

**St. Mary's Church of England Primary School, High Crompton**



# Reading Policy

Reviewed: June 2021

Approved by Governors on: 3.2.22

Signed by Chair: *A Green*

Next Review: March 2024

## School Vision

*'Love one another as Jesus loved us.'* (John 13 v 34-35)

*Jesus said, 'Love one another as I have loved you'.*

*Through God's love and our Christian Values, we encourage each individual to love, respect and value themselves and others.*

*We encourage and nurture the growth of every individual and their uniqueness so that all flourish and become all that they can be and all that God made them to be.*

## Policy Aim:

**"The more that you read, the more things you will know. The more that you learn, the more places you'll go."**

**Dr. Seuss, 'I Can Read With My Eyes Shut!'**

- To develop happy, healthy and curious learners who read confidently and fluently and seek to acquire knowledge independently.
- Help our pupils to develop a lifelong enjoyment of reading taking genuine pleasure from what they read.
- Give our pupils the reading skills they need to access all areas of the curriculum.
- Enable pupils to access, understand and begin to manage information.
- Help pupils begin to understand the meaning of what they read and what is read to them.
- Help pupils make responses to what they read justifying those responses.
- Allow all pupils to use reading to become immersed in other worlds...both real and imagined!

*At St Mary's, we consider ourselves a community of readers. Therefore, we expect all adults to model and communicate their love of reading in the following ways:*

- At story time or in guided reading lessons – to read with enthusiasm and passion.
- By providing opportunities for independent reading time at KS1 and KS2.
- During incidental shared reading experiences to promote '**reading for pleasure**'.
- By providing exciting reading areas or displays of books that inspire our pupils to read.
- By reading with the individual pupils who need our support the most.

## Teaching and learning

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, real world texts such as labels, captions, lists and environmental print. Competence in reading is the key to independent learning and therefore the teaching of reading should be given a high priority by all staff. Success in reading has a direct effect on progress in all areas of the curriculum and is crucial in developing pupils' self-esteem, confidence and motivation.

## Pupils should:

- Develop the ability to read aloud fluently and with expression
- Develop the ability to read for meaning

- Develop the skills required for the critical reading of texts
- Be encouraged to read a wide range of fiction, poetry and non-fiction materials
- Be taught a range of strategies for reading including:

- ✓ **Phonetic** (sounding the letters and blending them together)
- ✓ **Visual** (whole word recognition and analogy with known words)
- ✓ **Contextual** (use of picture and background knowledge)
- ✓ **Grammatical** (which words make sense)

These are to be taught during all reading lessons, where appropriate. In addition to this, pupils should be encouraged to listen attentively, and to gain awareness of the close links between reading and writing activities.

### **Approaches**

#### **Daily Phonics Lessons in Reception and Year 1**

Phonics lessons take place on a daily basis and are discrete lessons led by trained staff. We teach phonics for 30 minutes a day.

In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help pupils become fluent readers. Pupils make a strong start in Reception: teaching begins in Week 2 of the Autumn term.

At St Mary's we follow the Little Wandle Letters and Sounds revised systematic and synthetic phonics programme (SSP) (See appendix 1&2 for the programme overview.)

- Pupils in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
- Pupils in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Pupils are taught in their age groups at the appropriate phase. Pupils who fall behind have additional 'keep-up' sessions. Pupils with severe and complex needs may need to work on a different phase to match their needs.

These lessons are quick, engaging, pacy lessons that follow the recommended approach:

- 1) Revisit and review prior learning
- 2) Teach and practise – new grapheme-phoneme correspondences / skills of blending, reading tricky words
- 3) Practise and application of new CGP and prior learning to read a sentence and spell words
- 4) Read decodable books.

Pupils who have completed the Little Wandle Programme will progress onto phase 6 in Year 2. Those who have not completed the programme will continue with the programme until they do so.

#### **Daily Phonics Lessons for pupils who are at Phase 6 (Year 2)**

We continue to follow the Little Wandle to teach phonics in Year 2 with daily basis lessons led by trained staff. The Twinkl's spelling scheme supports the teaching of the spelling at phase 6. (See

appendix 3) The teaching of phase 6 is divided into 30 weeks, and each week outlines the focus spelling pattern, focus decodable words, focus common exception words and grammar focus. These lessons follow the recommended approach including revisit and review, teach, practise and apply.

For those pupils who did not meet the required standard at the Phonics Screening Check, additional phonics intervention sessions are timetabled for these pupils to meet the required standard when they re-sit the PSC.

### **Shared Reading**

In shared reading the teacher's role is to make overt what good readers do and encourage pupils to be actively involved in reading in the moment. During shared reading the pupils can access a text which may be challenging to them individually. Reading skills and strategies should be clearly modelled, and discussion should help pupils to deeper understanding of the text. Shared reading should have a specific focus and all abilities should be included in discussions by differentiated questions. Shared reading should ideally take place within the daily English lesson and also through the reading of information texts related to other curriculum areas. At St Mary's, a 'hook' lesson accompanied by a specific text might be used at the early stages of a unit of literacy work in order to engage the pupils and further enhance their love of reading.

### **Practise Reading: Teaching reading in Reception and Year 1**

We teach pupils to read through reading practice sessions three times a week.

These:

- are taught by a fully trained adult to small groups of approximately six pupils.
- use decodable books matched to the pupils' secure phonic knowledge using the Little Wandle Letters and Sounds Revised assessments and book matching grids
- are monitored by the class teacher, who rotates and works with each group on a regular basis.

Each reading practice session has a clear focus, so that the demands of the session do not overload the pupil's working memory. The reading practice sessions have been designed to focus on three key reading skills:

- decoding
- prosody: teaching pupils to read with understanding and expression
- comprehension: teaching pupils to understand the text.

In Reception these sessions start in Week 4. Pupils who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.

Once practised in school this is then sent home for further practice at home to develop fluency.

### **Teaching Reading in Year 2 to Year 6**

In Year 2, staff ensure that pupils read at least once per week in a shared or practise reading group. This may be more frequent depending on need. These are recorded by staff in the child's Green Reading Record book. When practising reading, texts are chosen to match the ability of the class or group, but still provide an element of challenge. This reading provides a forum for pupils to demonstrate what they have learnt about reading; the focus for the reading is concerned with extending strategies/objectives that all pupils need in order to fully understand what they have read.

Teachers refer to specific year group expectations when questioning pupils about their reading. As pupils progress through school, teachers increasingly plan to deliver whole-class reading sessions where they feel it is appropriate. In these sessions - **specifically from Year 3 upwards** - class teachers carefully select texts from a range of genres and aim to teach pupils through a range of question content domains, which at St Mary's we call the '**Reading Gems**'. In these lessons, pupils are expressly taught how best to answer the full range of question-types that are required by the National Curriculum.

The question-types (**content domains**) are listed below:

KS2:

- 1) Define
- 2) Retrieve
- 3) Summarise
- 4) Infer
- 5) Predict
- 6) Relate
- 7) Explore
- 8) Compare

Specific guidance has been produced for teachers to access regarding the best approaches to teaching reading comprehension using the '**Reading Gems**' method:

In practice:

EXAMPLE: Theme – eg '**GEM 1**' – **define**.

- |       |  |
|-------|--|
| DAY 1 | Explore the text chosen, discuss, make predictions, 'immerse' in text.   |
| DAY 2 | Same text – teacher models an answer. Pupils have a go at the question.  |
| DAY 3 | Same text (or different as teacher decides) Pupils try the question type independently                               |
| DAY 4 | Full range of 'READING GEMS' questioned  |
| DAY 5 | <b>Reading for pleasure. (Could be accompanied by the teacher, who also models reading for pleasure on this day)</b> |

All content domains are covered regularly. It is designed to also cover the type of question – how it appears in KS2 SATs (eg multi-choice, circle, find & copy etc) This allows class teachers to focus on areas of concern for further development and the rehearsal technique allows for deeper learning and further practise.

Teachers use guided reading books in class – the work is often peer-marked or self-marked and the teacher monitors effectiveness. Any readers requiring extra or alternative 'reads' may do so in extra small group or in 1:1 reads.

Teachers plan for **independent reading** activities during sessions of Literacy teaching. Texts are selected so that pupils can access them without support. The focus for the reading is to provide opportunities to practise and to develop personal response to text.

Many other opportunities are provided for pupils to practise and extend reading in other subjects. Pupils select texts from choice or under the guidance of the teacher for independent and

home/school reading, depending on their abilities. They are encouraged to take a range of text types. Teachers monitor independent reading. Where pupils are working below age appropriate objectives they will be given more opportunities to read to an adult either individually or as a member as a small group.

Reading at home is regarded as an important part of reading development. Parents and children are encouraged to respond to books using home reading records.

## **Reading Frequency/Home Reading**

### **Home reading in Reception and Year 1**

The decodable reading practice book is allocated weekly for home reading using an e-book system to ensure success is shared with the family. We encourage all home reading to be recorded in Green Reading Record books. 'Shared reading books' also go home weekly for pupils and parents to share and read together. We invite Reception and Year 1 parents to annual information evenings to engage our families and share information about the teaching of early reading and phonics, the benefits of sharing books, how pupils learn to blend and other aspects of our provision.

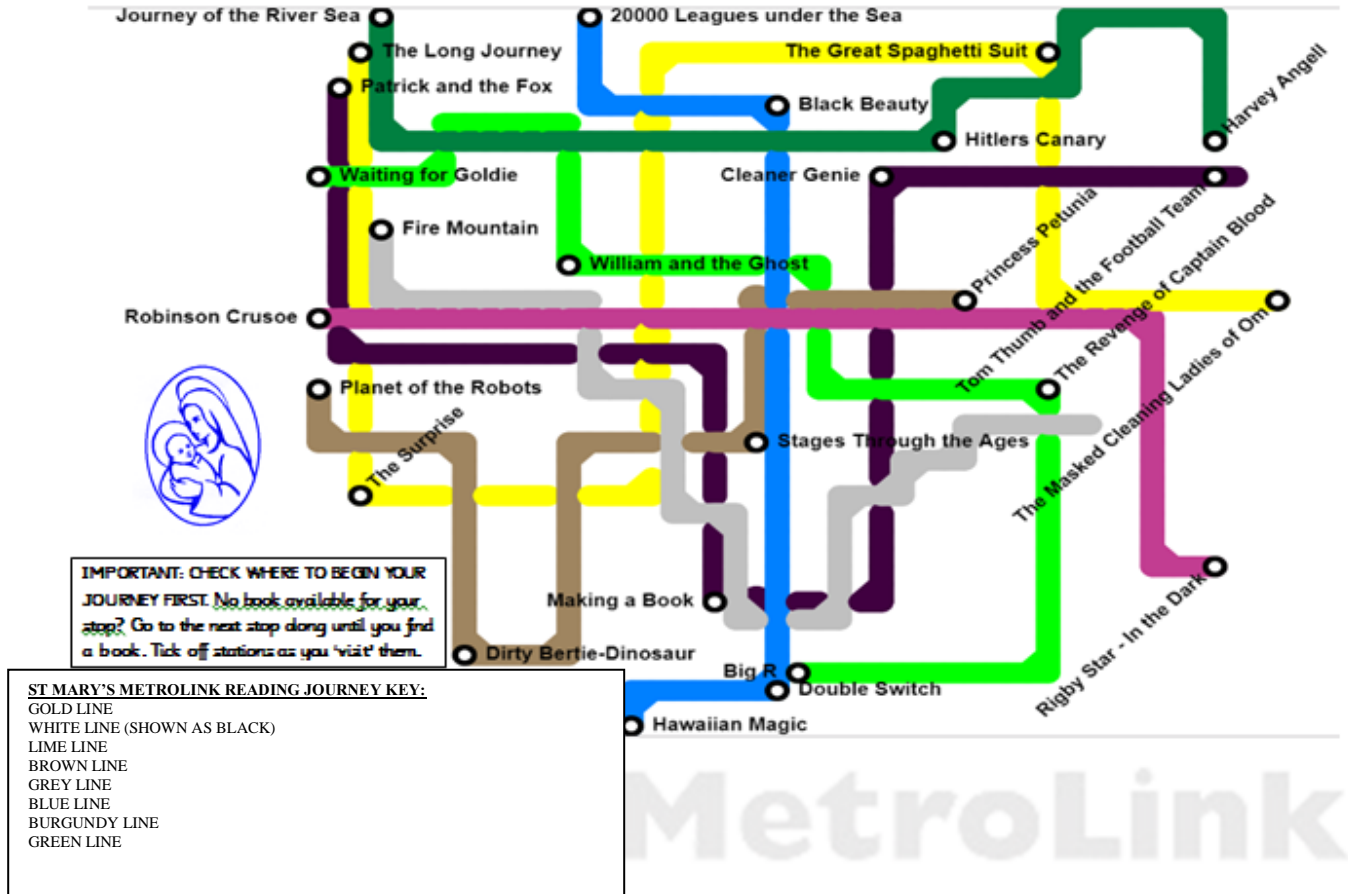
### **Home reading in Year 2**

School use decodable texts until children complete the SSP and have met the expected standard in the Phonics Screening Check. Pupils will then move towards a whole school reading scheme. We encourage all home reading to be recorded in Green Reading Record books.

### **In Key Stage 2**

All pupils are responsible for changing their reading books and are expected to read at home at least three times per week. This is monitored closely by class teachers. All pupils are in a weekly reading practise group or read as a whole-class with their teacher as part of the 'Reading Gems' process for practising reading. According to need, some pupils may still be heard to read individually by an adult to accelerate progress.

For KS2 pupils, the launch of St Mary's '**Reading Metro Map**' (Autumn 2019) is a further vehicle for encouraging pupils to see themselves as being on a 'reading journey', so that they become lifelong readers who choose to read for pleasure. Below is a 'virtual metro map' of reading in KS2 with books which have organised from white band through to green. The vision is that pupils will take increasing responsibility for their own reading choices and will move along their 'line' until the class teacher agrees that it is time for them to move onto the next 'line' or book colour. Each book is represented as a 'station' to visit on their journey and is clearly mapped out both on the pupil's individual 'line' sheet and there is also a large-scale display in the school library that clearly identifies the 'journey' each child is on. Further details are available in Google Drive and a copy of the 'overview' map is shown below:



## Resources

All classrooms have a well-stocked book area with a range of fiction and non-fiction texts. Pupils also have opportunities to read magazines, newspapers, information leaflets and ICT texts. The school library is valuable resource and has been recently restocked with many new and exciting books. Books in the library are displayed to promote and encourage reading and are changed frequently. Other reading resources are kept in classrooms in Foundation Stage and Key Stage 1 and centrally in Key Stage 2.

All teachers provide a stimulating reading environment, promote book ownership, and recommend books to pupils. Classroom and central displays are language rich.

## Reading Materials Include:

- Decodable Little Wandle phonics scheme in Reception and Year 1
- Oxford Reading Tree – Core Scheme
- Rigby Navigator/Explorer
- Rigby Rockets
- Rigby Stars
- Getting Reading Right
- Full Sets of real books for use in taught reading practise sessions

## **Independent Reading**

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.

From Year 3 onwards there will be timetabled opportunities for periods of silent, independent reading. Pupils selecting their own choice of texts is an important part of developing pupil independence. Selecting texts motivates readers and helps pupils to develop and discuss their reading preferences, a vital skill for greater depth readers at both key stages. In KS1 and, where appropriate in KS2, pupils will be given a reading book or helped to choose at an appropriate level to take home, together with a reading record. Pupils' individual reading at home will be monitored by staff and supported by classroom assistants. Each time a pupil reads at home, this should be logged by the parent or pupil. When a new book is selected, adults will initial reading records and insert the name of the book to be read next.

At Key Stage 1, home reading record books will be collected 2 to 3 times per week and signed by an adult to assist the teacher in the monitoring of home/school reading. Wider family involvement supports reading and ensures pupils have access to reading materials at home.

The aim is for all pupils to become 'free readers' – reading completely independently and for pleasure as soon as is possible. St Mary's anticipates that for most of our pupils, by the time they reach the upper juniors, they should be completing the 'metro map' system. At all ages, teachers welcome books that are brought in from home – these can be read by the pupil during their own independent reading time, if they choose to do so.

## **Birthday Books Scheme**

Some years ago, St Mary's decided to invite parents to donate a 'birthday book' to their class bookshelf on the occasion of their child's birthday. This has been a highly successful scheme that continues to this day. This adds to school resources and gives pupils the chance to see their choice of book shared among friends in class.

## **Annual Events and Reading Incentives**

At St Mary's, there are many annual events that take place to promote reading during the year. Indeed, we recognise the need to promote reading – and reading for pleasure in particular – at every opportunity. Below is a list – not entirely extensive – of examples:

- 1) Weekly **star of the week** celebrated in celebration assembly each Friday – this is often linked to reading or literacy.
- 2) Ongoing opportunities to partake in '**Battle of the Books**' competition – 12 books and reviews shared over the course of each school year.
- 3) **Reading Miles** incentive scheme – designed to help pupils 'read around the world'.
- 4) Annual celebration of '**World Book Day**' – dressing up, fun activities such as "the masked reader" and a whole celebration of reading in all its guises.
- 5) **Summer Reading Challenge** – St Mary's promotes this each year in conjunction with Oldham Library Service
- 6) **Grand Spelling tests / rewards** – each half term, celebrated in assemblies



- 7) **Regular opportunities** to read in whole-school worship, to lead worship and read prayers and readings from the Bible. Chances to link drama and reading in class-led assemblies and services throughout the year.
- 8) **Annual Scholastic Book Fair** -visits school at least once a year and is run over the course of an entire week.

In conclusion, staff will at every opportunity recognize the importance of teaching reading – not just as a ‘life skill’, but as a further vehicle to equip our pupils to ‘live life in all its fullness’. For each and every child to leave St Mary’s an enthusiastic reader is one of our core aims.

**Data Protection - Managing and Storing Information**

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy.

All documents stored are in accordance with legal requirements where appropriate, and guidance from the Records Management Toolkit for Schools.

This policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level of Data Compliance Requirements
✓		

This policy should be read alongside:

- English Policy
- Emotional and Mental Health and Wellbeing Policy
- SEND Policy
- Equality Policy
- Assessment Policy
- Home Learning Policy

## Appendices

### Appendix 1 Little Wandle Reception Programme Overview

#### Little Wandle Letters and Sounds Revised: Programme progression

##### Reception overview

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.

##### Autumn 1

	Phase 2 graphemes	New tricky words
Week 1	s a t p	
Week 2	i n m d	
Week 3	g o c k	is
Week 4	ck e u r	I
Week 5	h b f l	the

##### Autumn 2

	Phase 2 graphemes	New tricky words
Week 1	ff ll ss j	put* pull* full* as
Week 2	v w x y	and has his her
Week 3	z zz qu words with s /s/ added at the end (hats sits) ch	go no to into
Week 4	sh th ng nk	she push* he of
Week 5	<ul style="list-style-type: none"> <li>words with s /s/ added at the end (hats sits)</li> <li>words ending s /z/ (his) and with s /z/ added at the end (bags)</li> </ul>	we me be

\*The tricky words: 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

##### Spring 1

	Phase 3 graphemes	New tricky words
Week 1	ai ee lgh oa	
Week 2	oo oo ar or	was you they
Week 3	ur ow ol ear	my by all
Week 4	air er words with double letters: dd mm tt bb rr gg pp ff	are sure pure
Week 5	longer words	

## Spring 2

	Phase 3 graphemes	No new tricky words
Week 1	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	Review all taught so far Secure spelling
Week 2	review Phase 3: er air words with double letters longer words	
Week 3	words with two or more digraphs	
Week 4	longer words words ending in -ing compound words	
Week 5	longer words words with s in the middle /z/ s words ending -s words with -es at end /z/	

## Summer 1

	Phase 4	New tricky words
Week 1	short vowels CVCC	said so have like
Week 2	short vowels CVCC CCVC	some come love do
Week 3	short vowels CCVCC CCCVC CCCVCC longer words	were here little says
Week 4	longer words compound words	there when what one
Week 5	root words ending in: -ing, -ed /t/, -ed /d/ /ed/ -est	out today

## Summer 2

	Phase 4 graphemes	No new tricky words
Week 1	long vowel sounds CVCC CCVC	Review all taught so far Secure spelling
Week 2	long vowel sounds CCVC CCCVC CCV CCVCC	
Week 3	Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words	
Week 4	root word ending in: -ing, -ed /t/, -ed /d/ /ed/, -ed /d/	
Week 5	Phase 4 words ending in: -s /s/, -s /z/, -es longer words	

## Appendix 2 Little Wandle Year 1 Programme Overview

### Year 1 overview

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term. The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long term memory.

Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping-up with their peers should be given additional practice immediately through keep-up sessions.

### Autumn 1

	Phase 3/4 review + 4 Phase 5 GPCs	Review tricky words
Week 1	review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear	Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today
Week 2	air er /z/ s –es words with two or more digraphs e.g. queen thicker	
Week 3	Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels	
Week 4	<b>Phase 5</b> /ai/ ay play /ow/ ou cloud /oi/ oy toy /eel/ ea each	
Week 5	review longer words	

\*The tricky words 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

## Spring 2

	Phase 5 graphemes	New tricky words
Week 1	/ur/ or word /oo/ u out awful would /air/ are share /or/ au aur oor al author dinosaur floor walk	once laugh
Week 2	/ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father*	because eye
Week 3	/or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there	
Week 4	/ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor	
Week 5	/c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze	

\*The tricky words 'half' and 'father' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.

## Summer 1

	Review Phase 5 GPCs for phonics screening check	No new tricky words
Week 1	ay play a-e shake ea each e he	
Week 2	ie pie i-e time o go o-e home	
Week 3	ue blue rescue ew chew new u-e rude cute aw claw	
Week 4	ea head ir bird ou cloud oy toy	
Week 5	l tiger a paper ow snow u unicorn	
Week 6	ph phone wh wheel ie shield g giant	

## Summer 2

	Phase 5 graphemes	New tricky words
Week 1	/aɪ/ igh algh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer	busy beautiful pretty hour
Week 2	/zʃ/ su si treasure vision /j/ dge bridge /ʌ/ y crystal /j/ ge large	move improve parents shoe
Week 3	/ʃh/ tl ssl sl cl potion mission mansion delicious	
Week 4	/or/ augh our oar ore daughter pour oar more review	
Week 5	review	



### Appendix 3 Twinkl Year 2 Programme Overview

Teaching Week	Spelling Pattern	Common Exception Words for Spelling	Grammar Focus	Teaching Week	Spelling Pattern	Common Exception Words for Spelling	Grammar Focus
1	'y' saying /igh/	door, floor	Capital Letters and Full Stops	16	'mb' saying /m/	famous, shoe	Using a Dictionary 1 - Finding Definitions
2	'dge' saying /j/ 'ge' saying /j/	bought, favourite	Proper Nouns (Names)	17	'al' saying /or/	pretty, neighbour	Coordinating Conjunctions
3	-es to words ending in y	autumn gone	Plural nouns	18	-ing , -ed to CVC, CCVC words	England, tongue	Irregular Past Tense
4	'gn' saying /n/	know colour	Alphabetical Order (1) - First/Second Letter	19	'o' saying /u/	group, country	Exciting Words (1) - alt words for said
5	'kn' saying /n/	other does	Alphabetical Order (2) - Second/ Subsequent Letters	20	'ey' saying /ee/	heart, dangerous	Exclamation Marks (to show emotion/shouting)
6	-ed, -ing to words ending in y	talk two	Verbs	21	-er, -est, -y to CVC, CVCC words	special, enough	Improving Sentences (1) Adjectives and Nouns
7	'wr' saying /r/	four, eight	Adverbs	22	contractions	aunt, father	Contractions
8	-le	world work	Common Nouns (Revision)	23	'war' saying /wor/ 'wor' saying /wur/	prove, improve	Subordinating Conjunctions
9	-er, -est to words ending in y	poor, great	Adjectives and Expanded Noun Phrases	24	suffixes -ment, -ness	hour, move	Improving Sentences (2) - Verbs and adverbs
10	-el	break, steak	Commas in Lists	25	's' saying /zh/	sure, sugar	Exciting Words (2) Using a Thesaurus
11	-al, -il	busy, clothes	Capital letters for place names	26	'wa' saying /wo/ 'qua' saying /quo/	half, quarter	Possessive Apostrophe
12	-ed, -er to words ending in e	whole, listen	Regular Past Tense	27	tion	straight, touch	Improving Sentences (2) - when, if, because
13	'eer' saying /ear/	build, earth	Regular Present Tense	28	suffixes -ful, -less, -ly	caught, daughter	Speech Marks
14	ture	delicious, fruit	Question Marks and Commands	29	homophones/near homophones	journey, area	Commas in Speech
15	-est, -y to words ending in e	learn, search	Exclamations and Statements	30	prefix dis-	heard, early	Using a Dictionary 2 - Checking Spellings