

Feering C of E Primary School Reading Policy

Shared with staff: June 2022

Agreed by staff: June 2022

To be reviewed bi-annually: June 2024

1. Rationale

This policy outlines approaches to the teaching and learning of reading across All Saints Academy Trust. It ensures that the statutory requirements laid out by the Early Years Foundation Stage (EYFS) framework (Reception) and the National Curriculum English programmes of study (Years 1 to 6) are fulfilled. It is underpinned by our shared commitment and intent to support our children's growth as:

- Lifelong readers, who have a positive view of themselves as readers and who read for pleasure.
- Confident, fluent, motivated readers.
- Readers with high-level comprehension skills.
- Readers who challenge themselves, making adventurous reading choices.
- Readers who are excited at the prospect of learning new words.
- Readers who write and writers who read.

We understand that both decoding and comprehension are fundamental but not alone sufficient – that children's confidence and competence are also dependent upon motivation and engagement as readers. This policy should be viewed in conjunction with our Reading Intent, Implementation and Impact document and will direct you to any further related documents.

Appendix 1: ASAT Reading Intent, Implementation & Impact

2. Approaches to the Teaching and Learning of Reading

<u>Approach</u>	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Reading for Pleasure Pedagogy	✓	✓	✓	✓	✓	✓	✓
<i>Read Write Inc. Phonics</i>	✓	✓	✓	SEN	SEN		
<i>Read Write Inc. FreshStart Phonics</i>						SEN	SEN
Decodable Texts <i>Aligned to Read Write Inc.</i>	✓	✓	✓	SEN	SEN	SEN	SEN
Whole-Class Texts <i>inc. use of Power of Reading approaches</i>	✓	✓	✓	✓	✓	✓	✓
Non-Fiction Curriculum Collections	✓	✓	✓	✓	✓	✓	✓
Accelerated Reader				✓	✓	✓	✓
Challenge Carousel <i>inc. Guided Reading</i>			✓	✓	✓	✓	✓
Reading Superhero	✓	✓	✓				
Reading Stars				✓	✓	✓	✓

3. Reading for Pleasure Pedagogy

The development of our reading curriculum and pedagogy is underpinned by our commitment to nurturing our children's growth as lifelong readers – and to growing together as an interactive community of readers. Our reading culture and RfP pedagogy are constantly evolving, steeped in research. We aim to offer a balance between teaching our children the skills of reading and nurturing their will to read for a range of purposes and pleasure.

4. *Read Write Inc. Phonics*

A strong start in early reading is crucial to children's development into fluent, avid readers. Indeed, our intent is that this programme will enable the vast majority of our children to be confidently decoding unknown vocabulary and developing reading fluency with age-appropriate texts by the end of Key Stage One. Selection and implementation of *Read Write Inc. Phonics* – a rigorous, systematic scheme to support the teaching of early reading and writing – is underpinned by an unwavering belief that every child can, and must, learn to read. We feel this scheme is a particularly good fit for our school community as its five underlying principles, 'The 5 Ps', closely mirror the principles at the heart of our approach to the teaching of reading in the schools within our Trust:

- Participation
- Praise
- Pace
- Purpose
- Passion

We firmly believe that the greater the passion, the greater the progress. All *Read Write Inc. Phonics* group leaders have undertaken comprehensive training and their passion, energy and dedication to ensure rapid progress for our children on their journey as early readers is evident. *Read Write Inc. Phonics* sessions are fast-paced and lively yet rigorous; the children are actively involved throughout the session and positivity and praise are key.

During their first term in the Early Years Foundation Stage, children are introduced to the initial single sounds during daily whole-class *Read Write Inc.* sessions, which are delivered by the class teacher. They learn one new sound each day. By the end of the first term, most children will know most single sounds, be able to blend VC and CVC words and be ready to begin learning more complex sounds. This happens in small group sizes, of no more than ten children to maximise participation and support, for forty-five minutes. Children work together in partners, taking it in turns as the 'partner teacher' and praising each other.

Assessments are carried out every six to eight weeks, on average, by our *Read Write Inc. Phonics* Reading Lead, which enables sustained rapid progress. The children are grouped according to their developing phonic knowledge. Any children falling behind the programme's pace, which is outlined within our *Read Write Inc.* progression document, is quickly identified, allowing targeted support.

Appendix 2: *Read Write Inc.* Progression Document

We recognise that every child has a different journey as a developing reader, with different rates and patterns of progress, and that some children need continued support with their phonic knowledge, automaticity and fluency as they move into Key Stage 2. Early readers in Key Stage 2 are identified using the Phonics Screening Check in the first instance. Most children who don't meet the expected standard in Year 1 or when they retake the check in Year 2 will have been identified as needing the support of a My Plan or a One Plan with a target related to early reading. They will continue to receive targeted support with phonics into Key Stage 2, which will always be delivered by an adult with *Read Write Inc.* training. There are also adults trained to deliver *Read Write Inc. FreshStart*, developed for children in Years 5 and 6 needing continued support to increase their phonic knowledge.

However, for some children, learning to read automatically and fluently does not come through learning phonic skills. In the case of individual children where assessment over time shows that their phonological awareness is not progressing despite targeted support, the Essex AFALS assessment is

used. This informs the planning of a personalised early reading intervention approach e.g. whole word recognition.

5. Decodable Texts

Once they are learning in small groups, children read a fully decodable *Read Write Inc.* storybook matched closely to the sounds that they know during their *Read Write Inc.* sessions. Each storybook is taught in the same way. Children practise reading the decodable 'green words' and the 'red words' – words that are not phonetically plausible and cannot be sounded out – before reading, then read the storybook during three consecutive sessions. After the third session, children read the storybook for a final time at home as part of their *Read Write Inc.* homework. With each reading, their fluency and comprehension increase.

Alongside their *Read Write Inc.* storybook, children take home a reading scheme book, which include *Oxford Reading Tree* and *Collins Big Cat*. All books within these reading schemes are carefully levelled and matched to sounds that the children know, which provides them with a further opportunity to apply their phonic knowledge. In addition, children take home personalised boxes of High Frequency Word flashcards to develop their ability to read these words by sight and, in turn, their fluency. Early readers in Key Stage 2 are able to choose from a range of 'high interest, low ability' books.

6. Whole-Class Texts

Our whole-class texts put quality children's literature at the heart of our English curriculum, with the aim of raising engagement and attainment in language, vocabulary, reading and writing. They cover a breadth and variety of genres, formats and themes, ensuring that our children encounter a full and rich range of 'texts in common' across each year and across their whole primary school journey. Our whole-class text collections are continually evolving and we have a critically reflective approach to this; we are influential gatekeepers to literature for our children and it is our professional responsibility to ensure that they are diverse, inclusive and representative.

Appendix 3: Whole-School Reading Spines

The number of whole-class texts studied over the course of one academic year depends on the year group. This ranges from one picturebook half-termly in the Early Years Foundation Stage to one novel at least termly in Year 6. For each whole-class text studied, there are enough copies for the children to share one between two. This text will have a place at the heart of teaching and learning in English, inspiring writing as well as reading and developing children's ability to 'write as readers' as well as 'read as writers'.

These sessions are planned using a dedicated whole-class text planning proforma. Each session has at least two of the following themes:

- Vocabulary
- Fluency
- Contextualising
- Characters and Setting
- Investigating SPaG
- Plot and Structure
- Responding and Reflecting

Fluency and vocabulary will form part of every session. Some of the wider session themes will be more appropriate at the beginning of the text, others at the end.

Each session has a three-part structure.

Before Reading:

Each session starts with the teacher reading aloud from the whole-class text, modelling fluency, intonation and 'thinking aloud'. Teachers will also have identified Tier 2 words that are central to children's comprehension to clarify before reading. Children with SEN will have had a pre-teach prior to the session. Depending on the session theme, this might involve children practising reading a pre-selected sentence or passage to fluency, sequencing events or summarising orally or through drawing.

During Reading:

The 'read aloud' strategy used will be varied session by session and will include strategies such as echo reading, choral reading, paired reading and partner reading. Children will share a text one between two with a partner, taking it in turns to track using a lollipop stick. The lollipop stick will be moved down the page above the line being read to enable children to read ahead. Key questions and 'think aloud' discussion prompts will be planned using Bloom's and Barrett's Taxonomy question stems; however, it is important to keep in mind that too many questions in rapid succession without giving children time to formulate their own thinking can inhibit rather than facilitate comprehension. During their termly mentor meeting with the Trust Reading Lead, teachers will be supported in identifying the cohort-specific comprehension strands that need to be targeted and planning questions stems that will enable this.

After Reading:

Summarising is a key skill to be developed after reading during each session. Other activities after reading will mirror the session theme; for example, if the session theme is vocabulary, activities after reading might include a 'zone of precision' activity, generating synonyms and discussing which are the most effective in evoking a strong picture.

Each class will have a dedicated display area as part of their English Working Wall showing the 'reading journey' that their whole-class text is taking them on. Something should be recorded on the display during each session, which will build up over the course of reading the text and subsequently support children's writing.

Appendix 4: Whole-Class Text Planning Proforma

7. Non-Fiction Curriculum Collections

A bespoke non-fiction curriculum collection is being curated to accompany each half-termly topic for each year group. These include a balance of different non-fiction text types, with at least one narrative non-fiction text, one more classic encyclopaedic text and a range of interactive non-fiction titles in each collection. With specialist advice, texts have been selected to enrich our curriculum specifically.

Appendix 5: Whole-School Non-Fiction Curriculum Collections

These texts provide engaging contexts and foundations from which to build conceptual understanding and knowledge. They enable us to support disciplinary reading – reading as geographers, as historians and as scientists – and, in doing so, extend children's core disciplinary vocabulary and knowledge. As well as building knowledge and explicitly teaching reading skills, selections have been made to inspire a love of reading non-fiction and support children's natural curiosity about the world around them.

8. Independent Reading

Our approach to independent reading and text selection in Key Stage 2 is child-led and choice-led, designed to increase reading stamina through choice as children grow in maturity, independence and critical awareness as readers.

Our independent reading book stock is colour-coded according to the sophistication of the themes as well as the vocabulary; for example, the multi-layered nature of a wordless picturebook that challenges the reader to construct meaning from a complex visual narrative would be reflected in its colour code. This careful use of colour-coding encourages children to take on more extended and more challenging texts, beyond those that they might self-select, as they become more fluent and experienced as readers. Drawing on their knowledge of children's reading attainment, behaviours, practices and preferences, teachers will make recommendations – recommendations of colour-coded books that will encourage the children to tackle increasingly challenging reading material and, importantly, individual books within each colour code matched to their interests. However, children are not limited to reading books from within their recommended colour code; enabling children to take ownership of the process and, in turn, develop their independence in making informed choices when selecting books is crucial.

Ongoing dialogue between adults and children supports children in reflecting critically on books that they have chosen to read, helps inform future book choices and, ultimately, nurtures independence as their reading interests and tastes across a wide range of genres become more established. We want our children to become mature, independent readers who can make informed choices when selecting books and as adults, we play a critical role in supporting this.

Appendix 6: Independent Reading Protocol

9. Challenge Carousel

Challenge Carousel is a carousel of activities with an English focus, which takes place daily in our Key Stage 2 classes. For most children in Year 2, the transition from *Read Write Inc.* to Challenge Carousel takes place at the beginning of the Spring Term once they are reading age-appropriate texts fluently, accurately and with understanding. Children needing further targeted support with phonics continue to participate in *Read Write Inc.* sessions during this time.

During Challenge Carousel, the children are grouped into five groups. These groups are informed by the most recent summative reading assessment, which highlights the target comprehension strand for each child. Over the course of one week, each group will rotate through the following activities:

- Guided Reading (teacher-led) x 1
- Comprehension x 1
- Spelling x 1
- Independent Reading x 2

The teaching assistant will lead either the comprehension or the spelling group, depending on needs of the class. Our Challenge Carousel Protocol outlines each activity in more detail.

Appendix 7: Challenge Carousel Protocol

We don't believe the dichotomy between teaching reading to the whole class and teaching reading to groups is a helpful one. We believe both are crucial if children's growth as readers is to be supported effectively in the ways that we intend our curriculum to. As a result, teacher-led Guided Reading in small groups continues to form an essential part of our reading pedagogy as a vehicle for teaching targeted reading skills and strategies to identified groups of children. Guided Reading sessions are structured using the dialogic reciprocal reading structure; teachers model the different

components of reading comprehension so that children develop the skills to find a deeper understanding of what they read independently. Guided Reading homework supports tightly focused reading for fluency and meaning.

Appendix 8: Guided Reading Protocol

Appendix 9: Guided Reading Homework Protocol

10. Reading Superhero/Reading Stars

Building reading relationships with parents, carers and families is crucial and Reading Superhero and Reading Stars have been developed to encourage parental engagement with their children as readers. In the Early Years Foundation Stage and Key Stage 1, children are awarded Reading Superhero status if they read aloud at home four times or more in one week. In Key Stage 2, children earn a Reading Star if they read aloud three times or more at home. The class with the highest percentage of children earning a Reading Star is awarded a book token. This promotes book talk of an informal, reciprocal nature as children and their teachers discuss which book they would like for their bookshelf together. In addition, this adds to the repertoire of 'books in common' that they have, which forms the basis for further book talk and shared pleasure in reading.

Reading Superhero and Reading Stars aren't awarded for reading independently at home; rather, they're awarded for reading aloud to an adult at home. As well as playing a role in promoting reading for pleasure, there is strong evidence that reading aloud, particularly re-reading, has a significant impact on children's fluency, stamina and confidence. Strategies to support this, such as modelled expressive reading and echo reading, are shared with parents and Guided Reading homework in Key Stage 2 has been redesigned to support closer, more tightly focused reading for fluency and meaning. In addition, reading aloud prompts summarising of 'what has happened since last time' and discussion about unfamiliar words.