



Heighington Church of England Primary School

Primary Reading Policy

Contents:

Statement of intent

1. Background
2. Key roles and responsibilities
3. National curriculum
4. Key stages
5. Parents and reading at home
6. Equal opportunities
7. Reading area
8. Assessment and record keeping
9. Teaching and learning
10. Monitoring and review

Statement of intent

At Heighington Church of England Primary School, reading is at the heart of our curriculum. We value reading as a key life skill and are committed to enabling our children to be lifelong readers. We believe reading is key for academic success but also want our children to leave us with a genuine love of reading, encouraging them to read for purpose and for pleasure.

Heighington Church of England Primary School understands the importance of reading in the process of developing pupils into independent learners.

Reading is central to our ability to understand, interpret and communicate with one another. Furthermore, pupils who read on a regular basis, in school and at home, have a higher chance of fulfilling their potential.

The aims of this policy are:

- **To instil a passion for reading in pupils, which they will carry on into subsequent education and their later life.**
- **To set out the school's intentions and approach to reading, in order to enrich and support the curriculum.**

Review date: March 2023

1. Background

1.1. This policy has due regard to statutory framework including, but not limited to, the following:

- **DfE (2013) 'English programmes of study: key stages 1 and 2'**

1.2. This policy should be used in conjunction with the following school policies:

- **Complaints Procedures Policy**
- **Equal Opportunities Policy**
- **Anti-Bullying Policy**
- **Guided Reading Policy**

2. Key roles and responsibilities

2.1. The headteacher is responsible for:

- **The day-to-day implementation and management of the Primary Reading Policy, in collaboration with the literacy subject leader.**
- **Handling complaints regarding this policy, ensuring that the procedure outlined in the school's Complaints Procedures Policy is followed.**

2.2. The literacy subject leader is responsible for:

- **Ensuring all teachers have familiarised themselves with the Primary Reading Policy.**
- **Supporting colleagues with any aspect of the Primary Reading Policy.**
- **When required, assist with the planning and selection of new resources.**
- **Inform staff of any updates to the Primary Reading Policy.**
- **Accept responsibility for guided reading resources and keeping colleagues informed of available resources.**
- **Liaising with the headteacher, Academy Council and report any developments to the curriculum committee.**
- **Review and scrutinise class and year group assessment data in order to track pupils' progress.**
- **Monitor reading planning, observing and offering feedback on the teaching of reading.**

3. National curriculum

3.1. Word reading Year 1; pupils will be taught to:

- **Apply phonic knowledge and skills to decode words.**
- **Respond speedily with the correct sound to graphemes (letters or groups of letters) for all phonemes (40+), including, where applicable, alternative sounds for graphemes.**
- **Read accurately by blending sounds in unfamiliar words containing grapheme-phoneme correspondences (GPCs) that have been taught.**
- **Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.**
- **Read words containing taught GPCs and -s, -es, -ing, -ed, -er, and -est endings.**
- **Read other words of more than one syllable that contain taught GPCs.**
- **Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter/s.**
- **Accurately read books aloud that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.**
- **Re-read these books to build up their fluency and confidence in reading.**

3.2. Comprehension in Year 1; pupils will be taught to:

- **Develop pleasure in reading, motivation to read, vocabulary and understanding by:**
- **Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond which they can read independently at.**
- **Being encouraged to link what they read or hear to their own experiences.**
- **Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.**
- **Recognising and joining in with predictable phrases.**
- **Learning to appreciate rhymes and poems, and to recite some by heart.**
- **Discussing word meanings, linking new meanings to those already known.**
- **Understand the books they can already read accurately and fluently, and those they listen to by:**

- Drawing on what they already know or on background information and vocabulary provided by the teacher.
- Checking that the text makes sense to them as they read, and correct inaccurate reading.
- Discussing the significance of the title and events.
- Making inferences on the basis of what is being said and done.
- Predicting what might happen on the basis of what has been read so far.
- Participate in discussion about what is read to them, taking turns and listening to what others say.
- Explain clearly their understanding of what is read to them.

3.3. Word reading in Year 2; pupils will be taught to:

- Continue to apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent.
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- Accurately read words of two or more syllables that contain the graphemes taught so far.
- Read words containing common suffixes.
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Re-read these books to build up their fluency and confidence in word reading.

3.4. Comprehension in Year 2; pupils will be taught to:

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
- Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.
- Discussing the sequence of events in books and how items of information are related.
- Becoming increasingly familiar with and retelling a wide range of stories, fairy stories and traditional tales.

- **Being introduced to non-fiction books that are structured in different ways.**
- **Recognising simple recurring literary language in stories and poetry.**
- **Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.**
- **Discussing their favourite words and phrases.**
- **Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.**
- **Understand the books that they can already read accurately and fluently, and those that they listen to by:**
- **Drawing on what they already know or on background information and vocabulary provided by the teacher.**
- **Checking that the text makes sense to them as they read, and correcting inaccurate reading.**
- **Making inferences on the basis of what is being said and done.**
- **Answering and asking questions.**
- **Predicting what might happen on the basis of what has been read so far.**
- **Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.**
- **Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.**

3.5. Word reading in Years 3 and 4; pupils will be taught to:

- **Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) to reading aloud and understanding the meaning of new words they meet.**
- **Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.**

3.6. Comprehension in Years 3 and 4; pupils will be taught to:

- **Develop positive attitudes to reading, and an understanding of what they read, by:**
- **Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.**
- **Reading books that are structured in different ways and reading for a range of purposes.**
- **Using dictionaries to check the meaning of words that they have read.**

- Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
- Identifying themes and conventions in a wide range of books.
- Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- Discussing words and phrases that capture the reader's interest and imagination.
- Recognising some different forms of poetry, e.g. free verse, narrative poetry.
- Understand what they read, in books they can read independently, by:
 - Checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context.
 - Asking questions to improve their understanding of a text.
 - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
 - Predicting what might happen from details stated and implied.
 - Identifying main ideas drawn from more than one paragraph and summarising these.
 - Identifying how language, structure, and presentation contribute to meaning.
- Retrieve and record information from non-fiction.
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

3.7. Word reading in Years 5 and 6; pupils will be taught to:

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) to both read aloud and understand the meaning of new words they encounter.

3.8. Comprehension in Years 5 and 6; pupils will be taught to:

- Maintain positive attitudes to reading and an understanding of what they read by:
 - Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
 - Reading books that are structured in different ways and reading for a range of purposes.
 - Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern

fiction, fiction from our literary heritage, and books from other cultures and traditions.

- Recommending books that they have read to their peers, giving reasons for their choices.
- Identifying and discussing themes and conventions in and across a wide range of writing.
- Making comparisons within and across books.
- Learning a wider range of poetry by heart.
- Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
- Understand what they read by:
 - Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
 - Asking questions to improve their understanding.
 - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
 - Predicting what might happen from details stated and implied.
 - Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
 - Identifying how language, structure and presentation contribute to meaning.
 - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
 - Distinguish between statements of fact and opinion.
 - Retrieve, record and present information from non-fiction.
 - Participate in discussions about books read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
 - Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- Provide reasoned justifications for their views.

4. Key stages

4.1. Whole school

- The school will observe national events, such as World Book Day and Children's Book Week, in order to help instil a passion for reading.

- Extra activities linked to reading, such as school trips and talks from guest speakers, will be organised throughout the academic year, but at least twice a year.
- All pupils will have access to books from class libraries and the school library. Pupils will also be encouraged to join their local public libraries.
- During literacy sessions, pupils across the school will engage in 'group-reading'. Groups are organised by the teacher.
- Staff should provide opportunities for all pupils to show they are developing an understanding of words, sentences, grammar and information they are using.
- All staff should be aware of the specific requirements of their subject and should prepare pupils where necessary. This could mean, for example, producing a glossary of specific terms used in a particular examination, topic or textbook.
- Pupils will read texts linked to their topic work.

4.2. EYFS and KS1

- Pupils will take part in group-reading, e.g. whole class, using a big book or an interactive whiteboard; pupils will also undertake guided reading of the same or appropriate text in smaller groups.
- Pupils will take part in a daily phonics lesson appropriate to their stage.
- One-to-one or group guided reading sessions with the pupils' classroom teacher or teaching assistant held at least once a week.
- Pupils will participate in story time with their teacher at least once a day.
- Pupils will take stage-appropriate books home to read with their parents.

4.3. KS2

- Pupils will have the opportunity to read for pleasure at least three times per week.
- Reading focussed activities will take place at least four times per week during key skills lessons. During these sessions, guided reading will take place in smaller groups.
- Literacy sessions will be organised around a central, class reading book or text covering a planned genre. Details of these are located in the long-term literacy plan.
- Pupils will participate in story time with their teacher at least three times a week.
- Pupils will take stage-appropriate books home to read with their parents. Parents will record comments about their children's reading in their reading records. In this way, a dialogue about reading progress will be maintained.

- **Pupils will have a rotation of three books at any one time: a stage-appropriate book from the school reading provision, a personal reading book and a class/project-group book.**

5. Parents and reading at home

5.1. Heighington Church of England Primary School believes that parental involvement and encouragement plays a crucial part in pupils' reading development and we promote a home-school reading partnership by:

- **Communicating with parents and sharing information with them through parent meetings, newsletters, learning logs, home books, diaries and curriculum evenings.**
- **Giving pupils books to read at home each week to further the skills they have learned during guided reading.**
- **Encouraging parents to make notes in the pupils' diaries about reading progress made at home.**

5.2. Pupils are encouraged to read at home through the following methods:

- **After school meetings with parents**
- **E-books from the Oxford Owl hub**
- **Notifications for parents informing them of their child's progress**

6. Equal opportunities

6.1. Heighington Church of England Primary School actively encourages all pupils to read books that are suitable for their reading ability, and this is reflected in the reading materials which it uses. The school is committed to guaranteeing that nobody is victimised or discriminated against on the basis of the following:

- **Ethnicity**
- **National origin**
- **Culture**
- **Religion/beliefs**
- **Gender**
- **Disability**
- **Sexual orientation**

6.2. Any instance of discrimination, harassment or bullying is dealt with promptly, in-keeping with the school's **Equal Opportunities Policy** and **Anti-Bullying Policy**.

6.3. Where appropriate, pupils with special educational needs and disabilities (SEND) will receive additional support to enable them to develop a passion for reading.

- 6.4. The special educational needs coordinator (SENCO) will make reading for pleasure part of the individual learning plans for pupils with SEND where appropriate.
- 6.5. Academically more-able pupils will engage with reading materials suited to their abilities, in order to challenge them and keep them interested in reading.

7. Reading areas

- 7.1. The school has a reading area in each classroom. In EYFS and KS1 this area is a story 'den' furnished with large cushions and beanbags suitable for the floor. It often follows the class topic, containing books following a central theme, and may be decorated as a space station/dino-den/castle etc. In KS2, the reading area may be a furnished space or a class library where the children are able to choose from a selection of books. Each class will have a reading 'working wall', which may be located within the reading area if this is appropriate. The working wall will contain a mixture of teacher directed and child-initiated learning related to the class text or the current reading area focus. As the children progress through the school, they will be able to have increased, independent access to the library. The library contains a small study table and chairs. It has the facility, through opening sliding doors, to become an area containing cushioned chairs. Pupils are expected to sit/work quietly in the library to minimise distractions.

8. Assessment and record keeping

- 8.1. Teachers in EYFS and KS1 will record progress on the record sheet kept in teachers' guided reading folders. This may be a physical or electronic folder, which will provide assessment information for each pupil/group in relation to their targets.
- 8.2. Teachers in KS2 will record books read by the children in their reading record. This will be counter-signed by parents and/or the teaching assistant assigned to the year/group. Before a book is changed, teachers' will sign to acknowledge completion/parental comments and provide any support, clarification or guidance. The children's targets will be located within their reading project books at the beginning of each half term. These will be updated as each reading focus is completed.
- 8.3. Teachers will record children's progress using the school's tracking system, 'Scholar-pack'. This will be updated on a termly basis. Judgements will be informed by summative and formative assessment.
- 8.4. Reporting and assessment targets and principles will be set out in accordance with the school's Guided Reading Policy.

9. Teaching and learning

- 9.1. Heighington Church of England Primary School follows the 'Read, Write, Inc.' framework for teaching pupils how to read. Teachers will adapt their planning in order to meet the needs of the pupils in their group.
- 9.2. By the end of year 1, all children will learn how to 'read' the sounds in words and how those sounds can be written down. They will: learn 44 sounds and the corresponding letters/letter groups using simple picture prompts; learn to read words using Fred talk and sound blending; read from a range of storybooks and non-fiction books matched to their phonic knowledge; work well with partners; develop comprehension skills in stories by answering 'Find It' and 'Prove It' discussion questions. Children will work on complex sounds and read books appropriate to their reading level. Daily sessions of RWI phonics last for thirty minutes, in order to meet the requirements of the phonic screening check.
- 9.3. Year 2 is used to consolidate pupils' understanding of all sounds taught up the phonics screening check. The 'Get Spelling' programme is used to teach the spelling skills that make up the KS1 framework appropriate to the children's age and stage. Each week a focussed session of 40 minutes will take place following the half-termly key learning skill: literal, deduction, inference, study. Reading Explorers will be the primary vehicle used for this supplemented by other materials where appropriate. It will consolidate previous skills and practise the current skill.
- 9.4. Pupils are taught to look at the letters from left to right and blend the sounds to work out the spoken forms of the words.
- 9.5. Pupils working below age related expectations, e.g. pupils with English as an additional language and pupils with SEND, may receive additional phonics lessons.
- 9.6. In KS2, pupils will build on the knowledge and skills gained previously by continuing to read at home and at school. Heighington Church of England Primary School will supplement pupils' reading in lessons by encouraging them to use the school's library and reading area. A reading focussed lesson of 40 minutes will take place four times a week using 'Reading Explorers' as the central scheme supplemented by other resources where appropriate. Each year literal, deductive, inference and study skills are taught and practised.

10. Monitoring and review

- 10.1. The effectiveness of this policy will be monitored continually by the headteacher. Any necessary amendments may be made immediately.
- 10.2. This policy is reviewed every two years by the literacy subject leader and the headteacher.
- 10.3. The scheduled review date for this policy is March 2023.