



Hamsey Green Primary School and Acorns Nursery

Reading Policy

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Introduction:

At Hamsey Green Primary and Acorns Nursery, we believe that success in reading opens doors to a world of knowledge.

It is important to lay firm foundations in this crucial area of the curriculum and establish approaches to the teaching of reading that suit the needs of our pupils.

In our school, we will strive to give pupils a stimulating environment, where reading materials are presented in an attractive and inviting way. Furthermore, within literacy lessons we create an environment that stimulates the generation of ideas from texts where all ideas are accepted and valued. The development of reading cannot be seen in isolation from writing, speaking and listening/drama.

Teachers will act as role models in their enthusiasm for both reading and writing by keeping up to date with current children's literature.

Aims:

- Encourage children to become enthusiastic and reflective readers by introducing them to good quality books, from a variety of cultures and in a range of different styles and formats.
- Ensure our children have sound phonic awareness and use a phonics first approach to reading.
- Develop the skills to 'word read' and 'comprehend'.
- Develop our children's understanding of a variety of text types including non-fiction, fiction, poetry and drama.
- Develop children's confidence, fluency, and independence when reading for different purposes.
- Equip children with the skills to answer oral and written comprehension questions.
- Develop children's abilities to reflect on and have an interest in what they have read and the language and punctuation choices made by the author.

The Reading Environment:

Class names are well-known authors for example: Inkpen, Murphy, Kinney, Blackman and Pullman. These have been chosen to promote the work of appropriate authors for primary school children.

Every class will have access to a reading area/book corner that invites children to come and read a variety of fiction and non-fiction texts reflecting genres, cultures, gender and race.

Each class will have a range of books available to pupils that reflect their current class topic.

All classes will have a text that is shared for the purpose of English lessons and a book that is for enjoyment. The latter book may be read to the children at the end of the school day or at any other appropriate moment.

Book Week activities will be engaging and link with the national theme.

Early Years:

Acorns Nursery:

At Acorns Nursery, the focus is developing children's language and communication skills through the Early Years Foundation Stage curriculum. Early matching, categorising and sorting activities within the Nursery environment are used to develop visual discrimination skills needed for early reading. Books are shared with the children on a regular basis. Children will experience early phonics and reading sessions.

Reception:

As part of the baseline assessments that take place on entry to Reception at Hamsey Green Primary, children's phonic skills and knowledge are assessed. The baseline also assesses children's reading skills, including each child's ability to recite a familiar nursery rhyme, re-tell a familiar story, use story language, read key words and talk about books they have shared.

Children are taught phonics daily using a systematic synthetic phonics scheme with songs and actions. Children have a mix of whole class input and specific groups for additional focussed work, either to help to close the gaps or provide additional challenge. As part of the daily phonics session children are taught to read high frequency words. When they are ready, children also take-home coloured "flashcard" words to practise recognising at home. Children are also encouraged to put them together to make and read sentences.

Reading is a high priority in Reception and children are exposed to high quality texts daily. As part of each half term's topic we have a "Book of the week" which the children listen to repeatedly through the week, completing different activities linked to the story, learning repeated refrains or key story language, sequencing events in the story, acting out the story, hot-seating and discussing as a whole class. Reading opportunities are through individual reading and group reading tasks.

Once a child is ready, they will start to read books that are linked to our Benchmarking system (universal assessment programme). These books are coded and banded and support the development of children's reading. In addition, children practise reading differentiated texts (devised by the staff) linked to their phonics and practising high frequency words. These are then sent home for the child to practise at home to help develop confidence and fluency.

Each child has planned reading time with an adult on a regular basis either on a 1:1 basis or in a group. A reading scheme or "story" book (depending on the child's ability) is shared and discussed with a strong focus on recognising key words, applying phonic skills to sound out and blend decodable words alongside discussion about the story, setting, characters etc. As children develop their comprehensions skills they are encouraged to answer higher level inference questions such as "How do you know....?" or "Why do you think.....?". When a child is ready, flashcards are also practised.

Key Stage One:

All children in Key Stage One have daily phonic lessons. Children may be grouped by ability for these lessons. Additional phonics support will be given to children in Year Two if they do not reach the pass mark in the Phonics test in Year One.

Children participate in daily reading activities (through the teaching styles of: individual reading, Guided and Shared reading) that are either led by teaching staff or require a child to show their independence in reading skills. Guided or Shared reading sessions assess the child's understanding of a particular reading or comprehension skill. When reading with an adult, alongside the skill being taught, children will be exposed to: reading aloud (fluency and expression) predicting, summarising and vocabulary discussion (when appropriate). Tasks will provide children with the opportunities to embed comprehension skills.

Children will have a coloured coded book that links directly to their level, which can be read at home. Staff encourage and support children in changing their reading book on a regular basis.

Children who require extra support with reading skills will read their individual reading book/have key word sessions throughout the week with a supportive adult.

Key Stage Two:

Children are responsible for regularly changing their reading books, either a coloured banded book or a free choice book from home or school.

Teaching of key reading and comprehension skills are taught through Guided Reading sessions or Whole Class reading time. During reading sessions children will read aloud, developing fluency and expression. Children are given the opportunity to answer a range of comprehension questions and types throughout the week. Reading materials and activities will also promote the development of children's vocabulary and support their word choices in writing.

Any child who requires 1:1 reading practise is given the opportunity each week with a supportive adult.

Comprehension:

It is paramount that children understand what they have read and can answer a range of questions about a text (reading to comprehend). Children begin with answering oral questions about a text (What, Why, Where, Who, When & How questions). When children are ready they will write the answers to questions. Children will be exposed to bespoke comprehension sessions and independent tasks that will support their development in answering different comprehension questions and styles. Children record their understanding of the key reading skills using VIPERS + C (vocabulary, inference, prediction, explanation, retrieval, sequence/summary + comprehension).

Assessment:

Each half term (or when appropriate) children will be Benchmarked. This allows teaching staff to assess their reading against a well-known system-giving a child a reading age. The Benchmarking system accurately assesses reading accuracy, speed and understanding.

When a child reaches 27+ on the system (at the teacher's discretion), they are considered to become a free reader.

Alongside Benchmarking, the teacher monitors each child's progress and sets targets based upon this. The year group expectations are also highlighted at least once each half term, using the school assessment system and progression of skills documents, so that progress against the statements is clear. Progress and targets are shared with the Senior Leadership Team, Reading Lead and with parents throughout the year.

If a child is not reaching their full potential in a reading skill or generally in reading, a half termly intervention will be put in place, monitored and reviewed during pupil progress meetings.

Talk for Writing:

At Hamsey Green we follow Talk For Writing which closely links to Reading. The children will be encouraged to express their understanding of the writing toolkits in terms of how they are shown in the books they are reading in terms of how the author describes settings, expresses characters, records dialogue, shows suspense and action and formulates openings and endings.

Reading Spine:

Each year group have selected texts/books that the children will be exposed throughout the year that encourage good author choice/ develop literacy skills and allow for increased vocabulary choices. These book choices may have a direct link with an English or Topic unit. These books also link with work to do with our English initiative Talk for Writing.

ERIC (Everyone Reading in Class):

Children also have 'enjoyment of reading' time where they will read a book of their choice. They can bring an appropriate book from home, select one from the Book Corner or Topic Area.

During this time, reading interventions may take place to support children to achieve their full potential. Children within these groups will still get opportunities to read for enjoyment.

To ensure children have books that they would select- the school have an Amazon Wishlist where books are added for parents/wider community can purchase for the school.

Story time:

There should be story time every day in all classes, so that children can hear how a good reader sounds. It is a time for children to enjoy books, while providing language rich experience and opportunities to develop vocabulary and comprehension skills. Story time also allows teachers to model reading out loud skills to their class in terms of fluency and expression. The text could take the form of a book written by the class author.

ECHO Reading (whole class or small groups):

ECHO read supports reading aloud with fluency and expression and the development of children's vocabulary. A member of staff reads a paragraph of text, modelling successful reading aloud strategies and then children read the same passage following the guides for reading aloud.

The texts are chosen to promote good word choice and vocabulary discussions. This will support word and author choice comprehension questions.

Individual Reading:

All children will have at least one individual reading book from the school's reading scheme. Once they have been assessed at reading stage 27+ confidently, then will then be considered a free reader (a range of rich chapter books by well-known authors are provided). Children who are free readers may also bring a book of their own choice from home with the agreement of their teacher. Books are carefully chosen to ensure they have the appropriate element of challenge.

Peer reading:

Classes from Reception to Year Six are paired with another class in school and the older children listen to the younger children read their reading throughout the term, supporting the child to read any tricky words and discussing the content together. Both classes benefit from this activity in terms of developing confidence and skills and the children thoroughly enjoy working together.

Library:

Each class has an allocated time to visit the school library. The Library is a calm and purposeful place that the children benefit from. This supports our aim to encourage reading for pleasure. The library is stocked with fiction and non-fiction books. Children are encouraged to recommend books to each other and take books home to share.

Parent involvement:

Parents are requested to hear their children read at home and are asked to comment/sign their children's reading record book every time their child reads. Guidance for reading with children at home is provided. Home reading is valued and rewarded.

Read with my Parent afternoons provide the opportunity for adults to read and share books at school with their children.

Throughout the year, reading workshops are provided to support parents with reading at home tasks.