

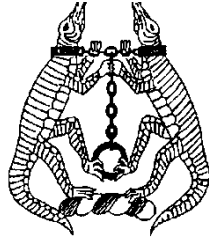
SIR ROBERT GEFERY'S SCHOOL

A School for Enthusiasts

Where we 'live life in its fullness' (John 10.10)

Knowing that God is our strength and with

His help we will be the best we can



Primary Reading Policy

Policy Reviewed by: Kimberley Hawkings Subject Co-ordinator & Headteacher

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Statement of intent

Sir Robert Geffery's Primary School understands the importance of reading in the process of developing pupils into independent learners. We consider reading to be the gateway to learning and we use high quality texts throughout the curriculum to ensure that children are immersed in a language-rich environment.

Reading is central to our ability to understand, interpret and communicate with one another. Furthermore, pupils who read on a regular basis, in school and at home, have a higher chance of fulfilling their potential. We develop a love of reading in our children from the very start of their journey through school and ask that all members of the school community share this passion for children to see themselves as lifelong readers.

The aims of this policy are:

- To outline how the school's approach to reading ensures children's progress and attainment in reading and how it instils a passion for reading in pupils, which they will carry on into subsequent education and their later life.
- To set out the school's intentions and approach to reading, in order to enrich and support the curriculum.

1. Background

This policy has due regard to statutory framework including, but not limited to, the following:

- DfE (2013) 'English programmes of study: key stages 1 and 2'

This policy should be used in conjunction with the following school policies:

- Complaints Procedures Policy
- Equal Opportunities Policy
- Anti-Bullying Policy
- Primary School Library Policy

2. Key roles and responsibilities

The headteacher is responsible for:

- The day-to-day implementation and management of the Primary Reading Policy, in collaboration with the literacy subject leader.
- Handling complaints regarding this policy, ensuring that the procedure outlined in the school's Complaints Procedures Policy is followed.

The literacy subject leader is responsible for:

- Ensuring all teachers have familiarised themselves with the Primary Reading Policy.
- Supporting colleagues with any aspect of the Primary Reading Policy.
- When required, assist with the planning and selection of new resources.

- Inform staff of any updates to the Primary Reading Policy.
- Accept responsibility for guided reading resources and keeping colleagues informed of available resources.
- Liaising with the headteacher, literacy governor and report any developments to the curriculum committee.
- Review and scrutinise class and year group Accelerated Reader© data and assessment data in order to track pupils' progress.
- Monitor reading planning, observing and offering feedback on the teaching of reading.

3. National curriculum

Year 1

In word reading in Year 1, pupils will be taught to:

- Apply phonic knowledge and skills to decode words.
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all phonemes (40+), including, where applicable, alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing grapheme-phoneme correspondences (GPCs) that have been taught.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read words containing taught GPCs and -s, -es, -ing, -ed, -er, and -est endings.
- Read other words of more than one syllable that contain taught GPCs.
- Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter/s.
- Accurately read books aloud that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- Re-read these books to build up their fluency and confidence in reading.

In comprehension in Year 1, pupils will be taught to:

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond which they can read independently at.
 - Being encouraged to link what they read or hear to their own experiences.
 - Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
 - Recognising and joining in with predictable phrases.
 - Learning to appreciate rhymes and poems, and to recite some by heart.
 - Discussing word meanings, linking new meanings to those already known.

- Understand the books they can already read accurately and fluently, and those they listen to by:
 - Drawing on what they already know or on background information and vocabulary provided by the teacher.
 - Checking that the text makes sense to them as they read, and correct inaccurate reading.
 - Discussing the significance of the title and events.
 - Making inferences on the basis of what is being said and done.
 - Predicting what might happen on the basis of what has been read so far.
- Participate in discussion about what is read to them, taking turns and listening to what others say.
- Explain clearly their understanding of what is read to them.

Year 2

In Word reading in Year 2, pupils will be taught to:

- Continue to apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent.
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- Accurately read words of two or more syllables that contain the graphemes taught so far.
- Read words containing common suffixes.
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Re-read these books to build up their fluency and confidence in word reading.

In comprehension in Year 2, pupils will be taught to:

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.
 - Discussing the sequence of events in books and how items of information are related.
 - Becoming increasingly familiar with and retelling a wide range of stories, fairy stories and traditional tales.
 - Being introduced to non-fiction books that are structured in different ways.
 - Recognising simple recurring literary language in stories and poetry.

- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.
- Discussing their favourite words and phrases.
- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
- Understand the books that they can already read accurately and fluently, and those that they listen to by:
 - Drawing on what they already know or on background information and vocabulary provided by the teacher.
 - Checking that the text makes sense to them as they read, and correcting inaccurate reading.
 - Making inferences on the basis of what is being said and done.
 - Answering and asking questions.
 - Predicting what might happen on the basis of what has been read so far.
- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Year 3 and 4

In word reading in Years 3 and 4; pupils will be taught to:

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) to reading aloud and understanding the meaning of new words they meet.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

In comprehension in Years 3 and 4; pupils will be taught to:

- Develop positive attitudes to reading, and an understanding of what they read, by:
 - Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
 - Reading books that are structured in different ways and reading for a range of purposes.
 - Using dictionaries to check the meaning of words that they have read.
 - Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
 - Identifying themes and conventions in a wide range of books.
 - Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
 - Discussing words and phrases that capture the reader's interest and imagination.
 - Recognising some different forms of poetry, e.g. free verse, narrative poetry.
- Understand what they read, in books they can read independently, by:

- Checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context.
- Asking questions to improve their understanding of a text.
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Predicting what might happen from details stated and implied.
- Identifying main ideas drawn from more than one paragraph and summarising these.
- Identifying how language, structure, and presentation contribute to meaning.
- Retrieve and record information from non-fiction.
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Years 5 and 6

In word reading in Years 5 and 6; pupils will be taught to:

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) to both read aloud and understand the meaning of new words they encounter.

In comprehension in Years 5 and 6; pupils will be taught to:

- Maintain positive attitudes to reading and an understanding of what they read by:
 - Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
 - Reading books that are structured in different ways and reading for a range of purposes.
 - Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
 - Recommending books that they have read to their peers, giving reasons for their choices.
 - Identifying and discussing themes and conventions in and across a wide range of writing.
 - Making comparisons within and across books.
 - Learning a wider range of poetry by heart.
 - Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
- Understand what they read by:
 - Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
 - Asking questions to improve their understanding.
 - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
 - Predicting what might happen from details stated and implied.

- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Identifying how language, structure and presentation contribute to meaning.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Distinguish between statements of fact and opinion.
- Retrieve, record and present information from non-fiction.
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- Provide reasoned justifications for their views.

Whole school

- At least once per academic year, classes will observe national events, such as World Book Day and Children's Book Week, in order to help instil a passion in reading. Local library trips will be arranged when possible.
- Extra activities linked to reading, such as school trips and talks from guest speakers, will be organised sporadically throughout the academic year.
- All pupils will have access to books from the school library. Pupils will also be encouraged to join their local public libraries and become enthused by reading.
- During literacy and reading sessions, pupils across the school will engage in group reading using Reciprocal and Guided reading. This will be in groups pre-assigned by their teacher and focuses on providing opportunities for children to read widely, to discuss texts and to develop key reading skills required in order for children to become effective readers. Such skills include:
 - *Understanding the meaning of words in context.
 - *Retrieving key ideas from a range of texts.
 - *Summarising
 - *Making and justifying inferences.
 - *Predicting.
 - *Making comparisons between and within texts.
- Staff should provide opportunities for all pupils to show they are developing an understanding of words, sentences, grammar and information they are using.
- All staff should be aware of the specific requirements of their subject and should prepare pupils where necessary. This could mean, for example, producing a glossary of specific terms used in a particular examination, topic or textbook.
- Pupils will, in groups or as a whole class, read texts linked to their topic work.

EYFS and KS1

- Pupils will take part in individual and group reading sessions, e.g. whole class, using a big book or an interactive whiteboard; pupils will also undertake guided reading of the same text in smaller groups of between two and six pupils (EYFS in Summer term).

- Opportunities for independent reading and class story time are made daily on class timetables.
- Pupils will be expected to take appropriate books home to read with their parents. This includes a fully decodable phonics book matched to sounds acquired by individuals linked to the Phonics Bug teaching scheme and a coloured book band book and a library text picked by individual child.

KS2

- Pupils in KS2 will have the opportunity to read for pleasure on a daily basis, encouraging the use of Accelerated Reader to quiz completed books.

4. Parents and reading at home

Sir Robert Geffery's believes that parental involvement and encouragement can play a crucial part in pupils' reading development and we promote a home-school reading partnership by:

- Communicating with parents and sharing information with them through parent meetings, newsletters, diaries, and curriculum evenings.
- Giving pupils books to read at home each day to further the skills they have learned during guided reading.
- Encouraging parents to make notes in the pupils' diaries about reading progress made at home.

Pupils are encouraged to read at home through the following methods:

- School word count targets linked to Accelerated Reader
- Texts linked to termly topics
- Notifications for parents informing them of their child's progress

5. Equal opportunities

Sir Robert Geffery's actively encourages all pupils to read books that are suitable for their reading ability, and this is reflected in the reading materials which it uses. The school is committed to guaranteeing that nobody is victimised or discriminated against on the basis of the following:

- Ethnicity
- National origin
- Culture
- Religion/beliefs
- Gender
- Disability
- Sexual orientation

Any instance of discrimination, harassment or bullying is dealt with promptly, in-keeping with the school's **Equal Opportunities Policy** and **Anti-Bullying Policy**.

Pupils with special educational needs and disabilities (SEND) will receive additional support from teaching assistant to enable them to develop a passion for reading through phonic based texts/games, intervention and 1:1 reading sessions.

The special educational needs coordinator (SENCO) will make reading for pleasure part of the individual learning plans for pupils with SEND.

Academically more able pupils are provided with reading materials suited to their abilities, in order to challenge them and keep them interested in reading.

In KS1, banded reading books are sent home alongside a fully decodable phonics book closely matched to the phonics knowledge that children are being taught.

*KS2 pupils requiring additional phonics will have appropriate books too.

6. Reading areas

The school's reading areas consist of a KS1 library and KS2 library both furnished with cushioned chairs, beanbags and large cushions suitable for the floor. Pupils are expected to sit quietly in the library to minimise distractions.

Every class has a designated reading area which promotes a love of reading through a welcoming space. This area contains a spinner with a range of appropriate reading material linked to Accelerated Reader zones of proximal development (ZPD) in KS2 and a range of fiction and non-fiction books in EYFS and KS1 with both book banded and larger story books. Each area contains vocabulary linked to reading and books alongside child-led book reviews.

7. Assessment and record keeping

Teachers will record progress of reading using INSIGHT tracking data, guided reading assessment and Accelerated Reader weekly data along with the STAR READER termly assessment to establish new zones of proximal development (ZPD).

Once monitored and collated, it will provide assessment information for each pupil in relation to their targets.

Once a target has been reached, and the progress recorded, a new target will be set.

All teachers record comments on individual and group reading sessions both in a teacher reading file and inside children's reading diaries.

8. Teaching and learning

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning

both is the understanding that the letters on the page represent the sounds in spoken words. Phonics is therefore emphasised in the early teaching of reading to beginners (i.e. unskilled readers). Sir Robert Geffery's teaches discrete daily phonics to EYFS and KS1 using the systematic synthetic phonics programme Bug Club Phonics which introduces weekly sound sets to pupils based on the order of phases in 'Letters and Sounds'. These daily phonics sessions develop children's understanding of key graphemes and letter sequences, as well as their ability to recognise common exception words which are not phonetically decodable.

In Reception, pupils are introduced to phases two, three and four revising phases one. During this period pupils are taught to decode words and to use sound knowledge to read and write words and sentences. Supporting teaching materials are taken in addition from Jolly Phonics© and Read, Write, Inc©.

Pupils will finish phase four and move onto phase five in Year 1, in order to meet the requirements of the phonic screening check. Teachers will focus on real and 'alien' words to help pupils blend and segment words; the pupils will also be taught to read and write these words.

Year 2 is used to consolidate pupils' understandings of all sounds taught up to and including phase five, and to teach the spelling skills that make up phase six of the letters and sounds framework.

Pupils are taught to look at the letters from left to right and blend the sounds to work out the spoken forms of the words.

Pupils working below age related expectations, e.g. pupils with English as an additional language and pupils with SEND, will receive additional phonics lessons.

To supplement this, there are enhanced phonics activities incorporated into the indoor and outdoor activities pupils will undertake, e.g. school trips.

In KS2, pupils will build on the knowledge and skills picked up previously by continuing to read at home and at school. Sir Robert Geffery's will attempt to supplement pupils' reading in lessons by encouraging them to use the school's library and reading areas.

9. Monitoring and review

The effectiveness of this policy will be monitored continually by the headteacher. Any necessary amendments may be made immediately.

This policy is reviewed every two years by the literacy subject leader and the headteacher.