



Abbots Ripton Church of England Primary School

English Policy: Reading

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Our church school creates a firm foundation where together, with God's help and with the help of others, we learn for life, achieve our best and grow in faith.

Intent

Here at Abbots Ripton we endeavour to create an ethos where children develop both their decoding, fluency and comprehension skills, and their love of reading. We firmly support the core national curriculum aims to ensure that all pupils:

- read easily, with prosody and with good understanding
- develop the habit of reading widely and often, for pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Implementation

Reading Practice Sessions in Reception and Year 1

We believe that learning phonics is a crucial skill to support children in becoming early readers. We know that this skill has to be practised and applied daily and this skill is given priority in our school day. We use the Little Wandle Letters and Sounds Revised scheme to teach phonics in Reception and Year 1 and spelling in Year 2. Children in these year groups have a daily lesson and a reading practice sessions three times a week, where they can apply the phonemes learnt in lessons. The three sessions focus on decoding (children should be reading with 95% accuracy), prosody (fluency) and comprehension of the text. This book is then sent home to read to parents in the form of an electronic book.

Developing Readers

In Reception and Year 1, developing readers have three reading practice sessions a week in school. The books read in these sessions are matched to their ability following regular assessment after each unit of phonics teaching. Each reading session has a different focus; decoding, prosody (fluency) and comprehension. After the third session, the book is sent home to read with an adult at home.

In Year 2, when assessed to be ready, children are provided with a structured, colour-banded reading book at an instructional level (for children to read to an adult). They should also be offered a 'Shared read book' which is a book to be shared alongside an adult at home.

Fluent Readers

When children are ready, they are to be guided away from structured texts. Children will then predominantly select books to read from the class libraries, learning how to select their own books, developing a preference for genre

and reading for stamina and pleasure. Teachers must support pupils in this process.

Inclusion

The National Curriculum (2014) is for all children and the expectation is that the principles of inclusion pertain.

Children who are identified as falling behind, take part in daily 'Keep Up' sessions for phonics in Reception and Year 1 to support them to keep up with their peers, and 'Rapid Catch Up' sessions if in Year 2 and above, if they have greater gaps. These sessions include books matched to the child's ability, so they can develop their ability to decode and read with progressive fluency and comprehension.

Whole Class Reading in Year 2 and KS2

In Years 2-6, children access Whole Class Guided Reading. This is carefully planned, often utilising the Ashley Booth Scheme of Reading for Years 3-6 and Reading Recharged (Alex Barton) for Year 2. These lessons include the use of short extracts and texts, to enable close-contextual analysis. Lessons are carefully planned and sequenced throughout the week, ensuring that there continues to be a focus on decoding, prosody and comprehension.

Whole Class Guided Reading is a powerful teaching tool; it ensures that all children are accessing high-quality literature on a daily basis. Through skillful questioning, teachers will guide children through age-appropriate texts that contain challenging vocabulary. What is more, through pupil voice, we have determined that Whole Class Guided Reading inspires reading for pleasure. Pupils appear excited when reading short extracts in their lessons, and therefore often seek the book itself to read and take home.

Teachers skillfully select texts, ensuring that a range of fiction and non-fiction is taught. Careful links are also made within the curriculum. For example, if a class is focusing on Life Cycles in Science, it is appropriate for teachers to plan in non-fiction texts on this topic as part of their Whole Class Guided Reading.

Teaching is to focus on developing children's reading skills, e.g. generalising and making inferences by drawing on evidence from the text. There should continue to be a high level of interaction between teacher and pupil with teachers inviting children's individual responses and interpretations rather than narrowly focused comprehension. Text annotation should also be a key feature, with children actively highlighting and annotating texts to indicate their thoughts and responses, alongside identifying evidence within the text.

More emphasis is to be placed upon the written responses to a text in Upper Key Stage Two; Whole Class Guided Reading enables teachers to explicitly model written responses, particularly those where quotations are embedded in responses to demonstrate inference and deductions.

In Year 2, a typical Whole Class Guided Reading 'week' will be as follows:

Monday	Tuesday	Wednesday	Thursday
Prosody - Reading aloud, echo reading for fluency. Vocabulary Check	Identify/ explain	Sequencing	Inference and prediction

In Years 3-6, a typical Whole Class Guided Reading 'week' will be as follows:

Monday	Tuesday	Wednesday	Thursday	Friday
Immersion into text. Vocabulary/ phrase check.	Retrieval and recording information. Identifying key details.	Prosody – the ability to read fluently with expression, appropriate phrasing, pause, structures, stress, rise and fall patterns.	Inference and Deduction. Predictions and summary.	Combining the content domains. Focusing on written responses using quotations (particularly UKS2).

Reading for Pleasure

As a school, we firmly believe in the importance of **reading for pleasure**. Our aim is to inspire a love of reading within each individual classroom, which will support all children to become lifelong readers.

High-quality literature is at the heart of our teaching; staff utilise texts, both fiction and non-fiction, across all subjects in school. For example, books are used to inspire writing, whether in the form of a picture book, a longer chapter read or an information text. Another example could be through PSHE, where children develop empathy and emotional intelligence by exploring stories from varying perspectives and different cultural backgrounds.

In each classroom, effective opportunities are provided to support all children in becoming fluent readers with a good understanding.

Developing A Love of Reading

– Quotes from Abbots Ripton children (2023)

"Story time is my favourite part of the day."

"We are a reading class."

"Story time is the best, especially when my teacher does the voices! I want to finish the story."

"My teacher loves books and she inspires me to read."

Reading for pleasure ethos:

- Each class is to be read to daily by their class teacher and children should have an opportunity to express their opinion about the whole class reader.
- Discussions about books and recommendations are a common practice in school, both by children and teachers, and often happen when children are making book choices.
- The English Subject Lead and Reading Lead are responsible for ensuring that each class has a range of high-quality and age-appropriate books in the classrooms.
- Quiet reading time is dedicated in each classroom daily (in an age-appropriate way).
- Teachers should, with the support of the English Subject Lead and Reading Lead, have ongoing CPD opportunities and read frequently themselves. This will enable teachers to be knowledgeable about children's books so that they can have regular discussions with children about their reading; teachers will be able to make book recommendations to their pupils.
- High-quality literature is utilised across the curriculum.
- Comfortable and engaging reading areas should be available in each class as a space for children to relax and read.
- Class libraries (usually as part of the reading area) are available in each classroom, so that all children have access to a range of books, fiction and non-fiction, which they can read for pleasure.
- Class libraries should be purposeful and stimulating. Opportunities to make thematic curriculum links should be utilised and presented to the children; however, teachers must exercise caution, ensuring books are stored purposefully and are accessible to all (i.e. organised by genre, theme, author etc.). This will ensure there is not a cognitive overload for the children when selecting books, which, in turn, will make book selection more pleasurable and meaningful.

Displays – Reading for Pleasure

Reading should be celebrated in each classroom; children must be aware of the importance of reading to learn, but also, the importance of reading for pleasure.

In school, we develop this ethos of reading for pleasure with the support of displays by ensuring that:

- each class has a comfortable and engaging reading area, which inspires a love of reading. Children are able to relax and read;
- each class has their current class read on display in the classroom as well as previous class reads so the children can see the growing selection
- reading books are organised in a way that is engaging and accessible for the children.

Examples of class reading corners:



Reading at Home

All children across the school have access to a wide range of books which they are able to enjoy both inside and outside of school. Teaching staff encourage children to read each day at home; parents/carers and/or children, apart from those in Picasso, complete a reading diary which is returned to school daily to monitor this. Picasso Class do not complete a reading diary as, through pupil voice, we found that the reading diary detracted from their desire to read for pleasure.

Impact

In Reception and Year 1, children's phonetic and tricky word knowledge is assessed at the end of every five week unit of phonic learning. Application of these skills to reading should be assessed through reading practice sessions, where each lesson focuses on a different aspect of reading. Once children have had a fluency assessment at the end of the Little Wandle phase 5 programme in Year 1 and are reading at the appropriate level of fluency, they have a PIRA or PM benchmarking assessment to establish the correct colour band for their reading progression. If they have not acquired the correct level of fluency, they continue with Rapid Catch Up sessions, or fluency books to support their progression.

In Year 2 and KS2, teachers assess children against the reading objectives for their year group. This is done through observations by the class teacher in both whole class Guided Reading Sessions and listening to children read 1:1. Teachers may also use children's written responses to assess their understanding of a text.



Ratification of Policy

English Policy
Reading

Presented to:committee

Policy ratified on:.....

Signed by:

Chair of Committee :.....

Chair of Governors:.....

Head teacher:.....