



Reading Policy

At West Walker Primary we use primarily Collins Big Cat and the Oxford Reading Tree Reading scheme, supported by other schemes where appropriate. These books are grouped according to the standardised National Book Banding system. Pupils who are starting on their reading journey will access phonics based reading books from Collins Big Cat and Oxford Reading Tree. Within each year group, our scheme is supplemented by high quality free reading books from our extensive library.

Aims

'We shouldn't teach great books we should teach a great love of reading' B.F. Skinner

- To develop happy, healthy and **curious** learners who read confidently and independently.
- To develop lifelong enjoyment and pleasure in reading.
- To enable children to access all areas of the curriculum.
- To enable children to access, understand and begin to manage information.
- To understand the meaning of what is read to them and what they read.
- To respond to what they read; to say whether they like or don't like it and why.
- To understand and respond to feelings that words can arouse in us eg happiness, anger.
- To understand that this experience allows us to make connections with other people.
- To walk through doors to the past, to the future, and to other worlds both real and imagined.

As a community of readers we expect **all adults** to share their love of reading. These are just some of the ways we can share this:

- Story time
- Shared reading
- Library time (weekly visits)
- Reading with individual children
- Home Reading with parents
- Reading with outside agencies (eg KPMG, RGS 6th form pupils)

Literature Works

Reading is taught from Nursery to Y6 using the principles from Literature Works. This develops strategies for the progression and continuity of 'mastery' learning in literacy and English across the curriculum. Teachers use texts to sequence lessons and contextualise learning in order to make a profound difference to pupils' progress in reading comprehension, vocabulary acquisition, inferential thinking and writing through activities aimed at the stages: **Initiation, Interpretation, Interrogation**. Pupils are enthused and encouraged to share their views on what they have read, develop the ability to compare texts and express opinions and think critically.

Foundation Stage and Key Stage 1

The teaching of reading is based on the areas of learning: Communication and Language and Literacy in **The Early Years and Foundation Stage (EYFS)**.

By the end of Reception, children are expected to:-

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

Through reading, pupils are introduced to new vocabulary that can then be used in their own writing and speech. We foster our love of reading through providing a rich environment which stimulates and encourages children's reading. We believe in engaging all pupils and have a variety of resources in each

class including puppets, class libraries, role play resources and books to develop different interests of the children. From the Foundation Stage and into Key Stage 1 pupils, will enjoy a range of texts allowing them to build up knowledge of rhythm, rhyme and pattern in language.

Phonics

The teaching of phonics is an integral part of the curriculum in both the Foundation Stage and Key Stage 1 classrooms. Children first learn their letter sounds and names then apply these to word building. We use Letters and Sounds (a synthetic phonic scheme) as the basis for our teaching of phonics. Through Letters and Sounds, the children are taught the 44 phonemes that make up all the sounds required for reading and spelling. These phonemes include those made by just one letter and those that are made by two or more. As the children grow in confidence and experience, they are introduced to alternative ways of representing the same sound. The teaching of phonics is of high priority to all teachers as it enables pupils to decode for reading and encode for spelling. We ensure that our teaching of phonics is rigorous, structured and enjoyable. Children have discrete, daily phonics sessions where they are introduced to new phonemes, can practise and revise previous learning and have plenty of opportunities to apply the knowledge they have.

We use a range of multisensory strategies to enthuse and engage the children, including the use of interactive whiteboards, magnetic letters, speaking and listening, songs, rhymes and practical games and activities. Children work with pace and are encouraged to apply their knowledge across the curriculum with any reading or writing activities. The children also learn a variety of other key words by sight. Children read individually and as a whole class. A variety of different genres are chosen at an appropriate level of ability. In addition to reading the text, children are encouraged to discuss the content of the book and their opinions about people, places and events are sought.

Key Stage 1 and 2

In Key Stage 1 and 2, the teaching of reading is based on the **National Curriculum for English** and the **Framework for teaching literacy**. In line with guidance from the framework for literacy, teaching objectives cover these key strands:

- Word reading skills & strategies
- Comprehension (both listening and reading)

Word reading skills and strategies

Every day each child will be engaged in:

- Speaking, listening, reading and writing activities which allow them to explore and practise their phonic knowledge, blending and segmenting skills **independently**
- An interactive multi-sensory phonics session (EYFS/KS1)
- Shared reading and/or writing led by the teacher to **demonstrate** reading and writing strategies (**including phonics**) in a meaningful way
- A rich and regular 'Read aloud' programme (story time)
- A ten minute 'Developing Vocabulary' session every day. (Word of the Day)
- Word of the Week displayed on classroom doors.
- Key vocabulary linked to Literacy, Maths, Science and Topic displayed on classroom walls.
- Guided Reading Session x3 per week

Comprehension

Through independent reading, Guided Reading lessons, shared reading in literacy lessons and cross curricular sessions and reading for pleasure, reading in Key Stage 2 develops and extends the skills acquired in Key Stage 1. Children explore a wide variety of genre, both fiction and non-fiction which allows them to access, input ideas and understand what they are reading. They are given opportunities to speculate on the tone and purpose of texts they explore as well as consider both the texts' themes and audience.

Shared reading

The teacher models the reading process and the children are actively involved; listening to the text being read aloud, joining in and following the reading, and contributing to discussion and response. Children learn how to apply the knowledge and skills they are acquiring in daily vocabulary skills. The teacher leads discussion about the text to help children develop their understanding. Children learn how to interpret and make sense of what they read.

Pupils should be taught the knowledge, skills and understanding through the following:

Literature:

- Stories & poems with familiar settings and those based on imaginary or fantasy worlds.
- Stories, plays & poems by significant children's authors.
- Retellings of traditional folk & fairy stories.
- Stories & poems from a range of cultures.
- Stories, plays & poems with patterned & predictable language.
- Stories & poems which are challenging, in terms of length and vocabulary.
- Texts where the use of language benefits from being read aloud and reread.

Non-fiction and non-literary texts:

- Print & ICT-based information texts.
- Dictionaries, encyclopaedias and other reference materials.

Texts

- Interactive white board resources; software and websites.
- Big books – stored in library.
- Reading books grouped into 'book bands'; core scheme Oxford Reading Tree.
- Guided readers – stored in the library and in the PPA room.
- Library books organised into fiction and non-fiction.
- Class library books.
- ½ Class sets of books covering a wide range of genres.

Assessment & Planning

- Questioning (open ended to encourage pupils to discuss their opinions, feelings etc).
- Self-assessment.
- Discussing with a partner.
- Field of White Comprehensions.
- Verbal feedback from adult linked to success criteria.
- Reading records (whenever children change books).
- Tracking for phonic skills and through book bands (half termly).
- Learning Ladders (termly)
- PiXL assessments (termly).
- Literature Works

Additional support

Children with SEND, and/or learning difficulties or disabilities will work towards the same objectives with support. Those working well below the level of their peers will be working on a related objective linked to their stage of development.

Children who are gifted and talented will be working to deepen or broaden their understanding of the objective.

Children learning English as an additional language (EAL) will receive appropriate support to enable them to access the objective.

Reading at home

Children make better progress when they are supported at home and when there is good communication between child-school-home.

Children are given a home reader and a school planner/reading diary at the start of a new year. The reading diary has lots of activities for each child to complete during the year. Staff (Class Teacher & Teaching Assistant) read with individual children during the week and make brief comments in their reading diary. A reward system has been developed this year; a reward point is awarded each week to encourage pupils to bring their planner/reading diary into school at least once each week. An extra reward point is given if a parent has engaged with their child at home and has signed/commented on their child's reading. Head teacher Reading Awards are issued at the end of each half term for those children who read regularly at home.

Parents are expected to:-

- Ensure their child brings their book bag to school every day.
- Hear their child read.
- Make a comment in their reading diary (there are suggestions and top tips inside the reading diary).

The information in this document will be reviewed regularly throughout the academic year.

Date of Policy: September 2019

To be reviewed: September 2020

Book Bands – NC Reading

Year group	School Term	Summative Assessment	Book Band	Approx reading age in years
Foundation Stage		Pre-School	LILAC	< 5 years
		Emerging	PINK	5 years
		Expected	RED	
		Exceeding	YELLOW	
1	Autumn	Y1 Emerging	BLUE	5-6 years
	Spring	Y1 Developing	GREEN	
	Summer	Y1 Secure	ORANGE	
		Y1 Mastery	Free Readers Please see Recommended Reading List for Y1	6+ years
2	Autumn	Y2 Emerging	TURQUOISE	6 – 7 years
			PURPLE	
	Spring	Y2 Developing	GOLD	
			WHITE	
	Summer	Y2 Secure	LIME	
		Y2 Mastery	Free Readers Please see Recommended Reading List for Y2	7+ years
3	Autumn	Y3 Emerging	BROWN	7 – 8 years
	Spring	Y3 Developing		
	Summer	Y3 Secure	GREY	
		Y3 Mastery	Free Readers Please see Recommended Reading List for Y3	8+ years
4	Autumn	Y4 Emerging	SILVER	8 – 9 years
	Spring	Y4 Developing		
	Summer	Y4 Secure	DARK BLUE (Stage 12)	
		Y4 Mastery	Free Readers Please see Recommended Reading List for Y4	9+ years
5	Autumn	Y5 Emerging	DARK BLUE (Stage 13)	9 – 10 years
	Spring	Y5 Developing	DARK BLUE (Stage 14)	
	Summer	Y5 Secure	BLACK (Stage 15-16)	
		Y5 Mastery	Free Readers Please see Recommended Reading List for Y5	10+ years
6	Autumn	Y6 Emerging	BLACK (Stage 16)	10 – 11 years
	Spring	Y6 Developing	Free Readers Please see Recommended Reading List for Y6	11+ years
	Summer	Y6 Secure		

		Y6 Mastery	Free Readers Please see Recommended Reading List for 12+ Years	12+ years
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AppendixA: Supportive Documents for Parents

Home Reading - Top Tips

- Always read the title and talk about what the book might be about.
- Always check that what they read makes sense.
- If a child makes a mistake, give them time to notice. It doesn't matter if they can't fix it – noticing the error is an important step.
- There is no need to correct a child every time they make a mistake. If the reading makes sense and the child is reading fluently, you can address any errors at the end of the reading.
- Use phrases like this to praise your child's reading.
- 'I like the way you stopped to re-read to check that made sense'.
- 'Well done! You weren't sure so you checked your picture and sounded out the word to check'.
- When a child is learning to read and they are pointing – please encourage them to point to the first letter in each word.
- Children should be discouraged from using their finger to point to words beyond band yellow.
- Please don't point to the words as your child is reading. They must be in control of the reading. If adults are pointing and a child makes an error the adult will automatically stop pointing.
- Try to encourage your child from not using a 'robot voice' where you stop between each word, but to join the words together. They need to join the words together which will help them to read with greater fluency.

Suggestions for comments for your child's Home Reading Diary

- Understood the story well
- Good discussion about the events in the story
- Retold the story in detail
- Could talk about the story confidently
- Answered questions about the content
- Needs to read again to improve understanding
- Used the pictures to help understanding
- Needed lots of help to understand the main events
- Read all the words correctly
- Found these words difficult
- Tried hard to work out the new words
- Good word building
- Needs to practice again to reinforce the words
- Read accurately and confidently
- Was able to work out the new words using picture clues
- Still sounding out High Frequency word
- Covered up part of the word to break it down
- Read eagerly
- Enjoyed the story because.....
- Fantastic expression
- Would benefit from reading again to improve fluency
- Has learnt all about.....and could explain in own words
- Following with finger
- Starting to follow with eyes not finger