



## **The Colleton Primary School Reading Policy**

### **Reading Intent**

At The Colleton, we pride ourselves in our creative, integrated and meaningful approach to the teaching of the English curriculum. We strive to provide exciting programmes of learning, filled with engaging and diverse stories, both in books and on film, an array of poetry, both classic and modern and rich experiences to inspire our own writing and drama activities. We endeavour to develop our children with an enduring love of reading, an engagement with rich language and literacy skills that they will carry them through their lives.

Our curriculum closely follows the aims of the National Curriculum for English 2014 to enable all children to:

- read easily, fluently and with good understanding;
- develop the habit of reading widely and often, for both 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.

### **Reading Implementation**

The learning of the English curriculum happens most effectively when taught within meaningful contexts of stories, poems and factual information across the curriculum. Topics and activities are rigorously planned to build on skills and concepts as our children progress in their learning journey throughout every team, developing higher order and diverse vocabulary across every subject.

Reading is fundamentally linked to writing including grammar, punctuation and vocabulary understanding and use. We teach reading in combination with writing activities, often as the stimulus, and writing skills are predominately taught in context of the writing, after being analysed with our reading sessions. Reading and writing activities are undertaken within every subject area, a cross-curricular approach that ensures the children understand the purpose of their learning activities.

Early reading is introduced through the Twinkl Phonics programme and other supporting resources. Throughout Foundation Stage and Key Stage 1, reading is supported by a number of engaging reading schemes that hook children's interest and excitement for books and reading as well as build on crucial reading skills. If any child has found reading a challenge, specific support programmes are put into place. These continue into Key Stage 2 so that every child can succeed.

Rigorous assessment and review ensure that we are able to provide targeted support and learning experiences so that all children can achieve in English. Assessment for Learning is embedded in our practice; children are actively engaged in reviewing the

successes in their work and identifying, with support from their teacher, target areas for development to ensure a continuous and individualised approach to improving their learning.

We have many events throughout the year that promote reading and writing, including our book fair weeks, where the children have the chance to meet established authors, read with different children from other teams, dress up as a favourite book character and take part in reading challenges like 'Radical Reading' and our sponsored read with Usborne Books.

## **Early Reading and Phonics**

From the start of their school experience, children are immersed in a world of literature with books chosen carefully to stimulate their imagination. The children are taught to tune into sounds which they hear in team and in the outdoor environment. They learn how to listen through story, games, rhymes and discussion. Children are introduced to the conventions of books, reading from left to right, regarding the illustrations as an integral to the story, turning the pages singly etc. The use of stories and rhymes is key at this point. Children are encouraged to act out well-known tales and join in with a repertoire of nursery rhymes. There is a very strong focus on listening to familiar stories and puppets and role play help to bring these alive. Children are encouraged to ask and answer questions about familiar stories, retell stories and sequence events to begin developing early comprehension skills. Due to our carefully planned continuous provision, children are provided with opportunities to read and immerse themselves in rich language and vocabulary in all areas of the team e.g. labels by the water tray or books in the role play.

Acquisition of early reading skills begins in Foundation with Phonics lessons that follow the Twinkl Phonics programme, but have been adapted by the teachers to meet the needs of the children. In Foundation, children are introduced to phonemes and graphemes systematically. They also learn to develop and apply blending and segmenting skills for reading and writing. Recognition of common exception words is also taught and built upon throughout the programme. In Year 1, children begin applying their phonic knowledge and skills with a focus on polysyllabic words and alternative pronunciations and representations of the long vowel sounds. In Year 2, children explore spelling patterns and grammar, whilst also building up their sight vocabulary and reading fluency.

In Foundation Stage and Younger Team, children are heard read independently in school at least once a week. This provides the children with an opportunity to apply their phonic knowledge to their reading and develop their comprehension skills. This also helps to ensure that any gaps children have in their phonics are addressed.

## **Reading Schemes**

We have a variety of reading schemes to encourage our children to access a range of texts suited to their own personal interests, whilst also extending their reading ability and confidence. The schemes we mainly follow are the Twinkl Phonics/Rhino Readers,

Storyworlds and Bug Club Phonics, but also supplement these with additional books from other schemes:

- Dandelion Launchers and
- Project X books.

All main individual reading scheme books are kept in levelled, colour-coded boxes within FS, YT and MT.

## **Supporting Children with Reading Difficulties**

Every child progresses in reading at their own pace. There are some children who can struggle to develop sufficient early reading skills (decoding and/or comprehension) and may need additional interventions. To support with the acquisition of key reading skills, strategies and areas of comprehension, we have a number of targeted intervention reading schemes and programmes. Rhino Readers Code Breakers and Dandelion Readers are used to support children in EYFS and in YT. In MT and OT, we use reading schemes that have decodable phonics with age-appropriate and exciting stories for our older readers. These highly structured chapter books support children who may have gaps in their phonic knowledge and reading skills, helping them to develop independent reading strategies. We use:

- The Moon Dog · Magic Belt Series
- That Dog!
- Alba
- Totem
- Rescue
- Island Adventure
- Dragon Eggs Series
- Talisman
- Titan Gauntlets
- Amber Guardians
- Along with books published by Barrington Stoke, a dyslexic friendly publisher.

## **Guided Reading and Development of Comprehension Skills (Reciprocal Reading)**

Whilst younger pupils develop their decoding, fluency and comprehension skills primarily through daily phonics sessions, MT and OT (Key Stage 2) pupils have individual, paired and group guided reading sessions in addition to reading lessons linked to writing, grammar, punctuation and vocabulary. These timetabled sessions provide staff with the opportunity to listen to pupils read, model reading aloud with expression and fluency, discuss texts and develop a love of reading with small groups of pupils who are organised by ability in order to allow for differentiation of texts. Quality reading material is carefully chosen to ensure that pupils are able to read and demonstrate understanding of a text independently, while still providing a level of challenge, particularly with regards to questioning and discussion points that are led

by the adult. These sessions are also used by staff as an opportunity to develop pupils' comprehension skills through careful focus on one of the following areas per session:

- vocabulary (explaining word meanings in context);
- inference (making conclusions from the text/explaining and justifying inferences with evidence from the text)
- predicting (speculating what might happen from details stated and implied);
- retrieving (finding and recording information/identifying key details from fiction and non-fiction);
- summarising (outlining main ideas from more than one paragraph);
- comparing, contrasting and commenting (identifying/explaining how information/narrative content is related and contributes to meaning as a whole and making comparisons within the text) and;
- authors' choice (identifying/explaining how meaning is enhanced through choice of words and phrases).

We use Twinkl 'Reading Dogs' to help focus the children on these areas of comprehension.

We aim to ensure that all pupils will read with at least one adult, at least once per week and a range of structured independent tasks will be provided for those pupils not with an adult.

## **Reading for Pleasure**

### Learning Environment

At our school, we strive to give pupils a stimulating environment, where reading materials are presented in an attractive and inviting way. Books are used to enhance displays and to provide reference points for deeper learning. Furthermore, within English lessons, we create an environment that stimulates the generation of ideas from texts where all ideas are accepted and valued. YT and FS have dedicated reading areas to encourage and motivate children to read. These areas provide a comfortable and relaxing space where books can be shared and enjoyed. Each reading area is stocked with a rich variety of books based upon the children's interests, thus allowing the children to have access to a significant 'library' collection of books of various genres for the children to enjoy. Story Time

Throughout school, story time is implemented into the daily timetable to promote the love of reading. This is where teachers and support staff read regularly to the children, modelling the use of intonation and expression to bring characters to life and to expose the children to a wide range of literature such as stories, poetry and information texts. This helps to extend children's vocabulary and comprehension, as well as support their writing.

### Libraries

We are very fortunate to have two libraries within our school; books are organised thematically across the two and children have regular opportunities to visit the library and choose from a wide selection of rich stories, poetry and fact books. Both libraries provide a comfortable space, dedicated to reading for pleasure, in which children can cosy up with a book. The children have an opportunity to visit the libraries and borrow a book to take home and share with their families each week.

## **Supporting Pupils to Become Accomplished, Independent Readers Across the Curriculum**

FS and YT (KS1) pupils acquire, develop and embed the key early decoding, fluency and comprehension skills needed to become accomplished, independent readers and pupils are supported with the strengthening of these skills across the curriculum. In MT and OT (Years 3 to 6), pupils are provided with numerous opportunities to apply and develop their key skills in a variety of lessons across the curriculum in order that they can extend their knowledge of topics, influence the direction of their learning and explore their interests. For example, pupils are encouraged to read for information in lessons such as Topic and Science, read to follow instructions in lessons such as computing and read to understand the perspectives of others in lessons such as RE and PSHCE. In addition to this, KS2 pupils are also provided with opportunities to continue the development and embedding of their key skills through Guided Reading sessions (see above) and adult led sessions that teach and model how to read a text in order to deepen comprehension skills and understand increased levels of inference. Other key skills such as skimming and scanning texts are also taught and modelled during these adult-led sessions.

## **Supporting families to develop reading at home and encouraging parental involvement**

Every week, children in Foundation Stage take home two fully decodable reading books and two spot books. These books provide them with an opportunity to continue to practise and apply their phonic knowledge to their reading and provide more challenges and extensions to share and enjoy with a family member in their home environment. In Younger Team, children continue to take home one fully decodable reading book, but this is often supplemented with a book to support with building up the children's sight vocabulary and understanding. The children continue to take home two spot books of their choice, which can be shared at home with a family member. Families and staff members communicate through comments in a reading record book to ensure consistency and progress in reading.

In Middle and Older Team, children progress from the reading schemes and spot books on to being a library reader only. This is where they are able to independently choose books (with some guidance as necessary and use of the 5-finger test). A guide to hearing children read, books for reading at these stages and the 5finger test is published in each child's reading record. Family members are encouraged to write a brief comment when reading with their child and we encourage each child to independently use their record too. This acts as a book log as well as for quick book reviews.

Families are expected to be fully involved in their child's reading development throughout school. Each year they are invited to attend a Reading Evening which outlines how phonics and reading is taught within school and how to best support children at home. In addition to these meetings, families are able to communicate with staff about the progress they feel their child is making with their reading (in terms of decoding, comprehension, reading with fluency, using correct intonation etc) via reading records that pupils take home in their book bags, termly Parents' Evenings or by contacting staff directly if there is an issue they wish to discuss. Regular special events are also held throughout the school year that encourage families to become

involved in reading with their child such as Book Fair, Book Week and Stay and Read mornings. Families can access a variety of different phonics and reading resources on Teams to further support children at home, including phonics handouts and Phonics Screening Check support. We also encourage volunteers from families to come in and support reading.

### **Assessment of Reading and Impact**

Throughout each year, children's reading is assessed through a variety of methods, both formative and summative. Each term, children are heard read individually and as part of a group. An informal miscue analysis and question session (or interview) is undertaken each time a child is heard read to establish which strategies the child is using, their level of understanding and to identify any gaps and reading targets. In each team, these are noted for families in the reading record. Individual and group reading notes are kept by each teacher. At the beginning of Years 1, 2, 3 and 5, all children are screened using the Salford Reading Assessment. If a child is assessed as below where they ought to be, they will have reading interventions depending on their needs and a re-assessment later on in the year to monitor progress. In June, Year 1 children undertake the statutory phonics screening check. Teachers routinely monitor and assess phonics attainment across the year.

Weekly curriculum reading activities are formatively assessed across the curriculum and feed into reading targets for each child. These may include the ability to analyse text for features, use context cues to establish vocabulary meanings etc.

The data from all monitoring and assessments is used to formulate strategies that will support all pupils to continue their development and, when required, accelerate progress. These strategies may include introducing more 1:1 reading, changes to team planning or timetabling, small group interventions to address specific needs or increased parental intervention. Leaders and external visitors including Governors, regularly moderate data and teacher assessments to ensure all pupils are making at least expected progress from their individual starting point and that where pupils are not doing this, effective and impactful strategies are put in place in a timely manner.

The combined impact of all strategies implemented throughout school from EYFS to Year 6 mean our pupils finish primary school with the skills, confidence and enjoyment of reading needed in order for them to succeed in the next stage of their education and to support them in their future adult life.

### APPENDICES

Reading Scheme books (inc interventions)

Twinkl Phonics

Miscue analysis guide

Reciprocal Reading- Reading Dogs

Reviewed:

Ratified:

Review period:

Responsibility: