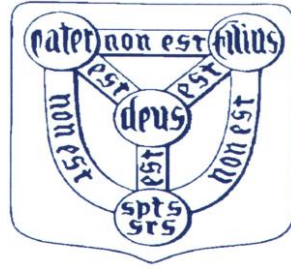


# Shellingford CE (A) Primary School

Headteacher: Miss Judith Terrell



"Inspiring hearts and minds"

## **READING POLICY**

**Our aim at Shellingford CE (A) Primary School is to create a school environment where every child is not only able to read proficiently, but also develops a genuine appreciation of reading. We want our school to emit a love of books both amongst ourselves and to all who visit.**

This policy should be read alongside the school's English Policy.

### **1. INTENT**

At Shellingford CE (A) Primary School our core vision is that ALL children will be equipped with the skills, knowledge, understanding and empathy that will lead to them being able to make their own choices in life, successfully. We believe that it is vital for children to learn to read confidently in order for them to become independent learners. We aim to develop a rich reading culture throughout the school through teacher modelling, the well-resourced school library, vocabulary rich displays and classroom libraries.

We strongly believe that reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds. We know that it is essential that, by the end of their primary education, all pupils are able to read fluently and with confidence in any subject to be successful in their forthcoming secondary education.

We strive for all to be actively engaged in their own learning, to be motivated and eager, to achieve and attain to their own full potential in Reading.

The DfE's 'Reading Framework' (2021) clearly states that:

*The reading and writing of Standard English, alongside proficient language development, is the key to unlocking the rest of the academic curriculum. Pupils who struggle to read struggle in all subjects and the wonders of a knowledge-rich curriculum passes them by unread. Fluency of reading is also a key indicator for future success in further education, higher education and employment.*

### **2. IMPLEMENTATION**

At Shellingford CE (A) Primary School 'VIPERS' (Vocabulary-Inference-Prediction-Evaluation-Retrieval-Summary) are used across KS2 to develop comprehension skills through shared book talk and focused reading sessions.

'Text Drivers' are carefully planned for each class and are documented on a long-term 'Learning Journey' for KS1 and 2, and on Medium Term Plans for FS as they have a greater number of texts with a shorter focus to match the interests of the children. An example is given below:

Persuade		Inform		Entertain		Discuss	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Summer 1	Summer 2
<p>Learning Journey 1</p> <p>Text: <i>The Watertower</i></p>  <p>Outcome: Persuasive letter to the authorities to investigate the strange happenings in the town</p>	<p>Learning Journey 1</p> <p>Text: <i>Survivors</i></p>  <p>Outcome: Survival narrative</p> <p>Application piece: Explanation text focused on survival in a harsh environment</p>	<p>Learning Journey 1</p> <p>Text: <i>Ways of the Wolf</i></p>  <p>Outcome: Discussion article – should wolves be reintroduced to the UK?</p>	<p>Learning Journey 1</p> <p>Text: <i>Alma (Animation)</i></p>  <p>Outcome: Narrative using techniques of tension and suspense</p> <p>Application piece: Diary from the viewpoint of the shopkeeper</p>	<p>Learning Journey 1</p> <p>Text: <i>Macbeth</i></p>  <p>Outcome: Narrative retelling</p> <p>Application pieces could include a diary of a chosen character, a report, letters</p>	<p>Learning Journey 1</p> <p>Text: <i>The Wonder Garden</i></p>  <p>Outcome: Non-fiction text in the style of the Wonder Garden about an island visited by Odysseus</p> <p>Application piece: Narrative</p>		
<p>Learning Journey 2</p> <p>Text: <i>The Unforgotten Coat</i></p>  <p>Outcome: Guide to the school for new arrivals</p> <p>Application piece: persuasive letter</p>	<p>Learning Journey 2</p> <p>Text: <i>Floodland</i></p>  <p>Outcome: Zoe's internal monologue a year after the events of the book</p> <p>Application piece: Escape narrative</p>	<p>Learning Journey 2</p> <p>Text: <i>The Lost Words</i></p>  <p>Outcome: Poetry in the style of the text</p> <p>Application piece: article on the removal of the words from the dictionary</p>	<p>Learning Journey 2</p> <p>Text: <i>Boy in the Tower</i></p>  <p>Outcome: Formal letter</p> <p>Application pieces: missing chapter, report</p>	<p>Application pieces could include a diary of a chosen character, a report, letters</p>		<p>Transition Unit</p> 	

<p>Reading teaching</p> <p>Focus text: <i>Out of This World</i> (including heritage science fiction)</p>  <p>Focus domains: Clarify (specific focus on the meaning of words in context – archaic language) Language for effect</p> <p>Focus text: <i>The Unforgotten Coat</i></p>  <p>Focus domains: Inference Themes and conventions (specific focus on identifying and discussing themes)</p>	<p>Reading teaching</p> <p>Focus texts: Extracts from <i>Survivors/ Great Adventurers/ The Lost Book of Adventure</i></p>  <p>Focus domains: Select and retrieve Summarise (specific focus on distinguishing between statements of fact and opinion)</p> <p>Focus text: <i>Floodland</i></p>  <p>Focus domains: Clarify Inference Respond and explain (specific focus on providing reasoned justifications)</p>	<p>Reading teaching</p> <p>Focus text: <i>The Story of Life and texts linked to evolution and inheritance</i></p>  <p>Focus domains: Select and retrieve Themes and conventions</p> <p>Focus texts: A range of classic poetry focused on the natural world</p>  <p>Language for effect (specific focus on learning a wider range of poetry by heart and preparing poems to read aloud)</p>	<p>Reading teaching</p> <p>Focus text: <i>Boy in the Tower</i></p>  <p>Focus domains: Inference (specific focus on expanding responses and referring to the text) Summarise Respond and explain Themes and conventions</p>	<p>Reading teaching</p> <p>Focus text: A range of Shakespeare retellings alongside short original language extracts</p>  <p>Focus domains: Language for effect Inference Respond and explain (specific focus on formal presentation and debates to explain understanding of what has been read)</p>	<p>Reading teaching</p> <p>Focus text: <i>The Adventures of Odysseus alongside other retellings of Greek myths</i></p>  <p>Focus domains: Language for effect Inference Themes and conventions (specific focus on making comparisons within and across texts)</p>
<p>Word reading focus is ongoing. Only key focus domains are shown as other reading domains and associated strategies will be covered in response to the demands of the text and gaps in pupil understanding.</p>					

Reading is taught in several ways. Children will be given many and varying opportunities for reading which are not restricted solely to English lessons. These include:

- ✓ Independent Reading
- ✓ Guided Reading
- ✓ Shared Reading

- ✓ Whole Class Reading
- ✓ 1:1 Reading with an adult

At Shellingford CE (A) Primary School, all children from Year R to Year 6 take part in weekly reading sessions and the structure and delivery of these vary depending on the year group. The teaching and learning of 'Reading' takes place within whole class and group settings which will be planned and led by the Teacher as well as 1:1 focused teaching delivered by skilled teaching staff to build on the needs of individuals. Through the implementation of our Reading curriculum and Long-Term Overviews, learning should be consolidated and built upon each year, ensuring that the children leave each phase of their learning with the relevant skills and knowledge. All Teachers understand the importance of reading in being able to access the whole curriculum and this is taken into account when planning and teaching specific reading skills.

At Shellingford CE (A) Primary School, we realise that there are many aspects to the teaching of reading including phonics, decoding, fluency and comprehension as well as developing a 'love' of reading. Each of these is carefully considered and planned for based on the needs of whole class, groups and individuals across Early Years, Key Stage One and Two. We know that it is essential that teaching focuses on developing pupils' competence across these different aspects.

The National Curriculum (2014) for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading

The programmes of study for reading at Key Stages One and Two consist of two dimensions:

1. **Word Reading:** Good early phonics-based teaching of word-decoding skills. This helps children to recognise and understand the sounds that letter combinations make and to recognise and decode words.
2. **Comprehension:** Supporting and encouraging children to engage with reading through book talk and discussion about text.

Competence in both dimensions is essential in order for children to read fluently and confidently. However, the balance between teaching word recognition and language comprehension shifts as children acquire secure and decoding skills and progress from 'learning to read' to 'reading to learn' for purpose and pleasure.

### **Early Years Foundation Stage (EYFS) Curriculum:**

The Early Learning Goal for Reading states that:

- children read and understand simple sentences.
- they use phonic knowledge to decode regular words and read them aloud accurately.
- they read some common irregular words.
- they demonstrate understanding when talking with others about what they have read.'

In the Early Years, children are introduced to reading using the DfE-validated 'Twinkl' Phonics scheme. This is taught discretely in dedicated phonics sessions where children are grouped by attainment. Children are also exposed to and have time to practise phonics during child-initiated play.

All EYFS children have a reading book which is carefully matched to their phonic level and is regularly reviewed during 1:1 time with the class teacher. This is sent home to parents with a

clear reading focus. In addition to this they are also given high-quality picture books to share at home with parents, along with a 'book-talk' reading focus.

The 'Jelly and Bean' reading scheme, Big Cat and twinkl Rhino Readers are used to support those needing extra support or who need a boost to their confidence, as well as more widely for those children developing their awareness of Phase 2-4 GPCs and CEWs.

### **Key Stage One (KS1):**

As the children move from the Early Years Foundation Stage into Key Stage One, teachers continue to build on developing phonic knowledge, making sure that pupils can sound out and blend unfamiliar words quickly and accurately. This is taught as part of discrete phonics sessions following Twinkl Phonics. Children are regularly assessed and grouped to ensure that the teaching continually builds on previous learning, with the focus on ensuring that all children are able to decode. This phonic knowledge is also developed through carefully matched reading books.

As in the Early Years, all those pupils in KS1 who are still working with the school's SSPP (Systematic Synthetic Phonics Programme) have access to decodeable texts that are closely matched to their phonic level to practise reading at home. This is reviewed regularly by the class teacher during 1:1 reading sessions. For those pupils who are reading fluently and who are secure in their use of phonics for reading, access is given to a wide range of shorter age-appropriate chapter books and the focus moves more towards developing comprehension skills, as detailed below for provision in KS2.

At Shellingford CE (A) Primary School we know that these foundations for reading are vital in unlocking the whole curriculum so, as in the Early Years, reading pervades the whole curriculum.

As well as phonics, children also participate in other dedicated reading lessons in order to develop comprehension skills. All children in Key Stage One participate in regular reading sessions where they build on their phonics skills, share a text, discuss themes and respond to carefully crafted comprehension questions. As the children progress, these sessions become more formal Guided Reading sessions where children are introduced to the key skills of retrieval, inference and explanations through texts. The aim is to create fluent and independent readers by the end of Key Stage 1 so that they are ready for the expectations of Year 3 and are able to access the wider curriculum.

1:1/small group support using Rhino Readers (linked to Twinkl phonics) are used for those children requiring additional support.

### **Key Stage Two (KS2):**

As children move into Key Stage 2, the focus of reading moves more towards developing comprehension skills including inference, understanding themes and authorial voice, predicting, summarising, explaining, skimming and scanning as well as ensuring that we continue to develop children who love to read. This is done in a variety of contexts including:

- Guided Reading
- Shared Reading
- 1:1 Reading with an adult
- Whole Class Reading

Whole Class 'Guided Reading' is taught as part of planned English lessons in whole class and differentiated ability groups. Whole class Guided Reading takes place each week. During these sessions, all children will read and respond to a challenging whole class text driver with the Teacher and Teaching Assistant supporting. Guided Reading sessions will provide the children

with an environment where they can learn and practise their reading and comprehension skills. Sessions are carefully planned with clear learning objectives and outcomes in order to develop basic and higher order reading skills. Text drivers are matched to the age of the children and are therefore challenging. These include a range of picture books, novels, heritage texts, poetry and modern classics.

As in KS1, all those pupils in KS2 who are still working with the school's SSPP (Systematic Synthetic Phonics Programme) have access to decodeable texts that are closely matched to their phonic level to practise reading at home and through school-based interventions.

Home-School liaison is encouraged by the use of home-school Reading Records, in which all adults reading with a child are encouraged to make relevant comments. This takes place weekly for children in FS and KS1. For children in KS2 Reading Records are used more independently by children to record their reading. Extension activities are provided and the records are monitored by staff.

### **Shared Reading:**

Shared Reading takes place within English lessons. The Teacher models reading skills and strategies to the whole class as an expert reader. The texts selected for shared reading are quality texts that reflect the teaching objectives. These are often, but not limited to, the whole class text driver.

All classes have daily opportunities for the children to hear a range of stories, songs and poems delivered by confident adult and peer readers.

### **Whole School and Whole Class Reading**

We believe that children don't just need to learn to read but that they need to develop a love of books and reading. All year groups are read to daily by their Teacher - this is a whole school initiative. This is teacher-led reading with the children listening and responding to the text as appropriate. This activity takes place in all classrooms with all children. During whole class reading, children will gain exposure to and experience of a range of genres which they can then apply when choosing books for independent reading. The book chosen for whole class reading will be a book that is aimed slightly above the strongest readers in the class in order to expose all children to a wider range of books than they can access independently. This book could be the whole class text driver or a book in addition to this.

### **Our Reading Spine**

Some of the books chosen to read aloud in class will often come from our whole school 'Reading Spine' of core texts that are used by teachers to build a 'living library inside a child's mind' (Pie Corbett, Pie Corbett's Reading Spine). These books are used as read-aloud class texts to promote a love of books and literature, rather than class focus-texts:

- EYFS/Y1: Children will build a strong acquaintance with their core picture book texts through repeated reading
- Y1/2: A combination of high-quality picture books to revisit regularly alongside 'chapter stories'
- KS2: High-quality novels and carefully selected picture books

All children are given daily opportunities and encouragement to read independently or with a partner. Adults also use strategies such as pupil book review bookmarks, class reading challenges and themed book corners to develop the range of genres children are accessing.

## **Examples of recent and future initiatives to foster and develop a love of books include:**

- ✚ Text-typed themed book selections
- ✚ Books made by the children included in class libraries
- ✚ After-school KS2 Book Club
- ✚ Secret Reader
- ✚ Extreme Reading Challenge
- ✚ Whole School/Class Book Bingo
- ✚ My Teacher is Reading...
- ✚ VIP Book Box/Shelf
- ✚ Banned Book Week
- ✚ World Book Day
- ✚ Peer reading in our 'Book Nook' at playtimes

### **3. RESOURCES**

There are a wide range of resources to support the teaching of Literacy across the school such as:

- Phonics resources from the 'Twinkl' scheme
- CLPE 'Power of Reading' resources
- Dictionaries and thesauruses (Y2-6)
- Information books appropriate to each age group
- All classrooms have a selection of fiction and non-fiction texts
- Access to the Internet is also available in all classrooms
- There is a range of IT equipment which can be used e.g. digital cameras, iPads
- The library contains a range of books to support children's individual research
- Children are also encouraged to use cursive letter mats, word banks and class displays to support their independent writing

### **4. IMPACT**

In Reading, we regularly assess the children to ensure that all pupils are making progress. We strive to ensure that our children's attainment is in line with, or exceeding, age-related expectations. We know that reading is a key tool for life and one that is essential to access learning throughout our lives. Teaching children to become confident and fluent readers, by developing a love and passion for reading is a large and exciting part of what we do at Shellingford CE (A) Primary School.

**Written by: Verity Roberts (English Subject Leader)**

**Date written: January 2025**

**Review Date: January 2028**

**Policy Agreed by the Curriculum Committee on:**

**Signed ..... Chair of Curriculum Committee**

**Signed ..... Headteacher**