



The Greens

Educate • Nurture • Succeed

Reading Policy

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Aims

At The Greens we want our children to;

- Read confidently and fluently and seek to acquire knowledge independently.
- Develop a lifelong enjoyment of reading, taking genuine pleasure from what they read.
- Develop the reading skills they need to access all areas of the curriculum.
- Understand the meaning of what they read and what is read to them.
- Read critically to ascertain what the truth is in a statement so that they may gain a balanced understanding of local, national and international issues.
- Make responses to what they read justifying those responses
- Become immersed in other worlds...both real and imagined!

At The Greens, we consider ourselves a community of readers. Therefore, we expect all adults to model and communicate their love of reading in the following ways:

- By planning regular Story time sessions and times when everyone in class is reading simultaneously
- By planning engaging shared and guided reading opportunities.
- By planning class participation in school and national literacy events which promote reading e.g. book and film festival, literature and art week, visits from authors and storytellers, World Book day.

Implementation

How is Reading taught at The Greens?

Approach

Reading is not simply the decoding of the words on the page but involves the ability to read, and understand, a wide range of different texts, including fiction, non-fiction, poetry, real world texts such as labels, captions, lists and environmental print. Competence in reading is the key to independent learning. It has a direct effect on progress in all areas of the curriculum and is crucial in developing children's self-esteem, confidence and motivation. Children should develop the following skills:

- To read aloud fluently and with expression.
- To read for meaning.
- To read a wide range of fiction, poetry and non-fiction material.
- To use a range of strategies for reading including. Phonics (identifying letters and their sounds and blending them together). Visual (whole word recognition and analogy with known words). Contextual (use of picture and background knowledge). Grammatical (which words make sense).
 - To recognise vocabulary, grammar and literary devices in texts which can be used effectively in writing.
- To read a text critically and know how to improve it.

The Reading Curriculum

Reading is taught daily throughout the school. We recognise that reading is a highly interconnected subject, so teachers, therefore, consider links between areas of reading in their planning across the curriculum.

Pre EYFS and Early Years Framework: Pupils will primarily focus on teacher led reading. Pupils will listen to stories, sounds and words in order to develop their comprehension skills. They will learn to:

- Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate, where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

In addition, pupils will develop their understanding of phonics using our chosen reading scheme 'Letterland' (more details about our implementation of phonics is below) Pupils will aim to work towards achieving the following:

- To be able to say a sound for each letter in the alphabet and at least 10 digraphs.
- To be able to read words consistent with their phonic knowledge by sound-blending.
- To be able to read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Key Stage One and two: Pupils will continue to build upon the skills developed during EYFS and once they have managed to achieve all of the objectives outlined above they will then take part in small group guided reading sessions. The focus of these sessions will be word reading and comprehension (both listening and reading). Each week students will develop their linguistic knowledge (in particular vocabulary and grammar) and their knowledge of the world. Comprehension skills will be developed through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.

All pupils will be encouraged to read both fiction and non-fiction texts to develop their knowledge of themselves and the world in which they live. Regular trips to the library will be incorporated into these sessions to establish an appreciation and love of reading and to experience a wide range of books and authors. In addition, pupils will be encouraged to read in 1:1 reading sessions where they will get the opportunity to read aloud.

Texts will be carefully selected with both appropriate content and reading level for the group/individual. Objectives for guided reading will be shown on weekly plans and linked to the key learning objectives. The length of time spent on individual objectives are informed by teacher knowledge of the pupil's needs. Content is designed to be progressive and challenging for all. Teachers will plan to support pupils where necessary and identify the implementation of intervention and they will also challenge children who grasp the curriculum quickly to extend their learning beyond the key stage.

The Reading Environment

Classrooms and all school areas will provide a print rich environment to promote the importance of reading. Reading displays will form a part of that environment. EYFS

learning environments will have a welcoming book corner, KS1 and KS2 classes have an area of the library each which contains reading books at their level of reading and topic-themed collections of non-fiction books.

Reading in the curriculum

Our curriculum is rich in opportunities which help develop reading skills and our book store is being constantly reviewed to encompass our curriculum.

Teachers should take every opportunity to develop reading skills in the wider curriculum and curriculum plans reflect this. Furthermore the curriculum itself gives the children contextual knowledge which then allows them to access books with challenging vocabulary.

Differentiation Challenge

Teachers use questioning to promote understanding and deepen learning during both guided reading group sessions and during 1:1 intervention and reading sessions. Children can be challenged through:

- Using deep, challenging questioning and tasks.
- Peer tutoring where necessary.
- Designing and solving own problems.
- Explaining their reasoning.
- More varied fluency in a range of contexts.
- Changing the unknowns in a problem

Student progress will be closely monitored and if pupils require support in a specific area of phonics they may be assigned 1:1 time to consolidate learning. They may work in small groups if more than one student has the same learning need. Consultation with the school SENDCo is essential to ensure children are placed on programmes appropriate to their needs. This will be based on prior and ongoing assessment. The children are tested regularly to ensure that they are working at an appropriate level and are making progress. Teachers are skilled at meeting the needs of more able children through discussion and questioning and by devising activities to stretch and extend them. Therefore, intervention is reactive to pupil's needs and is organised by the curriculum lead when required.

Differentiation will take many forms:

- Well-crafted tasks designed to meet individual learning needs.
- Time spent on a particular area of difficulty.
- Over learning or pre-teaching.
- Open ended enquiries.
- Mixed ability groupings (changed regularly) provide an opportunity for peer to peer support and scaffolding of learning.
- Skilled questioning from teachers during lessons.

We are committed to providing effective learning opportunities for all pupils and apply the three principles for inclusion into planning and teaching.

Suitable learning challenges will be set for all pupils with the aim of maximising achievement for all pupils at an appropriate level for each individual. Teachers will respond appropriately to pupils' diverse learning needs and be aware of the needs of differing genders, special educational needs and disability, as well as different culture, social and ethnic backgrounds.

We are committed to the principle of equality of opportunity and this will be reflected in the curriculum offered to pupils and in the conduct of staff and pupils. Our reading collections include books which reflect our diverse, multi-cultural society.

Special Educational Needs

At The Greens-ENS we are committed to ensuring pupils make good progress in reading regardless of gender, race, class or disability. Reasonable adjustments are made by the class teacher to ensure individual learning needs are planned for to allow all children to succeed. Teachers use children's individual aims to design tasks, adapt teaching approaches and produce resources to support children with special educational needs.

Teachers provide extra support intervention for children with SEN who struggle to access the curriculum and challenge for children who have strengths in reading. Planning for SEN should address their barriers to learning in order to progress to their ability.

Assessment Feedback

Teachers will use a range of AFL strategies to ensure pupils receive feedback in a timely manner. They may choose to formally mark work and discuss this with pupils or choose to give verbal feedback during lessons, offering immediate feedback. In both instances the teacher will provide challenge and support to ensure the reading needs of the pupil are being met. Children may also self or peer assess their work during a lesson with reference to their learning objectives and success criteria. Teachers will set next steps for pupils to indicate targets for making progress in their learning. They may pose questions to extend children in their thinking if they have a secure understanding of the objective or provide support to address misconceptions and correct errors. In EYFS and KS1, children have regular phonic and common exception word assessments to keep track of their progress. This continues into Key Stage 2 and 3 for pupils who are still working at the phonic stage. In KS2 and KS3 the focus shifts to spelling and vocabulary which is tested weekly.

Support from parents

Support from parents is paramount if a child is to become a successful and competent reader, reading should continue at home. We strive to develop and encourage a strong partnership between home and school. It is our aim to send reading books home regularly and to encourage parents and carers to practise reading at home, this can be done in the form of reading favourite bedtime stories, comics or magazines. The school aims to support parents who are struggling to get their child to read at home with strategies to motivate and encourage their child to adopt a love of reading. Age appropriate books according to pupils' reading levels will be provided for parents.

Home Reading Books

Children working on phases 1 to 4 and 'fix it' Phonics will take home books they have read in guided reading sessions which are linked to the Letterland phonics scheme of learning or an alternative levelled book from the Julia Donaldson, Songbird collection which again supports the letterland phonics scheme. Pupils are also encouraged to choose a book from the school library for parents to read to them at home. Pupils will take their reading book home with their reading record and read it to their parents/carers who will sign it as proof that it has been read. Parents and teachers are encouraged to make comments when appropriate to praise students or to identify areas of difficulty which may trigger further intervention sessions or consolidation work. Regular comments from teachers should guide the focus of parents at home. Teachers will keep an overview of pupils' selections to ensure that they are diversifying in their book choices and to be an encouraging role model. This will be recorded on the assessment tracker which is overseen by the Curriculum Lead.

Impact

We monitor the impact of our Reading approach through:

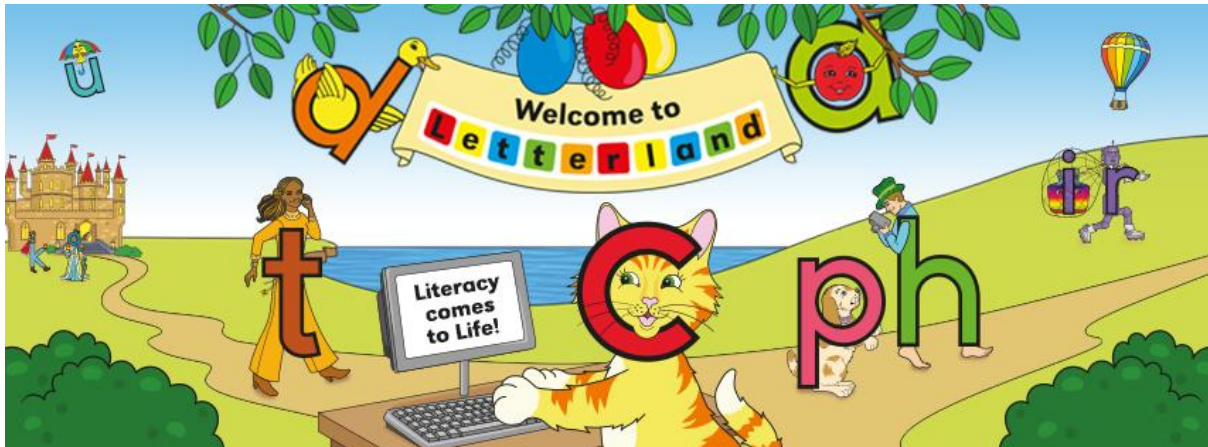
- Termly assessment tracking information being shared with SLT (including key areas of concern).
- Learning walks and observations.
- Pupil enjoyment and confidence in reading.
- Whole staff moderation sessions focussed on progression of one area of reading across the school
- Termly pupil progress meetings with the head and SENDCO with key children requiring support or challenge identified and shared with SLT prior to the session.
- Head Teacher and SLT monitoring.

Phonics

We teach systematic synthetic phonics using our chosen phonics scheme, Letterland. Why have we chosen this scheme?

- Much research shows that well taught synthetic phonics opens up reading and writing to children.
- Daily lessons allow for 'over teaching' for quick recall and application.
- Letterland is a multisensory synthetic phonics programme which is particularly appealing to young children.
- A good range of online resources makes continued learning at home easily possible.
- Letterland is one of the DfE accredited phonics programmes.

"Synthetic phonics offers the vast majority of young children the best and most direct route to becoming skilled readers and writers" Sir Jim Rose, Rose Review of Reading 2006



All children at The Greens who have phonic lessons have a unique Letterland login which they can use safely at home. A small number of additional logins are available for older children who benefit from continued access.

EYFS

The key focus is phonetic awareness including recognising and repeating rhyme and alliteration and hearing and moving to syllables and rhythm in words and phrases.

Starting in the Spring term, children are introduced to all 26 Letterland characters with their corresponding sound in alphabetical order.

We follow the sequence outlined in the 2021 updated Letterland handbook. Letters are taught in a sequence which allows for early blending to read words and segmenting for writing. Children must use the letter sounds in blending and segmenting and when looking at the printed letters. Character names are prompts and are only used when the character picture is shown with the letter.

Letterland lessons occur every day and must include a range of multisensory activities linked to the target phoneme. Letterland texts must be read frequently in class before they are set as home reading tasks so that the children are already able to read them with a high level of confidence and accuracy.

KS1 & KS2: P1

Phonics lessons follow much the same pattern as in EYFS with a greater emphasis on writing sounds and words. Prepare and Share home learning tasks are based on previously introduced phonemes and recapped on the Friday when the tasks are returned to school.

KS1 & KS2: P2

Phonics lessons begin to give way to lessons focussed more on spelling patterns (including suffixes and prefixes) and grammar rules.

Assessment

Recognition of graphemes in isolation and blending in reading are assessed at agreed intervals using the Letterland assessment resources. This allows teachers to measure the success of teaching strategies and identify any graphemes that need

further practice. We aim to offer sessions during the year to guide parents and carers in supporting their children's development of Phonics and early reading skills.