

# Wrekin View Primary School and Nursery Reading Policy



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Reviewed:	Summer 2022
Next Review:	Summer 2023
Signed Chair of Governors:-	Date:

At Wrekin View Primary School, we passionately believe in teaching children to independently read and write from an early stage. This underpins our belief that reading is the key that unlocks the whole curriculum. We firmly believe that being able to effectively read and write has a huge impact on a child's self-esteem and future life opportunities.

## **Intent:**

- We aim to enable our pupils to read confidently, fluently, accurately and with understanding regardless of their background, needs or abilities.
  - We aim to employ a full range of reading cues; phonic, graphic, syntactic and contextual to enable our pupils to decode, self-correct and make sense of what they are reading.
- We aim to foster an interest in words and their meanings, and to gain an appreciation of books from a variety of genres.
- We aim to enable our pupils to read with enjoyment and to evaluate and justify their preferences.
  - We aim to develop technical vocabulary through which our pupils can use to understand and discuss their reading.
- We aim to create reading opportunities across the curriculum, to make it more meaningful and relevant to our pupils.
- We aim to develop reading skills in tandem with those of writing, so that our pupils are successfully able to function in society, as literate adults, and readers for life.

Reading is an integral part of teaching and learning, filtered through every subject lying at the beating heart of our curriculum. Therefore, we believe it is fundamental for all our learners to be capable, skilled readers who realise their passion for reading through exposure to high-quality teaching and offer.

## Our Approach to Reading:

Reading is a multi-strategy approach to understanding the written word. It is not simply the decoding of black marks on the page but involves the ability to read with understanding a wide range of different texts, including fiction, non-fiction, and real-world texts such as labels, captions and lists. Competence in reading is the key to independent learning, and therefore the teaching of reading should be given a high priority by all staff at Wrekin View.

At Wrekin View, we strive to ensure that both the fiction and non-fiction texts that we read are chosen to develop pupils' vocabulary, language comprehension and love of reading. We agree with this statement which we believe sums up reading at Wrekin View perfectly, *'Reading widely and often increases pupil's vocabulary because they encounter new 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.'* (National Curriculum, 2014:14).

The National Curriculum's (2014) programme of study for reading is split into two sections: word reading and comprehension. At Wrekin View, we strive for our pupils to be competent and confident in both, therefore we provide our pupils with opportunities to develop both on a regular basis.

## **Early reading:**

We teach pupils how to decode using a single systematic synthetic phonics programme called Read Write Inc. Fidelity to one scheme ensures that the teaching of reading in our school is consistent, effective and that irregular words are fully learnt.

All staff, Key stage 1 and Key stage 2 have been trained to teach phonics. In Early years and Key Stage 1 all teachers and teaching assistants are experts in the teaching of phonics and receive regular training and development.

In Early Years there is a focus on supporting children to acquire a wide vocabulary, secure a knowledge of phonics and communicate effectively. By the end of Reception most children will read words and simple sentences accurately. Children are taught phonics in highly differentiated groupings so that the content of phonics lessons closely matches the ability of children in the group.

Assessment is used frequently to diagnose anything that may be hindering progress in reading, and so that children can move between groups flexibly according to ability. Where children fall behind targeted support is put in place to help them catch up quickly.

### Helicopter stories:

Children in Reception also participate in a daily 'Helicopter Stories' session which is predominately used to develop communication skills and promote a love of reading. Helicopter Stories allow our children to take ownership of storytelling time as they dictate their stories which are then written down, exactly as they are told, by an EYFS member of staff. The children then gather around a taped-out stage and the stories are acted out. This child-centred approach creates a culture of curiosity and wonder at the dexterity of children's imaginings during both the telling and acting out of their stories. Each session allows the children to explore early literacy and the power of words as they see their stories come to life and develop their ability to use and adapt language to communicate. Using the 'Helicopter Stories' approach also offers the children a bridge into the world of creative writing as they begin to see the links between the oral stories they compose and the words on a page.

Please see our school's Phonics and Early Reading policy for more information.

## **Listen Read Respond (LRR):**

Listen, Read, Respond sessions happen daily in both Key Stage 1 and Key Stage 2 classes. During these sessions, we read a high-quality whole class text based on our topic where appropriate.

Each class read a few pages per day so that time for unpicking the text is built in to all LRR texts. This is to ensure that teachers have sufficient time to promote opportunities for book talk through keeping dialogue open and allowing pupils to share their thoughts when discussing their comprehension of the text.

### **Key Stage 1:**

Throughout our LRR sessions in Key Stage 1, the class teacher must:

- Use our 'English Progression in Skills document' to ensure key skills are taught
- Read the text to the class
- Promote a love of reading
- Model how to read fluently; this is something that must be consistently modelled across the whole curriculum by all staff in school.
- Discuss the meaning of new vocabulary
- Discuss how characters are feeling and why (if appropriate)
- Encourage the pupils to make predictions and inferences based on what is being said and done
- Draw evidence from the illustrations in the text
- Discuss the main events in the text
- Support pupils to sequence events in the text

This opportunity to unpick the text and verbally comprehend the text is vital in helping our pupils to understand what has been read to them. This is a crucial building block in the early stages of developing a child's ability to comprehend.

In order to develop independence, and in preparation for Key Stage 2, the Year 2 children will then complete one 'love to read' and one comprehension style follow-up activity per week.

Additionally, children are given opportunities to answer questions about the text they are reading in Read, Write, Inc. Each text has questions to talk about which encourage children to use a 'find it' and 'prove it' approach to answering questions that develop their ability to comprehend what is being read whilst finding evidence to support their answers.

## Key Stage 2:

In Key Stage 2, a high-quality text is chosen every half term, and where appropriate, it is linked to the topic learning.

During the reading stage, 'choral', 'echo' and 'jump-in' reading approaches are used to promote fluency and expression, and to strengthen comprehension.

As the text is shared, the teacher asks skilfully planned questions to deepen thinking, and to support pupils to become reflective readers.

During our LRR sessions in Key Stage 2, the class teacher must:

- Use our 'English Progression in Skills document' to ensure key skills are taught
- Provide opportunities for pupils to research the meaning of new words using a dictionary
- Where appropriate, provide opportunities for thesauruses to be used to research and suggest improved word choices.
- Model how to refer to the text to retrieve and record information needed to answer questions
- Support pupils to summarise ideas
- Provide opportunities for pupils to make inferences and draw out evidence to justify opinions and inferences made
- Give opportunities for pupils to make predictions based on what is stated and implied
- Provide opportunities to discuss the layout and unpick the themes within the text.

Throughout the week, there are **three reading sessions** and **two follow-up sessions**, in which time the pupils will complete one comprehension and one 'love to read' activity per week. The Reading Lead has shared creative ways to promote a love of reading with all teaching staff and these must be incorporated into the reading diet on offer.

Each activity will be completed after a short recap of what has been read so far, are based on a specific reading domain (see appendix 1 for a copy of the reading domains) and are differentiated according to the ability of the pupils. Throughout our LRR sessions, these key reading skills are built on accordingly so as to maximise progress.

## **Demonstration Reading:**

Demonstration Reading sessions take place for 10 minutes daily.

During Demonstration Reading sessions, the teacher reads a book that they are passionate about, so as to model reading for pleasure.

The teacher uses a 'think-aloud' approach to model specific reading strategies, and to show how good readers make sense of texts, for example, discussing the author's intent, asking questions as you read, confirming and adjusting predictions in light of new evidence, making links to draw inferences, discussing the author's word choice, linking the meaning of new vocabulary to that already known, and making comparisons within a text.

## **High-quality story time:**

High-quality story time takes place daily in all classrooms at Wrekin View.

We believe that giving pupils the opportunity to hear an adult read to them, develops a child's ability to comment on and respond to events and experiences within a text and also, hear what good reading sounds like.

These sessions also allow the teacher to check a pupil's comprehension, by verbally asking literal and inferential questions, which aid deeper understanding of the plot and themes of the story, whilst removing the barrier of writing responses. It also provides an essential opportunity for children to listen to an adult role model who has developed skills in expression, phrasing, intonation and reading for effect.

The text chosen may be the same as the text used during Demonstration Reading sessions so as to not overload the pupils with too many different texts.

## **1:1 Reading:**

During the school day, there is a planned 1:1 reading session that happens daily for 15 minutes. During this time, adults listen to pupils read on a rolling programme whilst the other children read independently or with a peer. 1:1 reading enables our teachers to get to know each pupil as a reader, including books they enjoy, their attitude to reading, and areas that need further improvement. Adults are expected to write a comment in each pupil's reading diary. This comment should be used to support parents with developing their child's reading at home. In order to ensure that we best equip our pupils to become lifelong readers, staff are expected to make strategies for establishing meaning of unfamiliar words explicit when reading. This will include:

- Encouraging the pupils to use their phonics knowledge to decode the word
- Chunking the unknown word
- Using the pictures to help the pupil make a good guess
- Skipping over the word, finishing the sentence and then re-reading.

### **Reading for pleasure:**

- Pupils are given the opportunity to read a variety of materials which reflect their particular interests, e.g., magazines, books written by specific authors, listen to audio books, books that reflect personal hobbies, individual genres, etc.
- Adults share their favourite children's books with our pupils, making recommendations based on pupils' interests.
- Access to our local library service: All of our pupils have their own online log-in where they can access a huge variety of texts at home.
- Teachers provide parents/ carers with recommended texts to purchase or borrow based on each pupil's age, stage, and interests.
- Whole school poetry focus where the pupils study a poem, dress up in costume and perform their poetry for others to watch
- Pupils are given the opportunity to mark national reading events including World Book Day where children come dressed up as a book character and teachers plan engaging reading activities for pupils to participate in.
- Authors are invited into school to share their work and further promote a love of reading

### **Reading at Home:**

At Wrekin View, we expect every pupil to read five times a week at home as part of their homework. This should be recorded in their reading records which should be brought into school every day. Teachers will keep a record of who is reading at home. Pupils who read at home will receive Dojos for doing so. Pupils who do not read at home will do so during the school day as we believe that reading is vital in supporting pupils to make progress in all areas of the curriculum. If books are not returned, class teachers will discuss this with parents. Equally, our pupils will not be allowed to change their reading book until they can read it fluently and answer questions about what they have read. This is to ensure we develop confident, highly skilled readers.

Each Reception, Year 1, and where appropriate, Year 2 child takes home a RWI 'book bag' book. RWI 'book bag' books are consistent with each child's developing phonic knowledge and are taken home daily. This means that children can practice their reading outside of the school day using a fully decodable text so that they experience success in reading. The children also take home a second reading book of their choice. This might be a picture book, a favourite book or one of particular interest. This is to ensure that we encourage a love of reading for our children. Year 2 and Key Stage 2 children take home a colour banded book until they are ready to become a 'free reader'. Our free reader books are age and stage appropriate, and pupils are expected to be able to read most words on their own. Class teachers are expected to be aware of the stage that each child is at for the purpose of ensuring each pupil takes home an appropriate book.

## **Assessment and intervention:**

### Assessment:

In addition to the class teacher hearing all pupils read on a weekly basis. The pupils will also be assessed each term in relation to the National Curriculum objectives. As a school, we use NFER tests to formally assess our pupils. From these tests, analysis grids are completed by the class teachers and the outcomes are used to inform future planning to ensure gaps are closed and progress is made.

Additionally, each half term, we will assess the reading fluency of each pupil. All pupils will be given an age-appropriate text to see how many words they can read in one minute. From this, targeted interventions are planned by the relevant class teacher.

### Intervention:

Individual class teachers will devise intervention programmes based on the needs of individual pupils. Children may be assigned 1:1 time or work in small groups based on targets or areas of weakness as identified in assessments. Additional phonics boosting interventions are used to support children with English as an additional language, children who did not pass the national Phonic Screening Check in Year 1 and children who failed the retake in Year 2. This boosting is planned for by the Reading Lead in conjunction with the Class Teacher and the school's SENCO.

## **Special Educational Needs:**

Children with special educational needs are encouraged to take full part in reading sessions. All pupils with special educational needs will follow the same educational curriculum as their peers, differentiated where necessary to meet their individual needs. Pupils who need it will receive short interventions as stated in their provision maps, but this will be after discussion with the school's SENCO.

## **Reading environments in school:**

Teachers will ensure that they provide a language rich environment with an inviting and well-resourced reading area, in order to promote and create an enthusiasm for reading. This may include a book of the week display or an author display accompanied by a collection of books. Teachers can use the local library service to ensure that they display high quality books for children to have access to during independent reading time.

Having access to exciting and engaging book areas are of tremendous importance. Selecting their own choice of text is an important part of developing pupil independence. Selecting a text motivates the reader and helps the pupils discuss their reading preferences. Pupils need to be given the opportunity and encouragement to read independently in order to build confidence, stamina and fluency, as well as develop their experience of a range of books and authors.

## **Parental involvement:**

Parents are urged to share books with their children and hear their children read at home. Parents are encouraged to make a written comment in the school reading diary, to show how their child read or understood the book.

Parents are welcome to seek advice and support from the class teacher with regards to their child's progress in reading and ways that they can support at home.

We hold regular parent workshops where parents/carers can find out more as to how they can support their children at home.

## Impact of our reading provision:

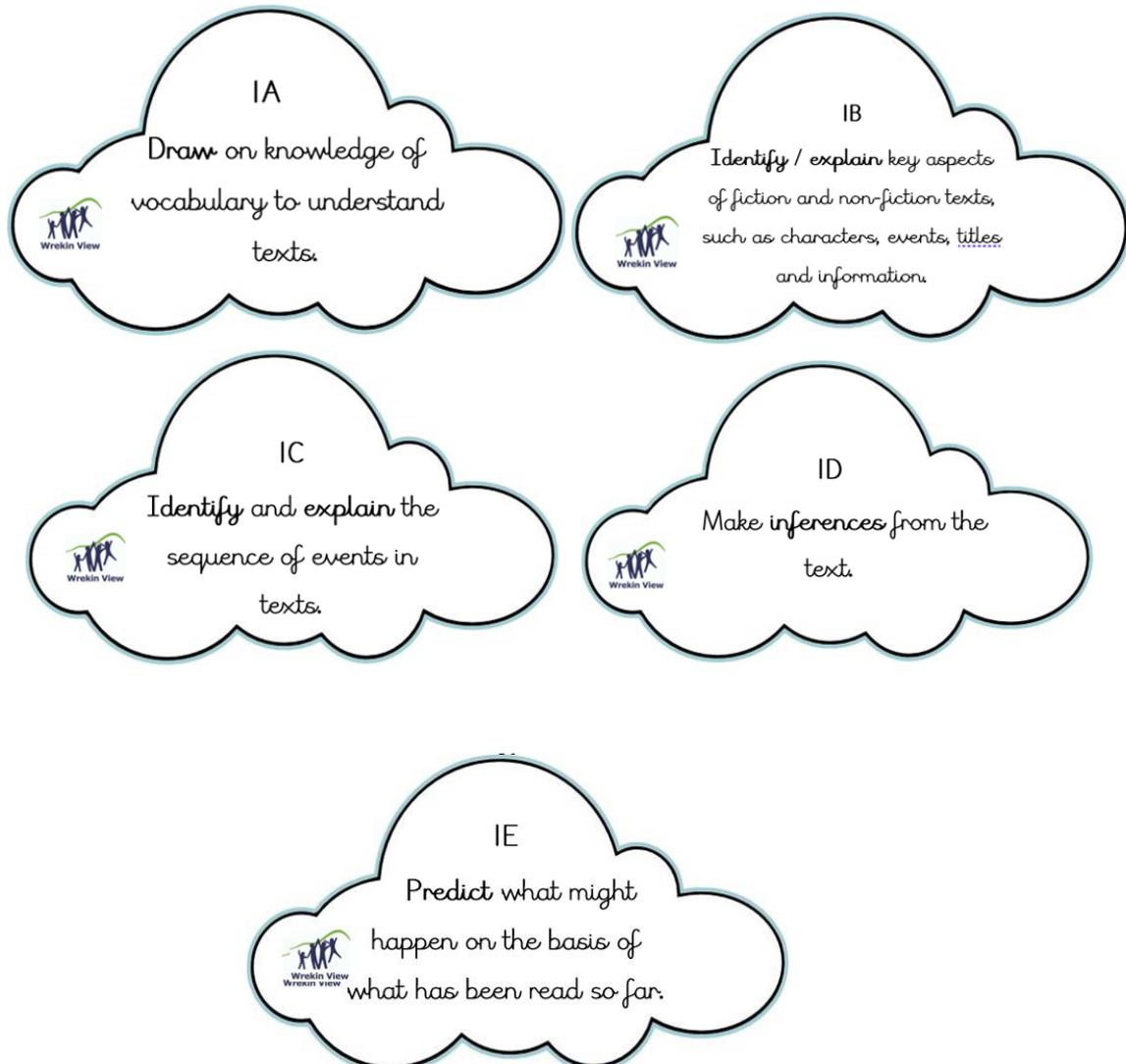
All pupils, including the weakest readers, make sufficient progress to meet or exceed age-related expectations

Our pupils have appropriate reading strategies that they can use to help them read unfamiliar texts.

Our pupils have a strong desire to read and are able to do so confidently and competently.

### Appendix 1: Reading domains linked to the National Curriculum and our Medium Term Plans.

#### Key Stage 1 reading domains



## Key Stage 2 reading domains

2A

Give / explain the meaning of words in context.



2B

Retrieve and record information / identify key details from fiction and non-fiction.



2C

Summarise main ideas from more than one paragraph.



2D

Make inferences from the text explain and justify inferences with evidence from the text.



2E

Predict what might happen from details stated and implied.



2F

Identify / explain how information / narrative content is related and contributes to meaning as a whole.



2G

Identify / explain how meaning is enhanced through choice of words and phrases.



2H

Make comparisons within the text.

