

WINGROVE PRIMARY SCHOOL



Policy Statement for Reading

Subject leaders: Trish West
Sara Kane (Early Reading Lead)
Date formulated: June 2018
Date reviewed: September 2021
Approved by GB: July 2021
Next review: July 2022

Intent

English is a vital way of communicating in school, in public life and internationally. Literature in English is rich and influential, reflecting the experience of people from many countries and times. In studying English pupils develop skills in speaking, listening, reading and writing. It enables them to express themselves creatively and imaginatively and to communicate with others effectively. Pupils learn to become enthusiastic and critical readers of stories, poetry and drama as well non-fiction and media texts. The study of English helps pupils understand how language works by looking at its patterns, structures and origins. Using this knowledge, pupils can choose and adapt what they say and write in different situations.

Reading, as part of the English curriculum, is an essential life skill that provides access to the experiences of people from different cultures and times. Children must acquire good reading skills in order to access the information that will support their development in all curriculum areas.

At Wingrove our intent is to provide children with the skills in reading in order that they achieve their full potential and can take an active role in society.

- ◆ to learn to read a range of fiction and non-fiction texts confidently and independently whilst expressing their own opinions about them;
- ◆ to develop early reading skills in phonics and apply to reading;
- ◆ to foster a love of reading for pleasure;
- ◆ to help every child become a reader for life;
- ◆ to provide a wealth of challenging, motivating stories, poems and non-fiction that will develop their vocabulary, comprehension and love of reading;
- ◆ to learn to speak confidently, listen to what others have to say and to explore language in imaginative ways through role-play and drama;
- ◆ to listen, understand and respond to others;
- ◆ to develop the ability to extend and value individual and group responses.

We are continually aiming to raise the standards of achievement of all pupils at Wingrove School.

The National Curriculum

The DfE National Curriculum (2014) clearly states that developing children's language and literacy skills are 'essential to [them] participating fully as a member society'.

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

- word reading (learning to read)
- comprehension - both listening and reading (reading to learn)

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

DfE National Curriculum (2014)

The National Curriculum describes what must be taught in Key Stages One and Two. Each teacher at Wingrove School follows the Reading programmes of study thus ensuring continuity and progression in the teaching and learning of English.

In the Foundation Stage - Nursery and Reception - the curriculum is guided by the Early Learning Goals which lead directly into the National Curriculum.

Implementation

How we provide a rich reading experience for all our children

- ◆ reading for pleasure: an agreed progression of read-aloud stories and novels across the school;
- ◆ phonics programme based on Letters and Sounds;
- ◆ range of reading books that develop a progressive knowledge of phonics;
- ◆ range and quality of early literacy experiences;
- ◆ teaching of reading strategies for fluency, independence and confidence;
- ◆ shared reading to model and teach reading strategies;
- ◆ guided reading lessons.

Impact

As we believe that reading is key to all learning, the impact of our reading curriculum goes beyond the result of statutory assessments. Children have the opportunity to enter the wide and varied magical worlds that reading opens up to them. As they develop their own interest in books, a deep love of literature across a range of genres cultures and styles is enhanced.

Through the teaching of systematic phonics and reading enquiry, our aim is for children to become fluent and confident readers who can apply their knowledge and experience to a range of texts through the Key Stage 2 curriculum.

As a Year 6 reader, transitioning into secondary school, we aspire that children are fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning and all areas of the curriculum. We firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments.

Phonics

At Wingrove, we use a systematic synthetic phonics programme to teach early reading; materials from Bug Club Phonics are used, supplemented with flashcards.

This validated scheme follows the order of the original Letters and Sounds document. Materials used provide a rigorous, systematic framework in which to teach pupils to hear the 44 English speech sounds, blend them together into words and segment words into sounds for writing. As well as learning the 44 speech sounds, children are also taught to read and write 'Tricky Words', which are words that we cannot decode using phonics.

Materials and lesson plans concentrate on activities to promote speaking and listening skills, phonological awareness, and oral blending. It aims to build children's speaking and listening skills, as well as to prepare children for learning to read by developing

their phonological knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children starting by the age of five, with the aim of them becoming fluent readers by age seven.

Bug Club Phonics is structured with Phoneme Sessions and Language Sessions. This structure fully supports the daily phonics teaching sequence recommended by the Primary National Strategy in the renewed Framework (review, teach, practise, apply).

Phonics lessons are delivered daily to the whole class across Early Years and KS1. Children who are not on track with their phonological awareness also have targeted, daily group interventions pitched at their current phonics level and delivered by a teacher, as well as regular 1:1 reading sessions with an adult.

Assessments are completed termly, using Phonics Tracker.

To consolidate and practise newly learned sounds, children in EYFS and KS1 take home a phonetically decodable school reading book, alongside a reading for pleasure library book. These books are changed weekly.

When children move beyond Phase 5 phonics and a predominantly phonics approach to reading, then children are taught a broader range of reading skills to develop their understanding of the texts they read. Books are grouped by the coloured book band system and pupils are directed towards the appropriate band for their reading level.

General coverage of phonics in EYFS and KS1

Nursery

- Throughout the year – Phase 1

Reception

- Autumn term – Phase 1 consolidation and Phase 2
- Spring term – Phase 3
- Summer term – Phase 4

Year 1

- Autumn term (1A) – consolidation of Phase 3/4
- Rest of the year – Phase 5

Year 2

- Consolidation of Phase 5
- Spelling patterns

Phonics Bug Progression

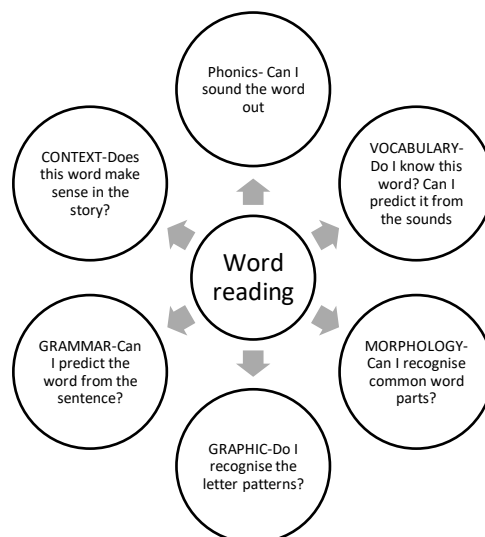
Phase	Unit	Focus	Decodable Words	Non-decodable Words
2	1	s a t p	at, as	
	2	i n m d	an, it, in, is, dad	
	3	g o c k	can, on, not, got	to
	4	ck e u r	mum, up, get	the, no, go
	5	h b f ff l ll ss	had, back, his, big, him, if, of, off, but	I, into
3	6	j v w x	will	me, be
	7	y z zz qu		he, my, by
	8	ch sh th ng	that, this, then, them, with	they, she
	9	ai ee igh oa oo/oo	look, see, too	we, are
	10	ar or ur ow oi	for, now, down	you, her
	11	ear air ure er		all, was
4		Adjacent consonants		
	12	(cvcc, ccvc, ccvcc, cccvc, cccvcc)	went, from, children, just, help	said, have, like, so, do, some, come, were, there, little, one, when, out, what
5	13	zh wh ph		oh, their
	14	ay a-e eight/ey/ei (long a)		Mr, Mrs
	15	ea e-e ie/ey/y (long e)		looked, called, asked
	16	ie i-e y (long i)		water, where
	17	ow o-e o/oe (long o)		who, again
	18	ew ue u-e (long u) u/oul (short u)		thought, through
	19	aw au al		work, laughed, because
	20	ir er ear		Thursday, Saturday, thirteen, thirty
	21	ou oy		different, any, many
	22	ere/eer are/ear		eyes, friends
6	23	c k ck ch		two, once
	24	ce/ci/cy sc/stl/se		great, clothes
	25	ge/gi/gy dge		it's, I'm, I'll, I've
	26	le mb kn/gn wr		don't, can't, didn't
	27	tch sh ea. (w)a o		first, second, third
	28	Suffix endings: -ing -ed (morphemes)		clearing, gleaming, rained, mailed
	29	Suffix plurals: -s -es (plural morphemes)		man/men, mouse/mic, foot/feet, tooth/teeth, sheep/sheep
	30	Prefix morphemes: re- un-		vowel, consonant, prefix, suffix, syllable

As well as dedicated time for stories across the school, in EYFS there is also dedicated time for poetry and singing.

Nursery	Reception
Baa, Baa, Black Sheep	Apples and Bananas
Five Little Speckled Frogs	Five Little Ducks
Hickory, Dickory Dock	Five Little Monkeys
I'm a Little Teapot	Heads, Shoulders, Knees and Toes
Incy Wincy Spider	Hey Diddle Diddle
Mary Had a Little Lamb	Humpty Dumpty
Old MacDonald Had a Farm	I Can Sing a Rainbow
Polly Put the Kettle On	Jack and Jill
Row, Row, Row Your Boat	Ten Green Bottles
Twinkle, Twinkle Little Star	Ten in the Bed
The Wheels on the Bus	Wiggly Woo
Wind the Bobbin Up	Zoom, Zoom, Zoom

Children in KS2 who are not yet secure in their phonological knowledge, or those new to English, also receive targeted reading interventions.

Some words can be read by blending phonemes in sequences, but many demand more than just phonics. This is where we teach a wider range of strategies as the children become more fluent in their reading.



Talk For Writing

We use many of the Talk For Writing strategies as the main conduit for the teaching of reading.

There are two aspects of the T4W process that involve reading:

- ◆ reading as a reader;
- ◆ reading as a writer.

Reading the text as a reader:

- ◆ read, re-read, discuss and enjoy the written text fluently and with expression as a shared text – usually from an enlarged version.

Comprehension:

- ◆ identify evidence in the text, which answers questions – literal and inferential , mark up the text;
- ◆ identify key language features built in to the text and discuss their meanings and effects e.g. what difference would it make if they were changed?

Vocabulary:

- ◆ check meanings of words and phrases and explore their use investigate alternatives to author's choices etc.
- ◆ magpie words and expressions –save for future use

Text structure:

- ◆ identify sequence and story plot of text ready for boxing up

Reading the text as a writer:

- ◆ boxing up, labelling each section of the text in sequence to capture its overall structure
- ◆ then identify key elements of each section in generalisations that can be applied to other content
- ◆ co-construct toolkits focussing on how writers create an effect
- ◆ ensure that working walls or washing lines display maps, texts, word banks, sentence patterns, etc.

Shared Reading

This is a crucial part of our teaching process where the teacher models reading strategies. This is based on the following pieces of research and guidance:

Effective readers use a range of flexible reading comprehension strategies so quickly and automatically...we hardly notice they are taking place.
(Michael Pressley 2012)

The [EEF KS2 Literacy Guidance](#) document states that "reading comprehension can be improved by **teaching pupils specific strategies that they can apply** both to monitor and overcome barriers to comprehension". It goes on to say "**strategies should be modelled and practised** to ensure they become embedded and fluent". It concludes that "The potential impact of these approaches is very high, but can be hard to achieve, since pupils are required to take greater responsibility for their own learning. This requires them to learn three things: what the strategy is, how the strategy is used, and why and when to use the strategy. **Developing each of the strategies requires explicit instruction and extensive practice**".

In Key Stage 1 this may include:

- ◆ apply and practise phonics in context;
- ◆ teach text direction and 1:1 word correspondence;
- ◆ model and teach punctuation;

- ◆ make deliberate errors for children to spot, discuss and correct;
- ◆ mask words, part words, phrases etc. for prediction (cloze);
- ◆ re-read for fluency and accuracy -up to appropriate speed and expression;
- ◆ explore and infer word meanings –to extend vocabulary
- ◆ discuss to develop comprehension.

In Key Stage 1 and 2, to encourage deeper exploration of a text we use 'book talk' or 'read aloud, think aloud'. This is where the adults model deeper understanding of the text through asking open ended questions out loud. We teach readers to be active thinkers in the moment of reading.

The guidance for this process is as follows:

- ◆ teach specific comprehension strategies;
- ◆ model the *read aloud-think aloud* method with the whole class on a regular basis;
- ◆ give the children opportunities to rehearse and consolidate using the strategies independently and in guided groups;
- ◆ focus on one strategy by using whole-class read aloud-think aloud;
- ◆ practise the strategy in small groups and over a number of sessions;
- ◆ when introducing a new strategy, ask pupils to use the strategy/ies already shown;
- ◆ model using multiple strategies;
- ◆ model across the curriculum.

We use the following format with the children when teaching comprehension strategies.

- ◆ make connections with your own experiences, other texts and world knowledge
- ◆ make predictions asking yourself, 'I wonder why/what/if...' then read on to find out more
- ◆ visualise- create pictures in your mind about what you are reading
- ◆ infer- use clue in the text and think like a detective
- ◆ notice when your understanding has broken down and know how to fix it
- ◆ watch out for important words and phrases which will help with your understanding
- ◆ summarise- pick out the main ideas and information in the text- use skimming and scanning techniques
- ◆ think about the author's intent. What are they trying to convey in the text?

Guided Reading

Children put into practice their developing expertise at an appropriate level in a structured situation. The teacher differentiates the instructional reading programme and guides groups of children who have reached a similar level of skill to develop independent reading strategies on new and increasingly challenging texts.

- ◆ It is a carefully structured session with a clear learning objective involving the application of new skills in context;

- ◆ Uses a partnership approach that includes direct teaching and is tailored to specific needs of individuals or groups;
- ◆ The text used increases the reading challenge of the individuals and requires the teacher to guide pupils through the text;
- ◆ The teacher re-focuses on the text, re-models the questions asked, increases and decreases the pace as appropriate.

Cross Curricular Reading

In order to create a cohesive and meaningful learning programme for our children, we identify links during the planning stage and give children the opportunity to use their subject knowledge and skills in real contexts. Cross-curricular reading offers a creative way to develop children's knowledge, skills and understanding while motivating them to learn through stimulating, interconnected topics.

Teachers are expected to plan two cross curricular reading activities across a week where the children will be 'reading to learn' but also rehearsing and consolidating the whole range of reading skills.

For example, historical documents have the potential to offer a full range of genres from letters and diaries to official speeches and reports, from narrative accounts to poetry, from instructions to persuasive arguments and advertisements. As such, they make excellent shared texts introducing children to new ideas, vocabulary and forms of language. The historical context connects the children with the people, society and situation that produced a particular document, engaging them imaginatively in exploring its wider meaning. Reading historical documents includes reading as a technical exercise in comprehension and deconstruction, but goes way beyond this to the higher literacy of understanding meaning, situation and significance.

This approach is used across all subject areas.

Display

We recognise the important role display has in informing, stimulating, motivating and celebrating the work of our pupils. Reading will be in evidence in all classrooms. Each class must have an English learning wall.

The purpose of a learning wall is to support the children in their current learning and enable them to become more independent. Both aspects are of utmost importance in the primary classroom.

All children must be taught how to use it and teachers must keep it up to date with the current unit being taught.

A learning wall should include the following:

- ◆ learning objectives;
- ◆ immersive examples eg the text type – annotated with key features and questions for the children to consider and respond to;
- ◆ key vocabulary and images as appropriate;
- ◆ examples of the teacher's work/modelling from the lesson, accompanied by annotation.

Reading on the Talk For Writing Washing Lines

Reading is an essential part of the T4W process. It is through reading high quality texts, linked to the writing outcome, that the children will explore the range of authorial techniques used by writers to keep the reader engaged, intrigued, informed.

Washing lines are an important part of the 'Talk for Writing' process and must be present in all classes

The line is to provide a display of ongoing work that acts as a constant reminder and resource for children's learning. They are a focal point for thinking, displaying what has been read. The work displayed must be constantly referred to and used by the teacher and class.

The washing line will hold examples of the following:

- Sentence and vocabulary work;
- Text extracts.

It is essential that the display is constantly referred to so that it can be drawn upon when writing.

Class Novels, the Reading Spine and Reading for Pleasure

In KS2, each year group has a class novel for each term/half term. These have been mapped out progressively and are the inspiration for much of our writing and cross curricular work, including PHSCE.

There is a class set of each book.

There is also a reading spine from which the teachers can choose books to use as part of the curriculum but also as part of '*Reading For Pleasure*'.

Reading for Pleasure is promoted in a number of ways:

- ◆ 3.00pm – Dedicated time for adults to read to the children
- ◆ lunchtime reading clubs;
- ◆ themed reading weeks;
- ◆ author visits;
- ◆ book displays;
- ◆ reading buddies.

Impact - Assessment and Record Keeping

At Wingrove we are continually assessing our pupils and recording their progress. Reading records will also be kept in a file. Assessment outcomes are used to inform the next cycle of planning thus ensuring a match of work to the needs of the pupils and ensuring progress. (See assessment policy for further detail).

Assessments are carried out on three levels:

Short term assessments are an informal part of every lesson (AFL). Teachers assess children on a daily basis through questioning and evaluating daily outcomes

Marking provides children with clear information on where they have achieved the learning objective (highlighted in green) and how they can improve (highlighted in pink)

Medium Term assessments are carried out half-termly in order to track individual children. Assessments will be annotated and a grade is assigned to each piece of work. The grades will be recorded on the trackers at key times throughout the year. Assessment outcomes are analysed by subject leaders and provide the focus for development within the subject for the coming year.

Reporting

All parents receive an annual written report which includes a summary of their child's progress in English over the year. In year 2 and year 6 this will include the results of the SATs tests which are undertaken during May. Parents will also be informed of ongoing progress via assessment cards presented at each of the three parents' evenings.

Equal Opportunities

As a staff we endeavour to maintain an awareness of, and to provide for, equal opportunities for all pupils in literacy. We aim to take into account cultural background, gender and any special need, both in our teaching attitudes and in the published materials we use with our pupils.

Children with Specific Needs (English as an Additional Language or Special Educational Needs)

Wherever possible we aim to fully include all pupils with in all lessons so that they benefit from listening and participating with others in demonstration, discussion and explanation.

Where necessary teachers will, in consultation with the specialist EAL teacher or the Inclusion Manager, draw up an individual plan for the child. Where appropriate children may work on an individualised programme with support or specialist staff. Children may also receive targeted support within the classroom.

Specific planning to meet the needs of such children is identified in the teachers' short term planning. This may take the form of modified tasks and resources.

More Able Pupils

Children, are taught in register groups within the appropriate peer group. They are extended through differentiated work.

Homework

Homework will be given out on specified days across the year groups. Parents will be informed every term of changes to routines. Homework across the school will consist of a reading book which will be taken home on a regular basis as well as a list of key words to spell. In Key stage 1 and 2, homework will increase to include reading books, spellings for the week as well as work which will be linked to work in class and to the in-school spelling programme. See homework and marking and feedback policies.

