



Frambury Lane, Newport, Saffron Walden, Essex, CB11 3PU  
Headteacher: Miss Amy Wareham

*Together we grow at Newport Primary School*

## Reading Policy

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*"Reading is a passport to countless adventures" Mary Pope Osbourne*

At Newport Primary School we have adopted a book-based approach to our curriculum. By developing engaging starting points where children are plunged into the theme, setting or atmosphere of a book, our staff hook children's interest and create real points of resonance that they will always remember.

### 1. Introduction

"The best primary schools in England teach virtually every child to read, regardless of the social and economic circumstances of their neighbourhoods, the ethnicity of their pupils, the language spoken at home and most special educational needs or disabilities." Ofsted: Reading by six: how the best school did it (2010)

The ability to read is fundamental to pupils' development as independent learners. In order to read across the curriculum with fluency, accuracy, understanding and enjoyment pupils need to be taught word recognition and comprehension. Reading development is linked to that of writing, speaking and listening and this policy must therefore be implemented in conjunction with other policies for English at Newport Primary School.

### 2. Aims

- To raise the standards of reading;
- To establish an entitlement for all children;
- To establish expectations for teaching staff for teaching reading;
- To ensure fidelity to our early reading scheme;
- To promote continuity and coherence in reading throughout the school; and

- To state the school's approaches to reading in order to promote understanding to parents and carers.

Children will be enabled to:

- perceive reading as a lifelong enjoyable activity and a purposeful, lifelong skill;
- use a range of reading strategies to support them with unfamiliar texts;
- be knowledgeable about authors, illustrators, genres and styles.

### 3. Curriculum Content

The National Curriculum in England Programme of Study provide the detailed framework for implementing the statutory requirements for reading in school.

#### Early Reading

In Reception and Key Stage One, the pupils' phonological awareness and phonic knowledge is developed. We use Twinkl Phonics as our systematic, synthetic phonics programme (SSP). It is high quality and robust in its purpose. With a clear, structured progression through the programme, it allows all of our pupils to meet or exceed the expected standard. The Twinkl Phonics approach combines rigorous progression with engaging learning materials. We believe that children learn best when they are enjoying their learning and that this comes from a mix of bright, fun and engaging lesson resources within a clear and systematic approach that builds on children's skills daily. The structure of every Twinkl Phonics lesson follows this familiar five-part structure to ensure that the four cornerstones of phonics are covered. During our phonics lessons, children will repeat the elements from the four cornerstones of phonics to ensure that they have rapid and automatic recall of GPCs and tricky/common exception words; each day, they will experience blending and segmenting activities to allow regular practice of these core skills.

Stories are used to provide a stimulus and context for phonics teaching in our Twinkl Phonics lessons. The story content also integrates games to practise the skills taught. Our phonics lessons are also supported by weekly decodable minibooks, which are part of our core provision, where children can apply the skills they have learnt in their phonics lessons. As part of our wider SSP provision, there are also follow-up activities that the children can complete independently, in pairs or in groups that relate to the day's learning.

Decodable reading books are provided, matched to the children's phonic level through the use of Rhino Readers. We ask pupils to read the book they are given three times: once for decoding, once for fluency, and once for comprehension. We use both individual and guided reading to teach reading alongside phonics. In conjunction with the teaching of phonics, we also give our children phonics-based activities to take home at the appropriate level. These include parent information sheets, home learning booklets and spelling bookmarks. This helps to consolidate what has been taught in school and encourages a cohesive whole-school approach.

For children who are in Key Stage Two and have not yet met age-related-expectations, phonics is taught through tailored interventions by experienced teachers and teaching assistants.

#### Supporting the Lowest 20% Achievers

Regular assessment is vital to ensure the early identification of children who may need us to provide them with extra support, either through interventions or during daily classroom teaching. Ideally, these children will take part in daily, highly structured interventions, which will normally include recapping or relearning missing GPCs and tricky/common exception words and practising blending and segmenting skills. As soon as we identify any child who is struggling to succeed in phonics, the provision will be put into place to close the gap.

#### Extending and Challenging Fast Learners

Regular assessment is also vital to ensuring the early identification of children who may need us to challenge them further, either through extension activities or during daily classroom teaching.

## 4. PLANNING

Teaching staff plan for a variety of reading opportunities:

### 4.1 Guided and Shared Reading

Guided reading has a shared responsibility between the teacher and the learner. In 4 guided reading sessions throughout the week, the children focus on learning the key reading domains – VIPERS. At the beginning of every session, the teacher assumes the role of the reader, expertly modelling fluency (pace, expression, volume etc.) to the whole class and providing a high level of support through a focus on reading content domains. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and high levels of collaboration. Then we use the following strategies to allow pupils the chance to practice reading aloud to develop their own reading fluency.

- Repeated reading, which involves repeating a reading modelled first by the teacher or another proficient reader.
- Choral reading, which means reading together with others who are proficient readers.
- Echo reading, or the student echoing or repeating what the proficient reader has just read.
- Readers' Theatre involves a dramatic reading of a text or script by the students.
- Neurological impress, which involves the student and teacher reading together while tracking words.

Once a week, the children have an extended guided reading session where the children focus on reading comprehension. Reading comprehension strategies focus on the learners' understanding of written text. Children learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves.

Strategies are often taught to a class and then practiced in pairs or small groups.

### 4.2 Independent reading

Children (with support from adults) take responsibility for selecting and reading a variety of

texts including fiction, non-fiction and poetry from the school book collection based on their level as a reader. Children are assessed and given a level from L1-L6. As the children grow more secure with their fluency and comprehension skills, they move along the levels. Once all levels are completed, the children are able to become a "free reader". The children should be able to read these texts independently and comprehend them with little or no adult support. The focus for the reading is to practice fluency, develop reading for pleasure and reading for meaning.

#### 4.3 Home reading

Children in EYFS, KS1 and LKS2 should read at home with an adult daily and an adult should write comments in children's reading records. Children using the Twinkl Rhino Readers have a series of different activities to complete within their reading packs. Children take home a variety of books throughout our school in order to develop reading for pleasure and progression in decoding and comprehension.

### 5. Assessment and Record Keeping

Children are assessed against the Early Years Foundation Stage framework and the National Curriculum. These provide guidance for teachers in understanding how their children will progress through the three stages of the primary curriculum. Teachers assess children against these frameworks to determine starting points and targets for children in their class.

#### 5.1 Assessment methods

- Home/school reading diaries track daily progress
- Teachers and support staff observe progress during reading activities within lessons daily
- Guided reading track weekly progress
- Children's phonics progress is tracked and assessed half-termly by the assessment team

#### 5.2 KS1

- Subject Leader to conduct 5 phonics screening across the Year prior to June. This will monitor children's progress and provide the class teacher next steps.

#### 5.3 KS2

- There is a reading assessment for each term. The assessments are not progressive but they are split into one a term. The Twinkl reading assessments are intended to be used alongside the tracking spreadsheet. This allows staff to analyse any gaps in understanding and skills for individuals or for your class as a whole. Teachers will have an 'at a glance' picture of a child's needs or any common areas of strength or weakness within the class in order to inform future planning. Used alongside teacher judgements and exercise books, a clear picture of a child's progress can be built up and used as evidence for parents, pupil progress meetings or any outside agencies visiting school.

### 6. Organisation and the learning environment

All classrooms contain the following:

- a library containing fiction, non-fiction and poetry texts;
- an inviting reading area in every classroom;

- a selection of high-quality texts that enhance our children's understanding of the world;
- a selection of books that enables the children to appreciate and value difference and diversity. In particular for our setting: socio-economic backgrounds and difference in family units.

The school library is located in the school corridor and is stocked with high-quality texts. Each class is allocated a weekly slot to visit the library. There are also mini libraries set up throughout the school, including the atrium space, the KS2 corridor and the space outside of The Learning Den.

How we promote the enjoyment of reading:

- Enrichment days (World Book Day, Story Telling Week)
- DEAR Sessions (Drop, Everything and Read)
- Special Boxes
- Buddy reading

## 7. Equal Opportunities

We seek to incorporate reading into a wide range of cross-curricular subjects and seek to take advantage of multicultural aspects of reading.

All children have equal access to the curriculum regardless of their special needs, gender, race or background. This is monitored by analysing pupil performance throughout the school to ensure that there is no disparity between groups.

## 8. Parent Engagement

Staff encourage parents to be involved by:

- Using home/school reading diaries
- Inviting parents into school for parents evening
- Holding meetings to inform parents about how reading is taught across the school/ways to support from home;
- Circulating information when significant changes have been made to the reading curriculum;
- Inviting parents of Year 6 pupils to a meeting about supporting their children with SATs.
- Inviting parents of Reception and Year 1 to meetings throughout the year about supporting their children with phonics.
- Inviting parents to session of drop everything and read (DEAR).

## 9. Governing Body

Governors are invited to attend relevant school INSET days and visit the school regularly to talk with the subject leader. The governors role is to ensure that our reading curriculum is compliant and effective, that there are opportunities for children to read for pleasure. They are also responsible for holding leaders to account for the reading and phonics outcomes. Governors have a role in ensuring that intervention strategies are being put in place where possible and that those who need the most support are receiving it to bridge their learning gaps. When possible, the reading governor observes the teaching of reading, observes teaching in the environment, looks at

the children's work and listens to the children read. Governors', in conjunction with the reading subject leader, reports back to the governing body on a regular basis.