



# **READING POLICY**

**2022-23**

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## Contents

1. Policy Vision .....	3
2. Aims .....	3
3. Expectations, .....	4
4. Reading Material .....	4
5. Phonics .....	5
6. Launchpad for Literacy .....	5
7. Reading practice .....	5
8. Assessment .....	6
9. Homework .....	7
10. Reading Records .....	7
11. Parent Information.....	8
12. ICT and Interactive Texts .....	8
13. Library .....	8
14. Book Fairs .....	8
15. Guidance for people listening to children read .....	8
16. Paired or Shared Reading .....	9
17. Links to other policies .....	9

## 1. Policy Vision

At North Duffield, we are determined that every pupil will learn to read and believe that **ALL** children will have equal opportunities to become 'language rich' and be challenged to be reflective, reciprocal, resourceful and resilient learners, 'Growing Learners for Life!' Thus, improving our children's opportunities to become successful and well-motivated members of a community.

We immerse and nurture children in an exciting and varied, literature rich, environment which fully embeds the requirements of the National Curriculum, as pupils progress along their reading journey of pleasure, empathy, understanding and knowledge.

We ensure that the **school's synthetic phonics programme (Rising Stars Reading Planet Rocket Phonics DfE validated)** matches and exceeds the requirements of the National Curriculum and EYFS early learning goals, rehearsing, practising, repeating and applying the key phonic skills children will need to learn to read fluently, in the first instance and then ultimately enable them to read: independently for life, for pleasure, to communicate effectively and gain greater knowledge and understanding of the world in which they live.

## 2. Aims

- To consistently support children as they achieve fluency through rigorous rehearsing, practising, repeating and applying of key phonic skills, grapheme/phoneme correlations(GPCs), ensuring success in decoding text.
- To ensure children's reading books match the GPCs being taught and children are given the maximum time to practise their new skills, including at home.
- To create a language rich environment through the sharing and discussion of key class texts (both fiction and non-fiction) and poetry, in which each child is encouraged to become an independent and reflective thinker, empathiser and reader.
- To rapidly improve vocabulary skills, grammatical knowledge and understanding in a relevant context – the class novel.
- To develop enthusiasm and a love of reading, sharing books together and reading independently.
- To value and appreciate poetry and learn poems by heart.
- To have the ability to retrieve and interpret information from a variety of texts, including non-fiction and ICT, thus enhancing study skills.

- To have daily opportunities to apply developing skills, i.e. ‘learning to read and reading to learn’, in other areas of the curriculum through the provision of “Quality First Teaching” approaches/strategies and use of high-quality texts.
- To daily share many different reading experiences individually, as part of a group or with the whole class.
- To consistently improve speaking, listening and comprehension skills by interpreting the books they read/listen to, through guided reading and whole class activities.

### **3. Expectations**

All children will become fluent readers. Each child will experience guided reading daily and shared reading, modelled reading and independent reading with an adult at least twice a week. If a child is struggling, small group or individual adult led sessions will take place daily. Sessions will be lively, active, inclusive and motivating.

Teachers are responsible for changing all reading material and matching reading books as closely as possible to the grapheme phoneme correlations being taught. Teachers must also keep a clear record of which phase, stage or book children are reading, at home and in school; assessment of learning must be rigorous during each session and teaching adapted to fit pupils’ need, thus ensuring progress.

Children will be assessed termly using Chris Quigley milestones. Children who are SEN, PP or vulnerable will be assessed termly by the SENDCO or Assistant Headteacher to ensure good progress is being made, using the Salford Reading Test. If progress has fallen or is not rapid enough, this will be discussed with the Teacher, who will – in conjunction with the SENDCO - intervene with extra reading/phonics sessions and use of Reading Planets Rocket Phonics or Astro if necessary.

Children’s core reading books may be changed up to two times per week if need be; however, the requirements of the National Curriculum must be observed, and children will read a book (or section) once for phonic application, once for comprehension and once for fluency or until they are fluent in the phoneme/grapheme correlation being taught.

Children will experience a ‘literature rich’ learning environment where Literacy is driven by a core text. This will form a context for teaching grammar and vocabulary, enabling the children to analyse how certain grammatical or word usage influences and impacts the reader. The class novel will also provide a safe place for children to interact and empathise with a variety of emotions and life experiences, therefore driving and developing the spiritual, moral, cultural and social core elements of our curriculum: possibilities, spirituality and diversity.

### **4. Reading Material**

The early reading material is **‘Rocket Phonics’**, which is validated by the Dfe.

This ensures that staff are fully aware and confident with the progression in GPCs and can match children's reading material as carefully as possible to the GPCs the child is learning.

At KS2, all guided reading/group books have been organised according to their Lexile count. This helps us to order the semantic and grammatical complexities of our reading materials in a progressive method for our pupils and provide children with reading books that are appropriate to their understanding.

## **5. Phonics**

The resource used to teach phonics is DfE validated 'Rocket Phonics' from Rising Stars Reading Planet. At KS2, Reading Planet Astro will be used to revisit GPCs for older children whose reading is poor, ensuring these children reach fluency (see definition from CLPE, appendix 1).

Synthetic phonics are taught daily, systematically and rigorously in EYFS and KS1. This is followed immediately by Guided Reading where the Teacher will have matched reading books as closely as possible to the GPCs being taught, providing the maximum practice opportunity for each child on a daily basis.

In EYFS and KS1, children will be taught two sounds per week. Teachers will be rigorous in their assessment of learning during each session and any child identified as not having understood will receive a 'keep up' session the same day. Thus, limiting to a minimum the children who may fall behind their peers.

In KS2, children who need to develop greater fluency will receive a daily phonics session with a highly trained teacher or TA. This will take place at the same time each day and in a quiet place to ensure maximum retention of learning and include segmenting, blending, spelling and writing. The children will also have reading books that are closely matched to the grapheme/phoneme correlation being taught and will have a dedicated daily practice time to provide maximum opportunity to apply the phonics being taught. Teachers are ultimately responsible for the progress of any child receiving additional phonics support (using the graduated approach) and must liaise with any TAs involved.

Phonics are assessed using the Rocket Phonics baseline assessment and half-termly assessments. Daily assessment sheets can also be used for certain children to help provide the correct support.

## **6. Launchpad for Literacy**

Launchpad is an innovative language programme that can be embedded within a class or used individually. It identifies language skills necessary for phonics learning to be successful such as auditory memory and discrimination, visual memory and discrimination and sequencing – pre-phase 1 and has been implemented within our EYFS classroom to ensure the maximum practice of these pre-phase 1 skills for all our children. It will be implemented in KS1 in Autumn 2022.

## **7. Reading Practice**

In all classes, children will read as part of a guided group on a daily basis. The session will follow a well-structured rota and enable each child to read with the Teacher and TA at least once a week. (Therefore, each child reads with an adult two times per week minimum)

The Teacher or TA will focus on the application of the relevant GPCs being taught in phonics, a child's decoding/phonics needs, use of VIPERS – Vocabulary, Infer, Predict, Explain, Retrieve, Summarise – to practise, improve and develop language and comprehension, and also PEE in UKS2 which is Point, Evidence, Explain. A variety of higher order thinking tasks are also employed to challenge the children's thinking and responses to text. Children in KS2 will also access the 'Reading Eggs' program online, on a weekly basis. This can also be accessed at home.

All children will be listened to by the Teacher (one times per week) and by another adult (1x per week) minimum, unless the child requires extra sessions, according to the intervention map. All children in EYFS and KS1 will have a reading record that travels between home and school and must be written in by the Teacher or TA each time they hear a child read. Parents should also be encouraged to make comments. If a child is on the intervention map for extra reading, they must have a reading record where their daily reading sessions are clearly recorded and again this record must travel between home and school with the parent being encouraged to record. Extra reading sessions are the responsibility of the Teacher and must happen daily. This also includes regular homework for practice at home.

As well as daily guided reading, all children will experience adults modelling reading through shared texts, for example, the class novel. Every class will have a class novel to drive Literacy and the core elements of the curriculum: spirituality, diversity and possibilities. Wherever possible, Teachers will use reading as part of subject teaching through carefully selected, good quality non-fiction texts so that children can practice their research and note-taking skills. A virtual library is available to all staff on the 'Reading Eggs' site, as well as a well resourced school library.

Children should be positively encouraged to have individual reading books alongside their guided reading book if they wish and reading areas in classrooms must promote recommended or excellent reads. Teachers should target the children who do not borrow books and find out the child's interests and encourage them to read. Teachers should spend time weekly (5/10 minutes) promoting a recommended read to the children.

The class teacher is responsible for ensuring books that children take home are given at the appropriate phase of the child's phonic ability whilst the child is learning to read. However, once the child is fluent (see Appendix 2 fluency rubric and CLPE document), they may select their own reading material, with the Teacher maintaining responsibility for monitoring appropriate choices.

## **8. Assessment**

Analytical, formative phonic assessment (Assessment for Learning) must be carried out daily by the phonics teacher and must identify who needs the extra daily 'keep up' session and exactly what the child is finding difficult. This will enable the 'keep up' session to be relevant to the child's needs.

Summative assessment for phonics is carried out every half-term using the 'Rocket Phonics' assessment resources. In KS2 daily assessment for learning is used to adapt sessions, if necessary, and make them relevant to the child's needs, or to adapt future sessions that week.

Children receiving extra 'catch up' phonics will be assessed daily with feedback given to the class teacher who will adapt future sessions accordingly. These children will also be assessed summatively, half-termly using the 'Rocket Phonics' assessment resources.

Fluency and interpretation are assessed summatively at the end of each term using Chris Quigley's milestones. The Assistant Headteacher and SENDCO assess SEN, PP and older children (who struggle to read) at the end of each term, using the Salford Reading Test to ensure and monitor the progress of vulnerable learners.

Formative ongoing assessment and progress in next steps is monitored using the Centre for Literacy in Primary Education (CPLÉ) reading scales in conjunction with North Yorkshire English & Literacy guided/group reading record and planning sheets, which incorporate the statutory requirements from the National Curriculum (September 2014) and Early Years Foundation Stage (September 2021). Each child is identified at the relevant stage of their learning and key progressive learning skills are identified and practised.

Teachers are responsible for ensuring that children make progress and meet the end of year requirements for each year group. (Found in Staffshare - Subject Leader New 2016 – Reading, or on the school website). Reading response books need not be formally marked on a daily basis, but should form part of group discussion and reflection time, or part of a half-termly review of target setting and next steps, linked to the milestone that children are currently in, and end of year expectations.

The Reading Eggs program formally assesses the children's Lexile progress, anomalies are closely scrutinised and the program reset and monitored if necessary.

## **9. Homework**

At EYFS and KS1, children will take the reading book home that has been closely matched to the child's current learning (GPCs). Children will be expected to re-read the same book more than once with an appropriate focus, and parents directed to the activities in the back of each book or given direction in the child's reading record on how to support their child.

In KS2, homework will be set from the daily guided reading sessions and recorded in their reading response book. Children in these classes will be asked to read to a certain page in their guided reading book or complete an activity to demonstrate their understanding. Some children may also be set individual reading homework depending on their particular need. Again, this homework is set at the class teacher's discretion.

Children requiring extra fluency practice will be given the same reading book for home as they have in school to maximise fluency, with instructions in their reading records if required. Parents will also be directed to the activities in the back of each book for support.

### **10. Reading Records.**

In Key Stage 1, a reading record booklet will be provided for each child. This will record the book, target and any advice or comments made by either Teachers or parents at EYFS and KS1. At KS2, children are expected to record homework etc., for themselves, with help from an adult if they need it. Children's targets and progress are recorded in the Teacher's Guided Reading folder. Reading records may still be used for certain children if appropriate.

### **11. Parent Information**

As above – targets, progress and instructions for parents of children in EYFS or Key Stage 1 will be recorded in their child's reading record.

A Reading at Home booklet is available on the website to help parents or carers to understand and develop their child's reading at home.

A transition evening is held for each class in the Summer Term which clearly explains the school's philosophy and approach to teaching reading. This is reiterated during class transition evenings held at the beginning of July each year.

All children have a 'Reading Eggs' username and password which is sent home at the beginning of each school year for children to access with parents at home.

### **12. ICT and Interactive Texts**

It is the Teacher's responsibility to ensure that children experience ICT texts to enthuse, motivate and develop independent research skills, however the majority of research should be from books so that children learn all of the skills associated with reading a non-fiction book. Pelican Big Books, which have a wide range of spoken, interactive texts, are available for each class to use and can be found on the server. The Reading Eggs program also has access to a vast number of texts for pupils and teachers to access in their online library.

### **13. Library**

A wide range of reading/research books is available in the library resource area, and teachers are expected to use these to support the different areas of the curriculum within their classroom. Recommended non-fiction books are listed in the long-term Literacy plan. Children are expected to use these books and learn to compare sources of information for research purposes prior to writing. Also, to make use of this resource to enhance learning across the curriculum.

A borrowing library is open to all children, parents and childminders on a Tuesday and Thursday evening from 3:30 until 4:30. Children may peruse a wide range of books – fiction, non-fiction or poetry and borrow them for two weeks from school.

Each class will run a library system within their own reading area to enable children to have access to a wide range of reading material, both fiction and non-fiction. All children are expected to borrow books and read at home. Children can also read at home by accessing our 'Reading Eggs' online reading library and structured program.

### **14. Book Fairs**

A book fair is held each year during the Autumn Term. The commission from the fair is used to purchase new fiction and non-fiction books for the school.

### **15. Guidelines for People Listening to Children Read.**

Always encourage and give positive feedback.

Ask the child to look at the cover or blurb and predict what the book may be about.

Ask the child to use phonics in the first instance, this is especially important for younger children or children with SEN. Remember to use clear, soft sounds and avoid putting uh (shwa) on the end of certain consonants. If there are difficulties, then see the Class Teacher for advice.

Read the book or section 3 times: once to decode – once to understand and define and once to understand.

#### **15.1 Prompts:**

Ask the child to sound the word out – if the child can't manage, give the initial sounds. Help them to re-blend the sounds to make a word.

With older children, get them to break/split the word up into syllables or look for a word within a word – or find the root word, then apply the prefixes and suffixes.

## **16. Paired or Shared Reading**

Feel free to read along with a child, especially if they are hesitant; this is not cheating but encourages confidence, fluency and expression. For example, you can read a little slower than the child, enabling them to practise some decoding skills with your support.

Above all, have fun!

## **17. Links to other policies**

- Teaching & Learning

## APPENDIX ONE

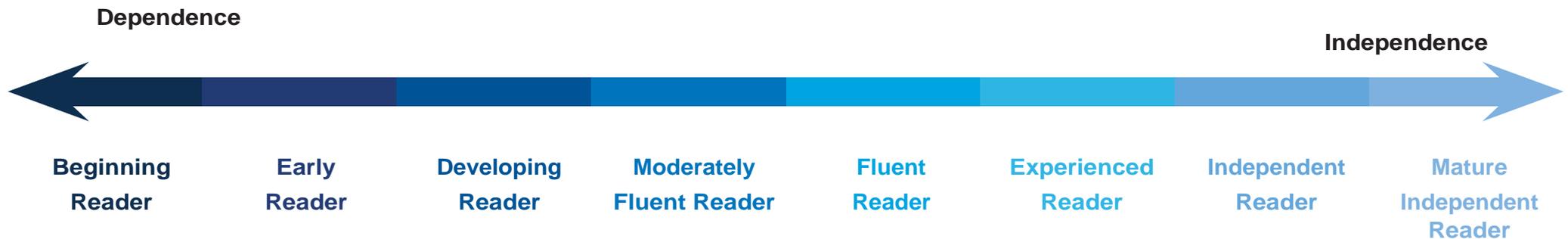
### CLPE Reading Scale - Dependence to Independence

The Reading Scale describes the progression through the complex process of learning to read. It offers teachers ways of looking at and analysing their observations of children's developing skills, knowledge and understanding of the reading process. Different children will have a varied and broad range of starting points and experience and the route of their individual progress will very much depend on this prior experience. The scale is based on extensive evidence and research about children as readers and will support teachers to understand and plan for individual progression in the journey towards reading independence.

Learning to read is a complex process and one that places great demands on a child's cognitive ability to draw on their prior learning and emotional willingness to take visible risks. The first and most important resources that young readers have are a strong foundation of spoken language. Children will also need to have experience of sharing reading for pleasure and purpose and opportunities to play an increasingly participatory role in reading alongside adults. They need to have knowledge of the conventions of reading, and understanding of the large and small shapes in texts. Children will benefit from a repertoire of core texts which broadens as reading material becomes increasingly complex and wide ranging and will be able to respond to texts with increasing inference, long before they can decode fluently. A diet of high quality texts, rich in vocabulary with supportive features with strong shapes and tunes will enable children to learn how to co-ordinate the use of phonic, semantic and syntactic cues as they become increasingly mature, independent readers.

As children mature as readers, they begin to engage with a greater selection of books and texts. It is crucial that they are supported in their endeavours to take on the multi-faceted reading demands of the curriculum. In assessing children's progress and development as readers, there is consideration for a widening of reading horizons. The notion of range and variety play an increasingly important part in interactions with texts in addition to a growing ability to read silently, fluently and with ease. Children may not read equally across the range of text types but at different times will need to read more in one area than another, as well as developing preferences and special interests within the range. Children will develop

as readers if they experience personal involvement in reading. Reading for pleasure often begins as shared pleasures and emotional satisfaction arising from reading with an adult or experienced reader. Provision of a rich reading programme that enables shared experiences and the opportunity to encounter a wide variety of books will ensure the range of personal reading choice grows. Observation of both silent reading and reading aloud will reveal strategies used in approaching the task and enable next steps to be developed. Children will need to talk about books in order to clarify ideas, relate reading to experience and to reflect on what they have read. This is the real meaning of comprehension. They need to understand that readers respond differently to the same book, and explore the idea that texts or illustrations might be biased, inaccurate or inadequate. If children are well read, they are better able to evaluate what is read and to make informed choices.



## FLUENCY RUBRIC

	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Expression and Volume</b>	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.
<b>Phrasing</b>	Reads word-by-word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with a mixture of run-ons, mid sentence pauses for breath, and some choppiness. There is reasonable stress and intonation.	Reads with good phrasing; adhering to punctuation, stress and intonation.
<b>Smoothness</b>	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage. Reads slowly and laboriously.	Reads with extended pauses or hesitations. The reader has many "rough spots."	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Reads smoothly with some breaks, but self-corrects with difficult words and/or sentence structures.
<b>Pace</b>		Reads moderately slowly.	Reads fast and slow throughout reading.	Reads at a conversational pace throughout the reading.

Scores of 10 or more indicate that the student is making good progress in fluency.

Score \_\_\_\_\_

Scores below 10 indicate that the student needs additional instruction in fluency.