

Lynnfield Primary School  
Reading Policy

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## 1. Rationale

We at Lynnfield Primary school believe that reading for pleasure is a fundamental part of childhood and lifelong learning whatever the child's ability, background or culture. Every one of our pupils is entitled to a rich reading curriculum which encourages the extensive reading of, and exposure to a wide range of high quality texts. Every member of staff fosters a love of reading and develops a reading for pleasure culture across the school.

We aim to develop pupils' love of literature through widespread reading for enjoyment, ensuring that all pupils:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Children will read for interest, information and enjoyment
- By the end of their primary education all pupils will be able to read fluently and with confidence in
- any subject in their forthcoming secondary education

*(National Curriculum 2014)*

Before children start formal schooling, in our Early Years provision, there is a strong emphasis on speech, language and communication. All Early Years staff have received two days of training as part of the Education Commission's Talk Matters Project. Every child is screened on entry to two-year-old provision, Nursery, Reception and Year 1 to ensure early intervention for those with speech and language delay and to identify areas of focus for teaching and learning. Parents are supported to develop children's speech language and communication through high quality interactions and rhyme and stories. Specific stories and rhymes are provided in the Talk Matters materials.

## 2. Early Reading

In Foundation Stage, reading opportunities are planned for throughout the day. The children are taught in a stimulating environment that is rich in written print. There are focused periods within the day when small groups of children share books and rhymes with adults in a more structured way. Children become familiar with a core spine of key texts. In addition, texts are selected to support and enrich each topic.

We place a strong emphasis on the development of aural and visual discrimination skills throughout Early Years and KS 1.

We recognise the fundamental importance of parental partnership in children's reading development and seek to promote this from the earliest opportunity through

weekly story time across Early Years, 'Read to Me' books and parental workshops to support high quality interactions. Parents are invited into school in the autumn term of the Reception year to learn about how reading is taught and developed.

In Reception, children take part in a daily 'Love to Read' sessions. This is ran as a whole class session using identified texts from the Talk Matters programme and is linked to this development area. Staff record children's responses to the text and their predictions in a floor book. This work is then taken through into the children's play. Teachers take the opportunity to extend children's understanding of language and develop vocabulary. Currently there is a particular focus on narrative and expressive language as this is an area for development with the current reception cohort.

### **3. Early Phonics**

Early Phonics is taught through Phase 1 Letters and Sounds and we place an emphasis on Aspect 7 towards the end of Nursery prior to starting the *Read Write Inc* programme. (See Appendix)

### **4. *Read Write Inc.* Phonics**

The programme is for:

- Pupils in Year R to Year 2 who are learning to read and write
- Any pupils in Year 3 and 4 who need to catch up rapidly because they are new to the country, new to school or have significant delays

In *Read Write Inc.* phonics pupils:

- Decode letter-sound correspondences
- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills through books closely matched to their increasing knowledge of phonics and common exception words
- Broaden their knowledge of literary knowledge using a range of linked texts
- Read common exception words on sight by practising them frequently
- Understand what they read
- Read aloud with fluency and expression books closely matched to their phonic knowledge
- Write confidently, with a strong focus on vocabulary and grammar
- Spell quickly and easily by segmenting the sounds in words
- Acquire good handwriting
- Develop vocabulary

Children who need additional support to secure phoneme-grapheme correspondence or blending access the one-to-one *Read Write Inc* intervention. Children in Year 2 who need to develop their fluency also access this intervention.

Before children start Reception, parents are invited to a session where they are informed about the teaching of early reading and offered guidance to further support

their child. In addition, parents are signposted to [www.ruthmiskin.com](http://www.ruthmiskin.com). Parents are encouraged to support children to practice phonics skills at home through a variety of activities and books that match the child's phonics knowledge to promote decoding, fluency and expression and comprehension.

## 5. Reading in Key Stage One and Two

*The programmes of study for reading at KS1 and 2 consist of two dimensions:*

**Word reading** (the speedy working out of the pronunciation of unfamiliar printed words and the speedy recognition of familiar words) and **comprehension**.

The English curriculum is taught through a progressive series of high quality texts chosen to inspire children and develop their spoken language, reading and writing.

## 6. Shared Reading (Reciprocal Reading)

During shared reading, the teacher's role is to make explicit what good readers do. Children access a text which is challenging to them individually. Children become familiar with a core spine of key texts. In addition, texts are selected to support and enrich each topic. We use Reciprocal Reading to structure shared reading sessions.

Reciprocal Reading is an instructional procedure for teaching children multiple strategies to improve their comprehension of a text. It supports children to monitor their reading comprehension using the strategies – before, during and after reading. The focus is on the strategies of **activating prior knowledge, predicting, clarifying, questioning and summarising**. Teachers model the strategies and support children to apply them independently using the gradual release of responsibility model.

## 7. Writing about Reading

A variety of activities are used to develop children's ability to write about their reading including reading journal activities and comprehension questions using content domains and end of key stage framework. Children draw on their reading experiences when composing extended writing.

## 8. Guided Reading

Guided Reading is a powerful way of supporting children to make progress in reading, providing a regular and supportive time where pupils encounter engaging texts which capture the imagination. For guided reading the class is divided into small groups of children of similar reading ability. Every group accesses Guided Reading at least once each week. The text is carefully selected at instructional level for the group and careful questioning for each session reflects a specific teaching focus appropriate to the group using the reciprocal reading strategy. Other groups working independently are given meaningful activities that develop their reading skills.

Other reading skills taught during shared and guided reading are: skimming, scanning and visualisation.

### **9. Independent Reading**

Children are strongly encouraged to read independently in order to build confidence, stamina and fluency, as well as develop their experience of a range of books and authors. Children keep a reading record of books which they have read in the Home/School reading record. Children have access to a wide range of books including fiction and non-fiction via the school library, levelled reading books across the school and classroom libraries.

As part of the curriculum, children are given the opportunity to read aloud to a variety of audiences.

Text choice is an important part of developing independence. Selecting texts for themselves motivates readers and helps children to develop and discuss their reading preferences. Children choose an appropriately pitched reading book with support where necessary to take home. Children's individual reading is monitored weekly. The expectation is that each time a child reads at home, a comment will be written in the reading record by the parent/carer or, in the case of older children, by the child and signed by the parent (the expectation is 5 times per week). A Reader of the Week award is given to one child in each class as a means of encouraging reading. In addition, we reward reading at home via our reading achievement awards.

### **10. Class reading for Enjoyment**

Teachers read aloud to their class frequently to introduce the children to authors they may never choose themselves; to provide opportunities for them to be immersed in the world of a book and to provide a model for expert reading aloud.

### **11. Reading Environment**

Classrooms and all school areas provide a print rich environment. Reading displays form a part of that environment – each class has have a reading area which is inviting in order to encourage children to read for pleasure.

At Lynnfield Primary, we value the refurbished school library. Every class is has a timetabled visit be to allow pupils to select/change books, read a story or do some research. The library is separated into two areas –the fiction library and the non-fiction library. School librarians from Year 6 work during playtime and lunchtime to keep the library in order and have received training to enable them to do this.

All pupils take part in promotional events such as World Book Day, Book Fair and the Summer Reading Challenge to raise the profile of reading at school and home.

### **12. Additional Support**

Children who are identified as falling behind may require additional support in order to catch up with their peers. Children in Year 1 and 2, who find phonic learning challenging may require additional Read, Write Inc support using the 1:1 tutoring pack. Children who have not met the required standard in Year 1 for the Phonics screening check, have their progress closely monitored and continue to access *Read, Write inc* in year 2. Currently some children from year 3 and 4 also access the programme to support their word reading. Pupils in Year 5 or 6 that are not yet reading fluently will be registered as having cognition and learning special educational needs, they will receive diagnostic assessments to inform teaching. There are a small number of children within year 5 and 6 who are accessing a pilot programme of Rapid Phonics to support their reading. We recognise the overarching imperative of teaching pupils to read fluently and confidently before they leave primary school.

Children who present with difficulty reading and understanding texts are tested using analysis of running records, to identify areas of strength and challenge, this ensures a more detailed understanding is gained on how to move the child forward and develop targeted support for their individual reading skills.

A range of fully decodable reading books are available to support reading for children who require

### **13. Assessment and Recording**

Teachers plan Assessment for Learning on a daily basis and use outcomes to inform future planning for individuals, groups and classes. Notes will be annotated on teachers' planning and the expectation is that judgements will be acted upon subjects. Formative assessment identified in Science, RE and Foundation subjects will be noted on the relevant plans but next steps will be addressed in English lessons.

Termly summative assessments of reading are made across the school using the Federation Standards. These set Age Related Expectations for each term for each year group. For reading, they are based on the gradual release model. Children are expected to demonstrate new learning with growing independence across the year. Teachers use outcomes from classroom learning, standardised tests and the difficulty of the text being accessed independently by the child to inform their judgements. Teachers are provided with examples of age-appropriate texts as a comparison to inform their assessment.

Moderation occurs within school, within the Federation and across the Local Authority on a termly basis to ensure the accuracy of judgements and agree next steps for children. Evidence is sought from cross curricular areas and not just from reading.

#### **14. Parental Involvement**

At Lynnfield Primary School, we strive to develop and encourage a strong partnership between home and school in order to develop a reading culture. It is our policy to send reading books home daily and to encourage parents and carers to contribute to their child's reading development. Parents are invited to attend reading workshops and year-group-specific home reading guidance is distributed in the form of leaflets.

Parents are signposted to the following website for further guidance:  
<https://www.oxfordowl.co.uk/advice-for-parents/>

**Review Date: January 2019**

**Reviewed by: S. Sharpe**

**Approved by Governors:**

**Next Review Date: January 2020**