Reading Policy

Intent

At Hallaton CE Primary School we are committed to developing the reading skills of our students through a clear, consistent, whole school approach.

Reading is a lifelong skill vital for independent learning and is therefore given the highest priority.   As a school, we work together to share the responsibility of developing our children's ability to communicate, use language and understand that words carry meaning. Success in reading has a direct impact on progress in all other areas of the Curriculum, therefore, it is crucial that, through quality teaching and learning, children develop an early love of sharing and engaging with books and enjoy developing into fluent readers.

Our aims and objectives are:

- To instil an interest in and a love of books, encouraging children to lead their own learning, become attentive listeners and independent, reflective readers.
- To promote and encourage a lifelong love of reading.
- To read with enjoyment and evaluate what they have read in order to justify personal opinions and preferences.
- Encourage care and ownership of books.
- To enable students to access, understand and begin to manage information.
- To begin to understand and discuss with others the meaning of what is read to them and what they read.
- To develop comprehension skills that enable, retrieval of information, simple understanding through observation of plot and deeper understanding of inferred meaning within the text.
- To develop reading strategies to decode and to develop key skills like accuracy, fluency, understanding and responding to a wide range of texts.
- To develop a critical appreciation of the work of authors, poets and illustrators in order to emulate these skills in their own written work.

Implementation

We believe that young people become successful readers through engagement in a wealth of sensory and literary experiences on a daily basis. A high quality learning environment is essential for effective listening and language development. We provide a literacy rich environment that supports our students both in their English lessons and activities and in their daily routines. School staff understand the importance of modelling the English

language, using clear and effective communication and children are encouraged to use new vocabulary in their spoken and written work.

Whole School

Each child has a book to take home at their level of ability, which is either from the colour banded books (KS1/YR3) or from the classroom library, which contains age and skill appropriate texts. Each class also visits our library weekly and selects a book of their choice to take home. Children or adults are encouraged to record anything they read in their Reading Records, which are differentiated for each year group and contain the Common Exception words to practise. This is closely monitored by staff to track progress and frequency if reading.

Each class has a **dedicated volunteer reader** to help support children who may not get the opportunity to read at home every day to an adult.

Each class has daily 30 minutes of whole class reading following the below approach based on an extract or class reading book (The teacher models the written comprehension tasks in Year 1 and children build up to answer questions independently on a two week basis.

	Monday	Tuesday	Wednesday	Thursday	Friday
Fluency	**Fluency First Read (15 mins)** Teachers reads to children – text displayed under visualiser large enough for all children to see. Teacher readers the full text aloud, text tracking with a pointer as they go. Discuss the text and make sense of it. Q What is it telling us? Q What kind of text of this? Q What are the key points in the text? Q What is the context?	**Echo Reading (5 mins)** Repeat the same part of the text read on Monday. Echo read 2/3 sentences at a time. Ensure children emulate your intonation, tone, speed, volume, expression, movement and use of punctuation. **Paired Reading (5 mins)** Read the same section of text. One partner read, one to be the teacher and then swap. Mixed ability pairs.	**Echo Reading (5 mins)** Repeat the same part of the text read on Monday. Echo read 2/3 sentences at a time. Ensure children emulate your intonation, tone, speed, volume, expression, movement and use of punctuation.	**Paired Reading (5mins)** Read the same section of text. One partner read, one to be the teacher and then swap. Mixed ability pairs.	**Independent Reading (5mins)** Children independently read the selected text in their heads.
Vocabulary	**Vocabulary (10 mins)** Prior to lesson, teacher to have selected 3 Tier 3 words to teach children. Share the word with children. Use my turn your turn to model the word, read the text around the word to define meaning. Give the definition to children in a variety of contexts. Discuss the word root, prefixes, suffixes, word families and links to other words. Brief activity linked to a word e.g. children write a sentence using the words on a white board.	**Vocabulary (10 mins)** Same three words as Monday but blank out either the word or meaning and ask children to retrieve the missing information. Brief activity linked to a word e.g. children write a sentence using the words on a white board.	**Vocabulary (10 mins)** In fiction texts, children to explore Synonyms and antonyms of words. In non-fictions texts children are to demonstrate they can use key vocabulary in context.	**Vocabulary (5 mins)** In fiction texts, children are to use their synonyms and explore shades of meaning. In non-fictions texts children are to demonstrate they can use key vocabulary in context.	
Comprehension	**Retrieval (5 mins)** 3 quick retrieval questions that are displayed on the board for children consider. Responses could be oral or on a whiteboard with sentence stems provided. *Question types must include a range of Who* • *What* • *Where* • *True of false* • *Multiple choice*	**Retrieval (10 mins)** Teacher to model using I do, we do, you do answering one questions as the teacher metacognitively model. Do one together as a class. Children to independently have a go at 5 retrieval questions. *Question types must include:* • *Ranking/ordering* • *Matching* • *Labelling* • *Find and copy*	**Inference (15 minutes)** Teacher to model using I do, We do, You do answering one questions as the teacher metacognitively models. Do one together as a class and then children work independently through questions. *Question stems to include:* • *Why do you think.....?* • *Why did X do/think.....?* • *What is the problem?* • *What can you conclude about?*	**Words in Context (20 mins)** Teacher to model using I do, We do, You do answering one questions as the teacher metacognitively model. Do one together as a class and then children work independently through questions. *Question stems to include:* • *Find one word that means the same as.....?* • *Which word tells us that X feels.....?* • *What mood does the word X create?* • *What effect was the author trying to create by using the word X?*	**Extended answer questions requiring evidence (25 mins)** Teacher to model using I do, We do, You do answering one questions as the teacher metacognitively models. Do one together as a class. Children to then have a go at one or two questions on their own. *Each week focus on a different domain:* • *Summarising* • *Prediction* • *Word choice* • *Comparison* • *Links between texts*

Each class will be read to by an adult at the end of every day, which will be from a range of sources e.g. class novel, topic related non-fiction, poetry and picture books.

Whole School termly Reading events to encourage a love of reading include; Reading Breakfast with families invited, World Book Day, Book Swaps, and Mystery Readers.

Our aim is for **our lowest 20%** of readers to read on a **daily** basis to an adult.

Our Writing curriculum is linked to a range of quality texts which cover a range of genre and authors. Please see our Reading Road map Document.

Phonics and Early Reading - EYFS and KS1

In EYFS and Year 1 children are taught decoding skills daily using a synthetic phonics approach. At Hallaton Primary School we follow the teaching sequence of the Twinkl synthetic phonics scheme together with the mnemonic phrases and visual resources from "Read, Write Inc". Whole word reading of 'common exception words' is incorporated into Phonics lessons in EYFS and Year 1. Children who are still using phonics as their main reading strategy continue to receive support with their phonics until they are secure, fluent readers.

Key Stage Two

In Key Stage 2 children continue to develop into independent readers. They select from a wide range of reading material appropriate to their age and stage of reading from their classroom library and Topic Box books, plus also have a library book of their choice. Children continue to read to an adult at least once a week and reading skills are taught during whole class reading lessons both discretely and across other subjects areas and new topic or subject related, vocabulary is taught explicitly. Children are taught to understand the deeper, inferred meaning within a text. They are given opportunities to discuss the author's use of vocabulary, descriptive writing and sentence structure to impact progress in both their reading and writing skills.

Children who are identified as not making expected or greater progress in reading will receive additional teaching sessions delivered by the Class Teacher or a Teaching Assistant. Children who are identified as needing significant input will be assessed by the school SENDCO or Specialist Dyslexia Teacher and an individual teaching programme will be implemented to accelerate progress.

COVID and the Recovery Curriculum

Class teachers will use their observational evidence, together with the assessments from the previous class teacher and summative date from NFER or SATS to identify the needs of individuals or groups of children that have gaps in their learning due to school closures. Reading lessons and activities will be planned and taught accordingly. Some children may

benefit from additional individual or guided group sessions during the week and class teachers will adapt their timetables to include these sessions. Topic related reading extracts and books will be used to explicitly teach reading skills and vocabulary across other curriculum areas where necessary.

Impact

The impact of teaching and learning in Reading is measured through continuous teacher assessment using Reading Assessment trackers and termly summative NFER assessments that support teacher judgements and ensure that teaching and learning is well-matched to learners' abilities.

We intend the impact of our English Reading Curriculum will ensure our pupils are academically prepared for life beyond primary school, equipping them with the skills necessary to be life-long learners with a love of reading.

Linked documents:

Reading Big Picture
Reading Progression Statements
Reading Road Map (currently in progress)

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By: Claire Stevens English Subject Lead
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