS1 and other classes have specific library time where they can choose an additional book to read. The library contains a range of genres and books aimed at all year groups.

Daily Reading

Every afternoon there is allotted reading time for each class. This time is used for: paired reading, individual reading, reading to the class, the class reading out loud, reading for pleasure, sharing books with each other, writing recommendations or book reviews. This is to promote a love of reading and give children the opportunity to engage in a range of reading activities.

Teaching Reading in Nursery and Reception

Reading and Writing is taught following the guidance in Letters and Sounds. Statutory guidance states that children in Nursery classes (3-4 years), should have completed a programme of learning following Phase One and that children in Reception classes (4-5 years), should have completed a programme of learning following Phase Two to

Four (Phase One should however, remain a continuous part of children's natural auditory development throughout the Letters and Sounds Programme).

Reading

Reading at St. Leonards' is approached in two ways. Initial reading experiences are built upon children's phonic learning, beginning in the Nursery. Our accelerated approach ensures that wherever possible, children develop secure auditory discrimination, becoming competent with Phase two phonemes and graphemes (GPCs) before entry into Reception.

In Reception, children continue to learn to use and apply more complex phonemes, including digraphs and clusters. In order to accelerate reading, children are precision taught the standard 45 High Frequency Words (NLS) with the aim that these are known with progressive security by the autumn term. In doing so, we can ensure that children's reading and comprehension development is not hindered by a linguistic phonics approach (i.e. children begin reading earlier; becoming more competent and confident readers, with greater security by the time they enter Year One).

Verse and recitation form a vital element of early literacy experiences. Children take part in daily circle activities which contain songs, rhymes, verses and stories, which allow children to develop a broad and varied language base upon which their reading can build. As part of our Talk for Writing approach, children learn at least one seasonal verse and one traditional tale by heart each half term. Verses and stories are then used later for creative innovation in writing.

Across the EYFS we have a tiered approach to teaching reading and vocabulary. Nursery children focus on Tier One words (every day common vocabulary) following a 5:3 model (PORIC: 8 words per week, 5 in school and 3 which go home). Reception children develop a knowledge of Tier Two words (extended and more descriptive, ambitious vocabulary), which they begin to apply to their independent reading and writing. Both Nursery and Reception follow a reading curriculum of "Treasured Texts" which children study in depth for a period of time (not less than two weeks per text). Language and linguistic structures are studied to develop an awareness, which will feed into play and later reading and writing experiences. In addition, Reception children follow a progressive guided reading scheme (book bands). Children are read with at school three times each week and reading books changed as appropriate to ensure continued challenge. Comprehension is developed through our "Rainbow Bookmarks" (See Action Research Project).

A rich and varied prepared environment ensures a mastery approach for all children. Our environments are structured to ensure children have many ongoing opportunities as part of their daily explorations to use and apply their developing reading skills.

Both Nursery and Reception children receive an additional library book, which they can take home to share. These are changed weekly and chosen with an appropriate adult. Parents are invited into school weekly to take part in a reading session with their child.

KS1

Reading in KS1 is developed by the phonics taught and applied daily. Phonics and spelling rules are included in English planning therefore providing the opportunity apply understanding of these and use them regularly. Phonics underpins the teaching and development of reading in KS1.

Guided Reading is carried out daily. Small groups, grouped by ability, participate in a verbal guided reading session with a member of staff. This time is used to develop children's reading skills and comprehension skills. In conjunction with this, children participate in whole class reading based on VIPERS. Children develop their understanding of a reading objective and apply this in questions based on a text.

RAG rated readers are listened to daily to develop the reading fluency, to apply their phonics and develop their comprehension skills. This is used as an assessment tool to track children's development. Volunteers come in to school weekly to listen to children read.

Children are expected to read at home each evening and a reading diary is used to log when the children have read and what they are reading. This is also used as a form of communication between parents/carers and staff members.

Children in KS1 participate in a reading activity at the end of every day which includes paired reading, individual reading, being read to and many other activities. Paired reading is used as a tool to engage and enthuse children about reading and allow for them to forge bonds with children in other classes.

Topic books are always displayed and used in topic lessons. These are used to support reading and develop knowledge of the particular topic that is being focused on. The classroom environment also supports the development of reading as it includes a reading corner, topic display with key vocabulary and spelling and grammar displays to support the development of reading.

KS2

Reading in KS2 is a continuation of what children have done in KS1. Any gaps with phonics are addressed through intervention teaching and daily reading. These phonics sessions enable children to close the gap in their learning and develop their reading ability.

Children are RAG rated through the use of formative and summative assessment. RAG rated readers are listened to daily to develop the reading fluency, to apply their phonics and develop their comprehension skills. This is used as an assessment tool to track children's development. Volunteers come in to school weekly to listen to children read.

Guided reading is carried out daily. Each year groups works with a group at least once a week. Children are often grouped by ability during these guided reading sessions. Texts are chosen to challenge and further children's reading development. Children answer questions about the text they have read both verbally and in written form. In Y6, children are exposed to a format that is more focused on written comprehension to encourage independence and confidence in their reading ability.

Guided reading also used VIPERS from the Literacy Shed. Whole class reading and guided reading sessions are focused on the key objectives of: vocabulary, inference, prediction, explanation, retrieval and summarising. Each year group, through reading sessions, are taught the meaning of these objectives and how to answer questions based on these objectives. VIPERS can also be part of the English writing sequence when focusing on a particular text. The aim is for children to become confident when answering questions about a text and to be able to identify what type of question they are being asked.

Children in KS1 are expected to read daily at home and they have planners in which they can record this. The expectation is that parents listen to children read daily or children read independently at home. This planner can also be used as a form of communication between parents and teachers regarding children's reading.

Library books are available to children in KS2 at any time. They can use the facility of the library to take out a book and return it.

KS2 has allotted reading time at 3.10pm daily. During this time, children can participate in paired reading, individual reading, reading for pleasure, listening to the teacher read, book recommendations, books reviews and other reading related activities. On a Friday, paired reading between other classes takes place.

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