

Reading Policy



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This policy should be read alongside other school policies and documents including:

- Teaching, Learning and Assessment Policy
- Writing and Communication Policy
- Effective Learning Feedback (ELF) Policy
- Assessment Policy
- SEN Policy
- Subject Story
- Subject Leaders' Self-Review

1. Rationale

“Books are treasure houses of meanings and feelings.”

(Rosen, M. (2016). We're Going on a Word Hunt. In: *Nursery World Conference*. London)

At Coldean Primary School high quality, powerful and stimulating texts are paramount to the teaching of reading. As a school we agree with Michael Rosen's statement that *“books are treasure houses”* (Rosen 2016) and we strive to use these treasures to inspire and to instil a love of reading in the children in our care. At Coldean we believe that effective communication is key to successful learning across the curriculum and good quality texts combined with a word aware focus, are vital in promoting this, providing the cultural capital our children need to succeed in life.

The National Curriculum in England: Key Stages 1 & 2 (DfE, 2013) clearly states that teaching the English language is an essential role of a primary school. At Coldean, English teaching is a priority and we recognise that this is essentially cross-curricular and a constant throughout school life and beyond. It is part of the 'essential knowledge' (DfE, 2013, p.6) that is needed in society.

Reading in particular enables children to develop culturally, emotionally, intellectually, socially and spiritually (DfE, 2013, p.13). At Coldean we agree that

“Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure.”

(DfE, 2013, p.10)

Reading widely feeds pupils' imagination and at Coldean Primary School we actively promote wider reading through exposure to a variety of quality texts in lessons and in class libraries, Talk through Stories (Appendix 3), '100 Book to Read Before You Leave Coldean Challenge', regular book browses in school, fortnightly visits to the local library (Years 1-6), access to *Bug Club* (Years R-6) and celebrating *World Book Day*. We also promote the role of good literature through drama and plays, including annual productions of classic stories such as



Alice in Wonderland, *A Christmas Carol* and *The Jungle Book*, and with visiting theatre groups.

Coldean is an inclusive school and we set high expectations for all pupils, including those with SEND. We want the best possible outcomes for our children. At our school we recognise the importance of accurate and regular assessment in order to support individuals at every part of their learning journey and in whatever circumstances. To ensure all children excel we use one to one support, small groups and cross-phase work to help with this. We plan teaching opportunities to help those for whom English is an additional language and those with disabilities outlined in the SEN Code of Practice. We agree with the statement of the National Curriculum, that 'pupils... who do not learn to speak, read and write fluently and confidently are effectively disenfranchised' (DfE, 2013, p13).

2. Word Reading and Comprehension

The National Curriculum divides the teaching of reading into two areas:

- Word reading/decoding
- Comprehension

At Coldean we recognise that both these elements are essential to successful reading and we support the acquisition of both sets of skills through various strategies always alongside quality texts. We recognise that these areas are linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary (see *The Writing and Communication Policy*). We also understand that reading is a developmental process and part of life-long learning and we encourage and praise children at every stage of it.

WORD READING

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 this is the understanding that letters represent sounds and this is why the teaching of phonics, alongside other reading strategies, is important in the teaching of early reading.

Our phonics programme has been developed over the years, with support from the English Hub. Children follow our rigorous, progressive phonics programme that fits in line with our Learning and Teaching Policy:

 Connect	Word Wall:	Revisits common exception words to build up pupil fluency with words that are not decodable.
	Flashcards:	Quick recap on previously taught phonemes. This is an opportunity to pick up misconceptions.
 Explain	Introduce new phoneme:	Teach the new sound with the phoneme-grapheme correspondence.
	Introduce new 'tricky word'	Teach the new word(s)
 Example	Reading in words:	Decode words using new (and previously taught) phonemes.
 Connect	Phonics booklet:	Reread previous pages in their phonics booklet to increase fluency in reading.
 Apply	Phonics booklet:	Read the page that relates to new learning
	Writing:	Write words using new (and previously taught) phonemes.
	Reading:	Read a fully decodable sentence
 Challenge	Writing:	Write a dictated sentence that is fully decodable.

COMPREHENSION

Comprehension refers to the understanding of a text. Comprehension skills are drawn from linguistic knowledge *e.g. vocabulary, grammar* and knowledge of the world. Children develop these skills through exposure to a variety of high quality texts (fiction and non-fiction) in a range of genres. Discussions centred on texts, in whole class and Guided Reading sessions, allow children to develop their comprehension skills.

Another area, which is as equally important in reading comprehension, is a language rich environment where children are able to discover the world around them and engage in conversations with adults about their discoveries.



3. Reading at Coldean

EARLY YEARS FOUNDATION STAGE

NURSERY

In Nursery, a love of books is nurtured and developed in a range of ways including sharing high quality texts during group story times and providing exciting opportunities for the children to access and explore books within the environment; both independently and alongside their peers and key workers. Children are encouraged to talk about and share their favourite stories, poems, rhymes and songs and incorporate these experiences into their play. Alongside a text-rich environment, the children in Pre-School and Nursery are taught Phase 1 phonics, which concentrates on developing children's speaking and listening skills and lays the foundations for the phonics work which starts in Phase 2. The emphasis during Phase 1 is to get children attuned to the sounds around them, rhythm, rhyme and alliteration. This aims to get the children ready to begin developing oral blending and segmenting skills.

RECEPTION

In Reception, the teaching of Phonics is continued as the children work through the teaching of our rigorous, progressive programme (developed with the English Hub).

Pupils are taught the letter names and sounds and how to blend and segment to read simple words and sentences. Phonics teaching, guided reading using fully decodable texts, whole class story sessions, quiet reading times and opportunities for the children to explore a wide variety of good quality texts within the environment all contribute to the understanding that the groups of letters on a page make up words and that these words carry meaning. It is an exciting time as children begin to decode the squiggles they are so used to seeing in their environment, contributing to a growing love for books and stories.

Reception children have two Guided Reading sessions a week with the class teacher, in a small group using a fully decodable book. Children take home two fully decodable books per week.

Talk Through Stories is introduced from the Summer Term. Children look through books during Fluency Time in the Autumn and Spring Terms. For this, there are two well stocked book corners for the children to choose books from. Reception children also have daily Story Time.

WORD READING

Pupils are taught to:

- recognise and recall all 44 graphemes; moving children on from oral blending and segmentation
- read and spell some VC, CVC, CVCC, CCVC words



- read and spell some high-frequency 'tricky' (common exception) words
- apply their knowledge of blending and segmenting to read and spell simple two-syllable words and captions
- recognise the letters of the alphabet by shape, name and sound
- recognise and read their name

COMPREHENSION

During reading sessions Pupils are encouraged to:

- follow a story without pictures or props
- listen and respond to ideas expressed by others in conversation or discussion in relation to books
- develop their own narratives and explanations by connecting ideas or events inspired by familiar texts
- answer 'how' and 'why' questions in response to stories
- enjoy an increasing range of books
- know that information can be retrieved from books
- show some understanding of the main elements of a story such as the main character or sequence of events
- work out the meaning when reading aloud simple sentences, sometimes with prompting
- talk about their favourite part of a story
- express likes and dislikes about aspects of a familiar text
- retell a simple story using the main events drawing on the language pattern of the story – e.g. *'Who's been sleeping in my bed?'*
- predict words, signs or symbols in narrative – e.g. *fill in the missing word when the adult stops reading*
- spotting rhyming words in stories and poems

KEY STAGE 1

WORD READING

In Key Stage 1 word reading is taught through daily phonic/spelling sessions five times per week and daily Guided Reading sessions using fully decodable texts, through until at least the point where children can read almost all words fluently.

Children are grouped according to ability and work within their current phonics level. Sessions are continued in a progressive sequence until a child can confidently decode words involving most common grapheme representations of all phonemes. During the sessions children complete practice tasks that relate to differentiated phonic/spelling lists. A



revision of prior learning segment of this daily input is designed to embed knowledge in their long-term memory.

Practice tasks include a variety of independent and supported phonic/spelling games and activities e.g. *using phonics booklets, using phoneme dice to create words, matching words to pictures.*

Year groups also have 'Words of the Day/Week/Term' which pupils learn using Word Aware strategies. Each class has a Word Aware display that is developed each day as new vocabulary arises. We recognise that children need to learn between 6-8 new words a day to achieve a bank of 30 000 when an adult. The words of the day are then added to a Class Dictionary or word wall that the children have access to. These words are revisited to help pupils remember content in the long term.

COMPREHENSION

Reading comprehension is taught in a variety of ways. Quality, inspirational and cross-curricular texts are always used in English lessons (for both shared reading and independent work) along with fully decodable texts for early readers in Guided Reading sessions.

Parents are asked to support their children with reading comprehension by reading and talking about the texts with their child on a daily basis. Each child within the school has an individual home reading card with age related Reading Assessment Criteria (see Assessment) on the front. Parents can use these criteria when reading with their children at home. Reading cards are re-issued on a half-termly basis. Completed reading cards are entered into a prize draw at the end of each half term.

YEAR 1

During Year 1 pupils build on work from the Early Years Foundation Stage. Pupils are taught to sound out and blend unfamiliar words quickly and accurately by using their ever-developing phonic knowledge and skills. The language rich environment, that is an important part of Coldean School, combined with a wide variety of good quality texts allow children to understand that the letters on a page represent words and promotes and instils a love of reading.

WORD READING

Pupils are taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs (Grapheme Phoneme Correspondences) that have been taught



- read age related common exception words, noting unusual correspondences between spelling and sound
- read words containing taught GPCs and *-s, -es, -ing, -ed, -er, and -est*
- read other words of more than one syllable that contain taught GPCs
- read words with contractions e.g. *I'm, I'll* and know the apostrophe represents an omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies
- re-read these books to build up fluency and confidence in word reading.

COMPREHENSION

Pupils are taught to:

1. **Develop pleasure in reading, motivation to read, vocabulary and understanding by:**
 - listening to and discussing a wide range of poems, stories, not-fiction texts at a level beyond their independent reading level
 - being encouraged identify links between what they have read and their own experiences
 - becoming very familiar with key texts, e.g. *Traditional Tales*, retelling the stories and considering the text's particular characteristics
 - recognising and joining in with predictable phrases
 - learning to appreciate rhymes and poems and to recite some by heart
 - discussing word/phrase meanings and linking new meanings to those already known
2. **Understand both the texts they can already read accurately and fluently and those they listen to by:**
 - drawing on previous knowledge independently or with support
 - checking that the text makes sense by correcting inaccurate reading
 - discussing the significance of the title and events
 - making inferences on the basis of a character's speech or actions
 - predicting what might happen next based on the text read so far
3. **Participate in discussion about what is read to them, taking turns and listening to what others say.**
4. **Explain clearly their understanding of what is read to them.**

YEAR 2



During Year 2 there is a continued focus on developing pupils' accurate and speedy word reading skills. Pupils are exposed to a wider range of texts; stories, traditional tales, poems, plays and non-fiction, and encouraged to discuss these in whole class, group and individual situations. High quality, engaging and cross-curricular texts are used in lessons to continue to develop pupils' love of reading.

WORD READING

Pupils are taught to:

- continue to apply phonic knowledge and skills as the route 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
- read accurately words of two or more syllables that contain the same graphemes
- read words containing common suffixes
- read age related common exception words, noting unusual correspondences between spelling and sound
- read frequently encountered words quickly and accurately, without overt sounding and blending
- read aloud books that are consistent with their developing phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up fluency and confidence in word reading.

COMPREHENSION

Pupils are taught to:

1. 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 texts at a level beyond their independent reading level
- discussing the sequence of events in books and key pieces of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poems
- discussing and clarifying the meaning of new words and the linking these to know vocabulary
- identifying and discussing their favourite words and phrases
- continuing to build a repertoire of poems learnt by heart, appreciating these and reciting some with the appropriate intonation to ensure the meaning is clear



- 2. Understand the texts they can read already read accurately and fluently and those they listen to by:**
 - drawing on previous knowledge or on background information and vocabulary by the teacher
 - checking that the text makes sense by correcting inaccurate reading
 - answering and asking questions
 - making inferences on the basis of a character's speech or actions
 - predicting what might happen next based on the text read so far
- 3. Participate in discussion about books, poems and other works that are read to them and those they can read for themselves, taking turns and listening to what others say.**
- 4. Explain and discuss their understanding of books, poems and other materials, both those that they listen to and those they read for themselves.**

From the Spring term daily Whole Class Guided Reading sessions are taught in Year 2 for fluent readers. Every week, each child has quality class teacher directed input four times a week in order to accelerate progress, not only in Reading but also in spelling and grammar as the children's exposure to texts increases. Children have one copy of the book or text each. Children use a ruler to follow the text line by line. Each session has a four-part structure. In part one the teacher reads a section modelling use of intonation and expression. In part 2 one child is picked to read to the class. This should not be a struggling reader. In part 3, children whisper read a section. In part four, children answer questions designed in the form of the six assessment domains for reading. Children record their answers in their Reading Journal. Instructions for each session are part of the Journal. SEND children access the text by listening to the Class teacher, the 'It could be you...' reader and their reading partner during the whisper reading segment. They will also continue with reading the fully decodable texts to improve fluency. Teachers may choose to use the fifth session of each week as a writing focus linked to the content read that week. Echo reading is also included in the session.

For those children who are not yet fluent at reading they will continue with daily guided reading sessions using fully decodable books.

KEY STAGE 2

WORD READING



During Key Stage 2 as children's decoding skills become increasingly secure the teaching of word reading should be directed towards the development of vocabulary. In KS2 we have structured, rigorous system to teach spelling. Built on the fundamentals of teaching spelling with strong phonic foundations, that ensure our pupils become better spellers for life. By breaking down the learning of spelling with repetitive contextual learning, that meets all National Curriculum statutory requirements and objectives whilst also building on them. The structure is suitable for SEND and EAL pupils and for low-attaining/all-attaining levels. The spelling programme is structured into weekly activities and investigations which build on learning from earlier years in a cyclical fashion.

In Key Stage 2 Year groups have grouped the Years 3 & 4/Year 5 & 6 further exception word lists (National Curriculum 2014), according to where they fit best in the year's topics. These become the words of the term. Year groups have a 'Word of the Week' which pupils learn using Word Aware strategies. Each class also has a 'Word of the Day' display that is developed each day as new vocabulary arises. We recognise that children need to learn between 6-8 new words a day to achieve a bank of 30 000 when an adult. The words of the day are then added to a Class Dictionary or word wall that the children have access to. Words are revisited to help pupil remember the content in the long-term.

When necessary, phonic knowledge gaps and word awareness gaps are addressed in KS2 year groups, more often in Year 3 to bridge the Key Stage, through quality first teaching in spelling sessions using the phonics programme. Fluency blocks are also used for this purpose. 1:1 reading and PiXL therapies used are designed to increase pupil's ability to read effortlessly with accuracy, at an appropriate speed and with meaningful expression, which enables them to construct the meaning of the text. 110 words per minute is the aim but with secure understanding maintained.

COMPREHENSION

A variety of strategies are used to teach reading comprehension. Quality, inspirational and where possible, topic related texts are always used in English lessons (for both shared reading and independent work) and in Whole Class Guided Reading sessions. Teaching is directed towards developing the depth and breadth of children's reading habits; helping to ensure that they become independent, frequent and enthusiastic readers.

Daily Whole Class Guided Reading sessions are taught across the whole of Key Stage 2. Every week, each child has quality class teacher directed input four times a week in order to accelerate progress, not only in Reading but also in spelling and grammar as the children's exposure to texts increases. Ideally, a text will last for no longer than six weeks(120-150 pages). Shorter texts can be used. Longer texts may be appropriate for Year 6. Children have one copy of the book or text each. Children use a ruler to follow the text line by line. Each session has a five-part structure. In part 1 the teacher reads a section modelling use of intonation and expression. In part 2 one child is picked to read to the class. This should not be struggling reader. Part 3 is echo reading. In part 3, children whisper read a section. In part 4, children answer questions designed in the form of the six assessment domains for



reading. Children record their answers in their Reading Journal. Instructions for each session are part of the Journal. SEND children access the text by listening to the Class teacher, the 'It could be you...' reader and their reading partner during the whisper reading segment. Teachers may choose to use the 5th session of each week as a writing focus linked to the content read that week.

Parents are asked to support their children with reading comprehension by reading and talking about the texts with their child on a daily basis. KS2 children have a stage appropriate book which they take home daily. Each child within the school has an individual reading card with age related Reading Assessment Criteria (see Assessment) on the front. Parents can use these criteria when reading with their children at home. Teachers are not required to write in these. Reading cards are re-issued on a half-termly basis. Completed reading cards are entered into a prize draw at the end of each half term.

LOWER KEY STAGE 2 - YEAR 3 AND YEAR 4

At this stage, as the children become more fluent readers the teaching of comprehension begins to take precedent over word teaching. The knowledge and skills that pupils need in order to comprehend are very similar at different ages; therefore the programmes of study for comprehension in Years 3 and 4 and in Years 5 and 6 are similar: the complexity of the writing increases the level of challenge and promotes appropriate discussion.

At Coldean, through a variety of 'real life' opportunities e.g. *Circus workshops, museum visits*, drama activities and cross-curricular links children are exposed to a range and breadth of quality texts, including poetry, play scripts, traditional tales, myths and legends and non-fiction. Children learn about the different writing conventions for different text types e.g. *letters, diary entries, instructions, and explanations* and they are taught how to recognise themes such as the use of magical devices in fairy tales.

Children are exposed to whole books or texts, not just extracts and therefore they are introduced to a range of authors, some of which they may not have chosen for themselves.

In Years 3 and 4, pupils are split into 6 groups. The lowest groups learn phonics until the summer term when they move on to a guided reading session.

The TAs run Bug Club in the morning and each class is assigned laptops once per week during fluency time so the whole class has access within school time.

The bottom 20% readers (as measured against national benchmarks) have 1:1 reading twice a week with a reading Y6 Reading Buddy or an adult.

WORD READING

Pupils are taught to:



- apply their growing knowledge of root words, prefixes and suffixes (as listed in English Appendix 1 of the National Curriculum) to read aloud and to understand the meaning of new words
- read age related exception words, noting the unusual correspondences between spelling and sound

COMPREHENSION

Pupils are taught to:

- 1. Develop positive attitudes to reading and understanding of what they read by:**
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - using dictionaries to check meaning of 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*
- 2. 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 the 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 summarizing these
 - identifying how language, structure, and presentation contribute to meaning
- 3. Retrieve and record information from non-fiction.**
- 4. Participate in discussion about both books that read to them and those they can read for themselves, taking turns and listening to what others say.**



UPPER KEY STAGE 2 - YEAR 5 AND YEAR 6

By the beginning of Year 5 there is less focus on the teaching of word reading and a growing emphasis on the teaching of comprehension that continues into Year 6.

Throughout Upper Key Stage 2 the teaching of word reading becomes focused on new vocabulary and during reading sessions there should be discussion around new vocabulary - both a word's meaning and its correct pronunciation. This links with the Word Aware approach. The topic based approach to all aspects of teaching at Coldean, creates opportunities, in and outside of reading sessions, for all children to encounter new vocabulary in context thus supporting the development of understanding of meaning.

For those children whose decoding skills are poor, a programme of systematic phonics alongside other strategies is put into place to ensure progress is made; however these children continue to follow the Upper Key Stage 2 programme of study especially when listening to texts; exposing them to a wider range of vocabulary and grammatical structures.

As in Lower Key Stage 2 the children in Year 5 and 6 are exposed to a wide range and breadth of quality texts in a variety of genres, both fiction and non-fiction. At Coldean through using a combination of powerful texts and 'real life' opportunities e.g. *Stunning Starts*, *Fantastic Finishes*, *visits from the emergency services*, *drama activities*, *museum visits*, *visits from local artists* the children learn to read for purpose and are able to identify and discuss the conventions for different styles of writing e.g. *use of first person in writing diaries or autobiographies*. Children are taught how to recognise themes in what they read, such as 'heroism', and how to compare characters or settings or other aspects of what they read.

The sharing of whole texts in class is still paramount in Upper Key Stage 2 so that children introduced to a range of authors, some of which they may not have chosen for themselves.

The bottom 20% readers (as measured against national benchmarks) have 1:1 reading twice a week with an adult.

WORD READING

Pupils are taught to:

- Apply their growing knowledge of root words, prefixes and suffixes (as listed in English Appendix 1 of the National Curriculum) to read aloud and to understand the meaning of new words that they meet.

COMPREHENSION

Pupils are taught to:



- 1. Maintain positive attitudes to reading and understanding of what they read by:**
 - continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and references 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
 - 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
- 2. 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
 - 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
- 3. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.**
- 4. Distinguish between statements of facts and opinion.**
- 5. Retrieve, record and present information from non-fiction.**
- 6. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.**
- 7. 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.**
- 8. Provide reasoned justifications for their views.**



4. Planning and Assessment

Word Reading

To establish the phonic/spelling level of a child and track their progress, assessments are carried out at the end of each half term. The results of these tests are recorded on a phonics tracker that is saved on the assessment drive. Planning is based on the children's current knowledge and the programme of study.

Reading Comprehension

In order for children to make progress in reading it is essential that they and all practitioners are aware of current attainment and the next steps in learning. The school's Reading Assessment Criteria (RAC) based upon age related expectations, in the form of RAC sheets and corresponding Home Reading Cards, allows all parties including practitioner, pupils and parents, access to a child's progress.

The RAC is broken down into 7 stages and each stage is divided into: Beginning, Working Within and Secure. This criterion is the basis of planning and assessment for reading in the school including individual reading & guided reading sessions. During reading sessions when a child achieves a target, that target is ticked, dated and initialled by the practitioner on the relevant RAC sheet (kept in the class teacher's RPS file) and on the child's reading card. The pupils also use the RAC sheet to self-assess.

In both KS1 and KS2 no written feedback is given on the children's home-school reading cards - they are tick sheets. There is a space for the children to record the books they have read. Each term, completed cards are entered into a prize draw. A new reading card is then issued for the following term.

We use PiXL data to identify relevant interventions to run for children working below ARE. PiXL data is also used to identify the bottom 20% of readers as it allows us to compare our attainment with a large group of schools.

5. Professional Development

Continuing professional learning (CPL) for all staff is identified and met in a number of ways:

Reading, Phonics and Spelling Folder and Reading Card Scrutiny

Reading Journals and RACS

Scrutiny of the RACs, Reading Planning (KS1) Reading Journals (KS2) takes place. The RACs are checked to ensure reading assessments are up to date and reading planning is also



scrutinised. Feedback is given to the teacher and they are informed of the objectives they are meeting and steps they need to make to move forward.

Observations

The need for whole-school drop ins are decided by SMT in accordance with the school's performance data, strategies for improvement and changes to policies. Practitioners are provided with detailed feedback.

Staff meetings and Twilights

Staff meetings are delivered when whole staff training need is identified or when new innovations are being put into place.

6. Specific groups

At Coldean Primary School we constantly strive to ensure that we 'close the gap' of attainment between all significant groups in the school. Every child, regardless of gender, race or ability will have equal access to the reading curriculum at all times. Provision is carefully considered by all practitioners in order to achieve this. During the termly pupil progress meetings gaps are identified, strategies are discussed and actions to address these are put into place.

Gender

As previously mentioned, the children are exposed to a wide variety of first-hand experiences that engage, inspire and stimulate their imaginations. Guided Reading sessions are topic based, involving exciting subject matters such as; *Superheroes*, *Giants*, *The Ancient Egyptians* etc. that have a broad appeal.

SEN

Wherever necessary, specialist provision will be made for those pupils who require it. Please see the SEN policy for ways in which children are supported in English if they have a special educational need.

EAL

At Coldean Primary School we ensure that EAL pupils develop their spoken and written English through:

- providing the children with both personalised and topic based word mats
- weekly support from trained bilingual assistants when necessary
- ensuring that there are effective opportunities for talking and that this is used to support writing
- providing a range of reading materials including bilingual books when needed
- through regular communication with parents so that children's experience of language at home can be built upon



Pupil Premium Grant funding (PPG)

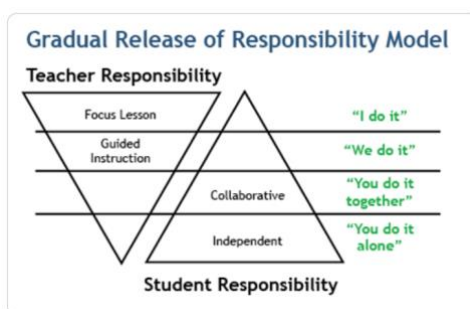
In pupil progress meetings during a discussion between the SLT, SENCO and class teacher appropriate interventions are decided on in order to ensure the progress of disadvantaged pupils in receipt of pupil premium grant funding.

APPENDIX 1

Phonics Teaching

Lesson structure:

- Word wall - read key words. Put them in a sentence. Explain meanings of words if needed. Orally spell some of the words (introduce new tricky (irregular) words within a phase)
- Revision of prior learning - Flashcards/Phoneme spotter/phoneme game/oral blending & segmenting
- Explicit teaching of grapheme-phoneme correspondences;
 - Orally segment and blend words containing phoneme (Sound button words)
 - Reading practice using words containing phoneme (Roll and Read cards/Phonics booklets/Phonics games/other suggestions...)
 - Spelling practice using words containing sound (whiteboards - pictures/Phonics booklets (relevant phase)/other suggestions)



Guided Reading

It is important that teachers have children go further than reading single words, with the application of the learned skills in sentences and decodable readers. Adult focus groups read using fully decodable books.

Lesson structure:

- Introduce phoneme(s) in the text.
- Read high frequency words that are in the book
- Vocabulary - look at any new or tricky words that may need explaining.
- Reading practice - read words using the phoneme(s) in the text.



- Talk about the story
- Read the book.
- Follow-up activities - word games e.g. pelmanism, bingo, board games/dictionary work.

Children will then take these decodable books home to practise with adults at home & return to school the following day. Other groups should be practising reading and writing relevant phonemes or practising their reading comprehension skills. Other guided reading books may be used when children are fluent in reading.



APPENDIX 2

Talk through Stories

The reading framework 'Teaching the foundations of literacy July 2021' from the Department of Education includes talk through stories as an important part of vocabulary development. It says:

All talk is useful, especially when directed to the child specifically. For instance, children expand their language and vocabulary when they listen to or join in with a story or rhymes in a well-scripted children's television programme, but an adult talking about it with them adds benefits. However, talk about books brings particular advantages.

First, parents who engage their children in books prepare them to become committed and enthusiastic readers: they can transform their attitudes to reading. Their children learn to focus and share the enjoyment of the story; they learn how stories start and finish, and how a plot unravels and is resolved; they learn that books can transport them elsewhere. Without this, as Wolf said, they cannot experience 'the exquisite joys of immersion in the reading life.'

Second, book-related talk introduces children to language that they might not hear in ordinary conversation, especially the vocabulary of the book itself. This primes them to understand what they read later, in their leisure reading and across the curriculum.

What is it?

Talk Through Stories is for all children, but it is especially for children who do not come from a language rich home. It is designed to extend and deepen children's vocabulary so that they can understand the books they will soon be able to read for themselves. Time is not on their side. That is why it has been so important to plan specifically and systematically - step by step - to develop their vocabulary.

In a nutshell, this is how Talk Through Stories works:

- We help children love the story first and, when they know it well, we teach them to use the 'Tier Two' words from the story in everyday contexts.
- We read the story
- We contextualise the word within the story
- Children say the word



- There is a child friendly explanation of the word
- Examples of the word are presented by being used in contexts different from the story context.
- Children are engaged in activities that get them to interact with the words.

Organisation:

KS1 (and Reception class from Summer term)

Every day:

- 20 minutes for Story time
- 10 minutes for Vocabulary time (at a different time to Storytime)

Story time is one week ahead of Vocabulary time for each story

Week 1	Storytime for Story A
Week 2	Vocabulary time for Story A Storytime for Story B
Week 3	Vocabulary time for Story B Storytime for Story C

Storytime activities - one week

These activities follow the same structure every week

Day 1	Introduction Read the story What's the problem?	Day 4	Join in the story How is the problem solved?
Day 2	Re-read the story	Day 5	Nice or nasty? Quiz the character Share at home
Day 3	Favourite phrases Favourite phrases every day Freeze-frame feelings Which is the right sentence?		

If children are already very familiar with the story, you can follow the timetable below:

Day 1	Re-read the story What's the problem? Favourite phrases Favourite phrases every day Freeze-frame feelings	Day 2	Which is the right sentence? Nice or nasty? Quiz the character Share at home
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Vocabulary time activities - one week

These activities follow the same structure every week.

Days 1-4: two words a day	Review from the story When might you? When might someone say...? Agree or not? Words to use through the day	Day 5: revision of all words	What's the word? Because...
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KS2

- A KS2 TA will run TTS as it is run in KS1 for a select group of non-readers/pre KS2 readers
- This will happen every morning during fluency time.
- Class Teachers to use the activities with their daily class reader

Day One Introduction (at the start of the book only) What is the problem?	Day Two Using asides	Day Three Favourite phrases	Day Four Freeze frames	Day Five Which is the right sentence?
Day Six Nice or not nice?	Day Seven Quiz the character	Day Eight When might you?	Day Nine When might someone say?	Day Ten Agree or not?

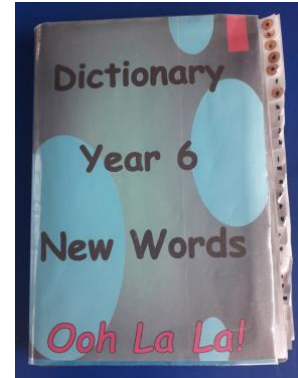


APPENDIX 3

Word Aware

Key principles:

1. Make words a priority
2. Maintain a sustained effort
3. Link oral and written vocabulary
4. Analyse word components
5. Use a range of methods
6. Go with the child (at the right rate)
7. Use multiple exposures
8. Teach words in context
9. Teach strategies



Impact:

- Being a Word Aware school provides a systematic approach to promote vocabulary development in **all** children.
- Words **narrow the gap** between advantaged and disadvantaged pupils.
- Word poverty prohibits access to and success in **every** subject.
- Children need to learn around **seven new words a day** to gain **30 000** by adulthood which will give them a good chance later on.

Approach:

1. Teaching Topic Related Vocabulary (Words of the Term which become your Word of the Week - Tier 2 words)

STAR

(Select/Teach/Activate/Review) ★



2. Teaching Words from Text (Words of the Day - usually Tier 3 words)

3. Word Learning Strategies (Weekly Spelling teaching sessions based on Nelson Spelling - KS2/Daily Phonics - KS1)

4. Fun With Words



Structure:

Words of the Term

Words ^{of} THE Term

Word of the week

Word ^{of} THE Week

Words of the day

Words ^{of} THE Day

Spelling lessons



Intervention for children below ARE



Whole School Word of the Week - introduce in the Monday assembly





APPENDIX 4

This is How We Teach Spelling KS2

Class Teacher Reference

Week 1:

Go Grapheme Grafters (GGGs) - Display the 15 words on flip chart paper in the classroom (pre written). The class teacher identifies the tricky bits, the syllables, and then segments the words into their phonemes. The children copy this as the teacher is talking it through, onto their copy of the words in this booklet. (10 minutes)

Next, the children complete an **Investigation task** that tests an hypothesis. (25 minutes)

Fast Task 1 (a 10 minute task completed on a different day in week 1).

Week 2:(and alternate weeks from there on)

Fast Tasks 2-5 (10 minute tasks completed on separate days)

From Week 3: (and alternate weeks from there on):

At the beginning of the English session is the **‘Sound Associations’** element (10 minutes). This is where class teachers share with their pupils that because they can spell _____, they can spell _____ as they know that Class teachers add the sound associations for each of the 15 words to the flip chart lists already displayed. For this part of the lesson, class teachers print off and use the examples given in the answer sheets found at <https://www.thetrainingspace.co.uk/answers/> . The children copy these words into these booklets as the teacher is writing them up. The sound association element can also be done prior to this lesson in smaller chunks over the two weeks before the test.

The ‘Sound Association’ element of the lesson is then followed by the **test**(10 minutes) where children independently record the words under assessment conditions. The children fold back the ‘Tricky Bits’ column but should be able to see the ‘Sound Associations’ work that they have completed.

After that, the next 15 words are analysed (**GGGs**) as for week 1 (10 minutes), followed by the **investigation** task that tests and hypothesis (25 minutes.)

NB The learning for week 1 in the two-week cycle, is to be complete as an English lesson as it takes about 1 hour in total.