



ENGLISH - READING POLICY



English - Reading Policy

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Curriculum Intent

At Rodings, we strive to promote a positive reading culture where books and the love of literature is both celebrated and valued. Children will read widely and often at home and school for pleasure, for information and to expand and enhance their knowledge and understanding across all subjects. Children are immersed in a reading curriculum that exposes children to a range of genres, authors and themes. Teachers model expert reading and use quality texts for children to explore. Reading is a key life skill and we strive to embed a culture of reading into the core of what we do.

National Curriculum Overview

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

- word reading
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Phonics

Read Write Inc is a literacy programme that helps children learn synthetic phonics. The scheme includes a phonics, reading and writing focus. The sessions happen every day as the continuity and pace of the programme is essential to increasing the speed of children's reading development.

How will RWI be taught?

All children are assessed regularly by our teachers so they work with children at the same level. The children are put into groups that match their phonic ability. This allows complete participation in lessons.

During these lesson the children:

- 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-fictions books matched to their phonic knowledge
- work well with partners
- develop comprehension skills in stories by answering 'Find It' and 'Prove It' discussion questions

Once children become fluent, speedy readers they will move on to comprehension lessons.

Curriculum Overview

Children are taught reading daily through the Read Write Inc. phonics scheme from EYFS through to year 2. When they complete the phonics programme they begin daily whole class reading from Year 2.

Reading comprehension is taught daily with a range of texts covered per week. For each day, The explicit skills are taught through the acronym Reading VIPERS:

Vocabulary

Infer

Predict

Explain

Retrieve

Summarise

Across a given week all skills are taught through a range of fiction and non-fiction texts.

Day 1	Day 2	Day 3	Day 4
Fluency Session Retrieval Explanation / Inference (Reading fluency interventions taking place)	Non-fiction based on half term book theme Vocabulary Retrieval Explanation Sequencing and Summarising	Poems/Songs/Videos /Picture Books based on half term book theme Vocabulary Inference Prediction (Reading fluency interventions taking place)	Extract from novel based on half term book theme Vocabulary Retrieval Explanation Sequencing and Summarising

EYFS and Year 1

We prioritise the development of early reading by putting reading at the heart of our curriculum. Using robust and systematic teaching of phonics, we provide an effective transition into independent reading, which subsequently encourages our older pupils to read widely and often. Phonics is an essential tool, but we are aware that, whilst phonic knowledge enables pupils to decode words, it does not teach them to understand meaning. We achieve this by providing opportunities for our pupils to sing, hear and engage with stories and rhymes, to gain an understanding of what words mean through early, verbal comprehension. These solid and secure foundations are then built upon to enable the children of Rodings to be fluent, confident readers, fostering a love for reading.

Key Stage 1

Colour banded books are used in EYFS and KS1, in order to support every child on their reading journey to develop a strong phonic knowledge and a love of reading. The colours correlate to Read Write Inc. colours to develop confidence and fluency by reinforcing sounds covered in their phonics sessions. As they progress through each phonic phase, children will become fluent readers through high-quality fiction and non-fiction banded books. In addition to the colour banded books children take home the current book they are working on in their Read Write Inc phonics group. Each pupil's reading journey is tracked to ensure systematic progression for each pupil by their class teacher. Reading diaries are used to communicate children's reading progress between school and home.

Once the children have completed the Read Write Inc scheme they begin whole class reading lessons and select books from our Accelerated Reader range (see below)

Key Stage 2

Children are taught whole class reading through a range of fiction and non-fiction texts. These are grouped by theme, linking to current areas of learning within the curriculum, curriculum concepts and themes that will excite and engage students giving them access to a range of authors and texts.

	Explore	Discover	Create
YR3	Extreme Earth Disney Diversity and Equality Explorers Robots Christmas	Stone Age and Iron Age Super Science Monsters Ancient Egypt Classics	The Great Outdoors Pirates Mystery Other Cultures Magic Author Study
YR4	Our Planet Amazing Animals Cool Britannia Armistice Day <i>Diversity and Equality</i> Christmas	The Romans Witches and Wizards/Magic Chinese New Year Ancient Greece Classics	Together and United Other Cultures Tickle Your Funny Bone Friendship Author Study Heroes and Villains
YR5	Prisoners of Geography Author Study The Deep Blue Travel and Exploration Other Cultures Christmas	Vikings & Anglo Saxons Out of This World Black History Early Islamic Civilisations Sport	Power and Politics Classics Influential People Refugees Author Study Similarities and difference
YR6	The Silk Roads Inspirational women Rainforests Classics Armistice Day Diversity and Equality Christmas	Crime and Punishment Spooky Stories War and Peace Shakespeare Influential People	Adventure I am Who I Am Author Study Feelings and Friendship

Reading for Pleasure

Reading Environments

In our school, we will strive to give pupils a stimulating environment, where reading materials are presented in an attractive and inviting way. Each classroom has a dedicated reading area to encourage and motivate children to read. These areas provide a comfortable and relaxing area where books can be shared and enjoyed. Each classroom reading area is stocked with a rich variety of books based upon the children's interests and Accelerated Reader recommended reading ranges, allowing the children to have access to a significant 'library' collection of books of various genres for the children to enjoy.

Class Novels

Class novels are planned into the curriculum from Year 2 to 6 and are embedded into the reading routines across the year with a book focus for each half term. Our main intent is to develop children's love of reading through a diverse range of

texts and authors across the years. Books are not randomly selected, but used to enhance our Explore, Discover, Create themes; strategically planned to ensure there is a variety and diversity of authors and cultural settings; reviewed annually to include recent high quality texts. Class reading sessions provide teachers with the opportunity to model high quality prosody with the notion that children will try to emulate this in their own reading. Within year 1, teachers share a wealth of short texts with the children to expose them to a vast and rich vocabulary.

Feedback

The marking and feedback policy sets out key principles to follow. Within this there should be a combined approach of Immediate, Summary and Review. For reading teachers should provide greater emphasis on Immediate feedback as a large proportion of sessions are discussion based. Whole class feedback should be given for longer recorded answers. For more information see *marking and feedback policy*.

Assessment

Children are assessed every half term through Read Write Inc phonics assessments which informs groupings for phonics lessons. Those who have completed the phonics scheme should be assessed through Accelerated Reader Star Reading assessments. This identifies the most appropriate reading range for each child, which is indicated on each book to ensure the child will be reading at their level. In addition, every term children in Key Stage 2 complete a reading comprehension assessment paper, to make sure that they are developing comprehension skills alongside their reading level.

Cultural Capital

Cultural capital is the accumulation of knowledge, behaviours and skills that a child can draw upon and which demonstrates their cultural awareness. Research has shown that when children and families' cultures are valued, both the child's experience of learning and progress can benefit (Husain et al, 2018). Ofsted recognise this and will look at the extent to which schools are fulfilling this in their inspections.

We have incorporated this into our approach to reading with a diversity of authors and books. We also create reading themes that are linked to cultural events, such as Black History Month, Armistice Day and Chinese New Year. Through this children both improve their reading skills alongside their broader cultural awareness.

SEND/Inclusion Provision

At Rodings, we believe that all children have an equal right to a full and rounded education which enables them to achieve their full potential. This approach is set out in detail in our SEND policy. This is applied to reading lessons in the school,

with a tiered approach ensuring that children are progressing at their level. Teachers will also take an inclusive approach for all children in the class, but with support from the SENCO, provide a tailored reading curriculum when appropriate.

More Able Provision

We ensure that there is suitable provision such as books for all levels, including those who are working beyond their age expectations. Through the identification of children's reading age, and associated books these children are supported and encouraged to develop their skills. We also run 'Reading Gladiator' (book club) sessions for our more able readers in several year groups.