



Frambury Lane, Newport, Saffron Walden, Essex, CP11 3PU

Reading Policy

Date adopted: September 2019

Date approved: May 2024

Review Date: May 2025

The Teaching of Reading

At Newport Primary School, we aim to make all of our pupils 'readers'. We aim to ensure a balanced mix of approaches to reading so that our pupils achieve the skills required, a positive attitude, confidence as well as interest and a life-long love of literature.

The school's assessment system (Target tracker) is used as a planning and diagnostic tool to allow pupils to reach end goals in their reading and learning, which allows them to make good progress. We ensure that pupils have an understanding, independence in learning, critical awareness and appreciation of varied reading texts.

The organisation of the classroom is essential to promoting interest, independence and enthusiasm as well as the necessary skills, concepts and knowledge to progress. To help promote this the classrooms will be organised to provide: reading displays, vocabulary walls, small library collections of books (non-fiction and fiction).

Early Reading

- A listening area where auditory skills can be developed, stories can be enjoyed, shared reading can take place and independently reading with listening games being part of the learning.
- A multi-sensory approach to learning.
- Interaction between reading, talk and writing.
- Opportunities to see, read and write core vocabulary as well as familiar nouns, labels, captions and pupil names.

- A dedicated 30 minutes session in EYFS, and a 45 minute session in KS1, to teach phonics using the Read, Write, Inc programme.
- Resources to support letter sound awareness.
- Opportunities to engage in play writing and reading through relevant literature linked to topics or role play areas.
- Opportunities to explore and enjoy poetry and rhymes, through a variety of different ways such as ICT, games, PE, music, art.
- Computer programmes to support visual and spatial awareness, core vocabulary recognition and phonic awareness.
- Enthusiastic staff to share books with the children, making curriculum links through literature.
- Access to books with a wide range of high quality texts.
- A range of books for the children to select themselves; for example book boxes.
- A home school reading record to share with parents to comment on the child's learning.
- Carefully selected home school reading books matched to the children's level in the RWInc programme.
- RWInc books sent home weekly to support children's fluency in early reading.
- The teaching of reading through interactive ICT resources as well as texts with particular emphasis given to rime and onset, alliteration, phonological awareness, visual discrimination, sequence and prediction skills.
- RWI teaching introducing the children to verbal reading comprehension questions – retrieval, prediction and summarising.
- Meaningful records that help build up a picture of the child as a reader, identify their strengths, weaknesses and determine the appropriate teaching strategy for individuals.

Reading throughout the school

- Daily, twice weekly and weekly reading lists are set up based on children's abilities; staff, including teachers, teaching assistants and reading circle volunteers model, hear and guide readers in all classes as identified.
- Reading is shown as a focus for all children, across all subjects – we reference whenever we are reading.
- Children are actively encouraged to read at least 3 times per week at home; parents are asked to monitor this – reminders are sent out on a Wednesday weekly.
- Children receive stickers, house points and certificates as incentives for reading.
- Guided Reading takes place in addition to English lessons throughout the school, from Y2 to Y6
- Children are heard read on a 1:1 basis with carefully selected books chosen by the child/ teacher and shared with parents in reading diaries.

- Shared story times are used daily in classes, straight after lunchtime; these encourage listening, comprehension and enjoyment for all classes. Books are chosen by the teachers, individual children or classes.
- Creative teaching sequences used from the HFL scheme, enhance our teacher's planning and ensure links are made.
- Vocabulary is referenced in everything that we read and a daily word is carried around by teachers on their lanyards to encourage children to read words and use them in context.
- Twice weekly, poetry is shared with the class in a story time slot; this is to help support the children in their understanding of hearing and learning about poetry in its different forms, whilst giving them access to it regularly. Children are encouraged to listen carefully, talk about the poem, share their thoughts, join in, add actions and try to learn some parts 'by heart'

Reading in Key Stage 1

As the children transition from EYFS, we build on these early reading skills and through the RWI scheme, carry out the same, familiar reading strategies with the children. Children in Y1 (and those in Y2 who still require it) follow the RWI scheme which is an 45 minute session every day. This incorporates, teaches and models all reading skills and children are introduced to written reading comprehension questions and providing answers.

Once off the scheme, children are taught using the same guided reading strategies as in KS2. The Reading dogs: *Rex Retriever*, *Vocabulary Victor*, *summarising Sheba*, *inference Iggy*, *Predicting Pip*, *Arlo the author*, *Cassie the commentator* are used to teach the specific skills.

Reading in Key Stage 2

As the children progress, we aim to build on the reading experiences already acquired. The aim is to develop independence, fluency and self-reliance. A greater variety of texts are made available to allow for more depth, choice and enjoyment.

More varied texts are available to support the widening interest shown as children progress; environmental newspapers, magazines, multicultural texts, plays, non-fiction, comics, poetry, CDs, dictionaries, thesaurus etc. The library is timetabled to allow for classes to use for: extension skills such as skimming, scanning, reference and research.

We will aim to expand the skills gained earlier in the school by keeping a teaching focus on reading, drawing attention to the structure of a variety of texts, helping pupils to adapt their style of reading to suit the purpose (skim, scan, read critically)

The higher order reading skills must be taught and should not be confined to the English lesson alone. The opportunity to read texts from different media, to research, investigate, to sift, select and take notes from text, to question, challenge and look for bias in texts, to scan and skim for project information and use this purposefully can be found in many different subject areas.

As soon as children can read, we aim to support them in their need to become independent, helping them to develop fluency, expressiveness and critical awareness. A range of high quality texts are used to deliver this and full texts are used in addition to the use of extracts.

Guided Reading

In Key stage 1 (Y1 and early Y2), Teachers work with a focused group throughout the week to improve the quality of reading and comprehension, through the RWI system.

Guided Reading Sessions from Y2 onwards

Teacher led Guided Reading sessions take place twice a week for the whole class and consists of a teaching / supported session, followed by a response to comprehension questions session. The first session is teacher led, with individual and paired reading and focusses on understanding text types, picking apart texts, learning key vocabulary, answering oral comprehension questions on the texts and promoting speaking and listening. Explicit reading strategies are taught to help support decoding and comprehension, including skimming, scanning, re-reading; children are encouraged to explain and learn new/ unfamiliar words. During this session, teacher led questions are asked to focus particular teaching points to deepen children's understanding; paired and class discussions are also used to revisit parts of the text which highlight a particular question focus area – this encourages children to clarify their understanding. To build fluency, each session will involve listening to a group of children to read individually and these are logged with stickers in their reading diaries. The session with older children consists of discussions, responses and opinions to help extend pupils understanding of the texts

The second session consists of children answering the range of carefully selected comprehension questions on the previously shared text; children may discuss with their peers, may ask an adult for support and can look back at notes made in the previous session to answer these questions. These are marked with the children, as they complete them, and misunderstandings and corrections are made as they occur, to support learning. Children are given sufficient time to respond to the text, develop their thoughts, justify their thoughts and opinions and discuss their personal preferences with talk partners.

All texts used are at ARE and all focus on the key skills for reading:

- Literal skills (answers can be directly lifted from the text)
- Deductive skills (the text does not directly give the answer but we can work things out from the information given)
- Inferential skills (the text does not directly tell us the answer but we can work things out by considering the hints and clues in the text in light of our own knowledge and experiences)

Evaluative skills (giving personal opinions, often about whole texts, or successes of author in creating mood, character etc...)