



Keresforth Primary School

Reading Policy

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Intent

At Keresforth Primary School, our intent is for all children to instil a love of reading. With the high expectations we hold, we aim for the majority of children to reach age related expectations by the end of each Key Stage or have made good progress from their individual starting points. We aim to seek to promote reading and effectively teach the subject in all areas of the curriculum.

As a school, we strive to ensure that every child's needs are met. All staff differentiate where necessary so each child can successfully progress in reading, throughout the Key Stages.

How reading is implemented in school

FS1 – The children are beginning their learning journey at this phase so a lot of the reading experiences are adult led alongside the children experiencing a text rich environment. The adults will model their love of reading, showing pupils how to read or explore books and this will gradually reduce throughout the year so children will use the book corner independently. The book corner and books will change half termly and will link with the learning topic where possible and there will be a small selection of books for children to read. Children have home reading books and story sacks which allow them to continue their love of reading at home. Children will share stories with an adult in school, throughout the week and have access to shared story time daily. Children will be exposed to language through the text rich environment, adult modelling of language, discussion between adults and peers, language through story, songs, poems and rhymes. During FS1, children will learn core texts, songs and rhymes.

FS2 – Children are encouraged to access the reading corner during provision times and will experience language in all areas of the provision. Children will be exposed to language through the text rich environment, adult modelling of language, discussion between adults and peers, language through story, songs, poems and rhymes. Adults will regularly model the reading process for all children. The book corner and books will change at least half termly and will link with the learning topic and there will be a small selection and a range of genres of books for children to read. Children will be given home reading record along with a phonics levelled book and story book which will allow word reading and language comprehension to be practised at home too. Children will read one to one with an adult in school to practise their word reading skills, throughout the week. Children will share stories with an adult in school, throughout the week and have access to shared story time every day. Children who required additional support for language development will have access to additional story times in the week. During FS2, children will learn core texts, songs and rhymes.

KS1- Classrooms within Key Stage 1 will start to have a VIPERS (Vocabulary, Inference, Predict, Explain, Retrieve, Sequence) display that teachers will refer to during reading lessons. There will be a reading corner with a small selection of relevant books that link with the classes' learning topic (non-fiction) and display age appropriate fiction books that the children can take out and read at home. Reading is promoted through monthly awards and celebrated in whole school assemblies. Classrooms will display books read during lessons and story times for the children to refer to and discuss past reading. Each year group will have a termly author to study and this work will be displayed in the classroom for children to refer to and discuss. Children will share stories with an adult in school, throughout the week and have access to shared story time.

KS2- Classrooms within Key Stage 2 will have a VIPERS display that teachers will reference to during reading lessons. There will be a reading corner which will have a small selection of relevant books that

link with the classes' learning topic and a range of fiction age appropriate books that the children can take home to read. Reading is promoted through monthly awards and celebrated in whole school assemblies. Classrooms will display books read during lessons and story times for the children to refer to and discuss past reading. Each year group will have a termly author to study and this work will be displayed in the classroom for children to refer to and discuss. Children will share stories with an adult in school throughout the week and have access to shared story time.

Library– The weekly library club allows children to read for pleasure, share books with friends or practise skills that are taught within the reading lesson. Children can borrow books to read at home. We visit the local library throughout the year and promote reading competitions that they have during the holidays.

Celebrations

During weekly special mention assemblies, we award children with reader of the month certificates. We promote reading challenge certificates that they have earned from the local library. We celebrate World book day and have theme days/weeks across the whole school.

Cross Curricular links

Children will have access to a range of texts which can be used across the curriculum. Teachers will ensure that the children experience a variety of text types when learning and reading opportunities will be carefully planned into lessons. Book displays will be evident in the classrooms and these will link to a part of the curriculum that the children are currently learning about.

Teaching

In FS2 and Year One, the children are taught whole class Phonics daily. From Year Two onwards, the children are taught as a whole class using the VIPERS scheme with a range of non-fiction, poetry and fiction text types and linked to the learning topic wherever possible.

In FS2, children receive daily phonics teaching using the Systematic, Synthetic Phonics programme Essential Letters and Sounds. Children will receive daily comprehension teaching through Talk Through Stories. This allows the children to access a range of texts and develop their story language, vocabulary and comprehension of the texts. Adults will read with children regularly and all children take home a weekly phonics book that consolidates the learning done in school that week and a story book of their choice.

In Year One, children receive daily phonics teaching using the Systematic, Synthetic Phonics programme Essential Letters and Sounds. Children will receive daily comprehension teaching through Talk Through Stories. This allows the children to access a range of texts and develop their story language, vocabulary and comprehension of the texts. Adults will read with children regularly and all children take home a weekly phonics book that consolidates the learning done in school that week and a story book of their choice.

From Year Two onwards, Reading takes place separately for 30 minutes outside of the main English session four times per week. The reading sessions focus around a whole class text and developing comprehension skills. The layout of the reading lesson is as follows:

Slide 1 – date, text type and focus of skills in the lesson with the WALT.

Slide 2 – key vocabulary – put into context, use of stem sentences and me then you. Pictures/visual prompts for support.

Slide 3 – text if possible, print if easier to access. Text should be read by the teacher. Include echo reading if needed.

Slide 4 – modelling if needed.

Slide 5 – questions. From year 4 onwards, an initial of the skill for that question will be present. On this slide deployment of staff needs to be present. Teachers should be moving around the room, marking and acting on misconceptions.

Slide 6 – answers. These should be used for modelling and showing children how to find the answer. Please do not just put up on the slide and get children to copy.

When children are completing the skill explain in year 3, they will complete the explain answers with a brief explanation. Point, Evidence and Explain will be introduced within the Summer term. From year 4, children will write P,E,E down the margin to ensure that they are stating their point, evidence and explain within their answers. In year 5, children will start with P,E,E down the margin but this will then move to the table format similar to key stage 2 SATS questions. In year 6, children will use the table format at the start of the year and then move onto detailed explanations.

Assessment

To measure the impact of the implementation strategies that we implement, we use a small selection of formative and summative assessment tools. Teachers will mark off against age related expectations for each child at the end of a half term and this will inform future teaching. Weekly comprehensions will be kept as evidence for each child, these will be filed into their own reading file. This is monitored by SLT and the English subject leader throughout the year. Termly tests are done to monitor children's progress in reading on a summative basis. Foundation Stage undertake regular reading observations and evidence these into an online system. These termly results are entered into the school's monitoring systems and are reviewed by SLT and reported to Governors.

Early Reading appendix

FS1

Children within FS1 are immersed in a text and language rich environment to develop their vocabulary and early comprehension.

Daily story times are scheduled into the time table to encourage a love of reading and engagement within stories.

The children are surrounded by rhymes and songs throughout the morning to promote the delivery of Phase 1 phonics. This develops the children's auditory skills and the initial building blocks for early reading and phonics. The children are also given time to identify different sounds in the environment to prepare them for oral segmenting in FS2.

If certain children are showing an interest and understanding of phoneme and grapheme correspondence, then they are introduced to the beginning of phase 2, although this isn't taught formally until FS2.

FS2

The children in FS2 have daily, structured phonics lessons that focus on the in depth development, blending and segmenting of phases 2, 3 and 4. They begin their phonics lessons after the first full week of teaching in September to allow for the children to settle in. During that time the children recap phase 1 and participate in multiple songs and rhymes throughout the day to promote auditory recognition and patterns.

The children have daily phonics sessions in the morning and additional supportive sessions in an afternoon for the children at risk of not keeping up.

Phonics is included into the provision that the children access and allows them to embed and apply their phonic knowledge.

Regular formative assessments are carried out through the lessons by the teacher to identify any gaps or misunderstandings the children may have. This assessment is then acted upon to support individual children. Initially, the children all have phonics lessons with the class teacher. When assessments identify the children who are struggling to access the learning then these children access additional support. Children will then be separated into different ability groups.

The children are exposed to a text rich environment and provision which enhances their vocabulary and understanding of language skills.

The children also have daily story times which promote and encourage a love of reading which the children can then apply to their own reading.

Year 1

The children in Year 1 have daily, structured phonics lessons that focus on the in depth development, blending and segmenting of phase 5 and alternative spellings. The children are encouraged to use their phonics to read across the curriculum and within all areas of their daily routine.

Phonics lessons are in the morning which allows for catch up and focussed intervention groups to be carried out in the afternoon.

Formative assessment is carried out frequently within each phonics lesson; this information then informs additional and bespoke support for each child individually.

This information is shared with parents and carers through individualised packs which are sent home.

The environment is text rich and re-enforces the appropriate phonics phase for the children in the class as well as promoting a love of reading as a core principle within the function of the classroom.

Year 2 Resits

Children who haven't passed the phonics screen check in Year 1 receive bespoke phonics interventions to support their individual needs.

Children who are also less confident or require additional support with phonics also receive bespoke, focussed interventions.

They are exposed to a broad range of texts through a text rich environment and the appropriate display of the phonics phases they are working within.

Gaps in children's knowledge is regularly assessed formatively and acted upon.

KS2

In KS2, children who require further phonic support receive regular and bespoke interventions that target the gaps in their phonetic knowledge.

Regular formative and summative assessments are carried out to identify the children's progress and how best to support their reading.

Teaching

Phonics is taught in FS2 and Year 1 daily with frequent interventions throughout the

The teaching of Phonics is structured into regular 4 part lessons.

Recap – The children recap prior learning.

Teach – The children learn a new grapheme/digraph/alternative spelling.

Practise – The children practise this new skill in a range of different ways.

Apply – The children then apply this skill to blending or segmenting.

Assessment

Children have summative assessments carried out half termly to identify any gaps in the children's phonic knowledge.

This is acted upon through focussed, short interventions.

In Phonics lessons the teacher is constantly using formative assessment to identify children's understanding and confidence within their early reading. This informs additional interventions and booster groups to support the children's individual progress.

Environment

The classrooms and school provide the children with a text rich environment that promotes the importance and a love of reading.

Key vocabulary is evident within the displays and are frequently updated to actively promote and enhance early reading, comprehension and extension of vocabulary.

Classrooms have a designated reading corner that offers the children a range of books that link to current topics, author studies and the children's interests.

Current phonic learning is displayed within classrooms and referred to when supporting children throughout the day.

Home – School Partnership

As a school we actively promote a home and school partnership between teachers and parents/carers. Each child has a reading record which teachers regularly update and share comments on the children's progress. This allows teachers to respond to any parental questions or home observation.

The school website has documentation to support home reading and also to highlight current skills within phonics. This shows the progression of skills and allows parents to accurately support their child at home.

The Phonics and English lead have led and offered early reading training to parents that demonstrated the terminology, process and actions used to enhance early reading. This provided parents with the tools and resources to support their child's reading at home.

Youtube videos are uploaded and referenced on the school website to demonstrate the pronunciation of different graphemes and how to blend them correctly within a word. These were created by staff within school.

Resources

Children are provided with phonetically appropriate books to apply their phonics skills when reading at home. These books have additional labels with tricky words that are found within the text. These words are identified so that they can be discussed with the child prior to reading the text.

Resources such as word or phonics packs are sent home to support the children's learning and early reading.

Staff have access to appropriate and phased phonics flash cards which are used frequently throughout the day within FS2 and Year 1.