



Farndon Fields Primary School

Reading Policy 2022-2023

Headteacher: Nikki Matthew

English Leads: Katie Prime & Belynda Jones

Early Reading Lead: Nikki Matthew

Policy Date:	April 2023	
Policy Review Date:	April 2024	
Ratified by Advisory Board:		

Reading Policy

Rationale

This policy reflects the school's aims and objectives in relation to the teaching and learning of Reading. It sets out a framework within which teaching and non-teaching staff can operate. It gives guidance on planning, teaching and assessment. The policy should be read in conjunction with the National Curriculum which sets out the rationale for teaching each area of the English (Reading) Curriculum and specifies the skills that will be developed for the majority of pupils in each year group. This document is the outcome of consultation and review undertaken by the English subject leader with the staff. At Farndon Fields Primary School we use the new National Curriculum for English (2014) as the basis of our English teaching and learning programme.

We supplement this with the Discovery Schools Academy Trust 'Language Comprehension Framework' and the RWI Phonics programme.

Our Mission

Our vision is for Farndon Fields to be a high achieving, vibrant learning community in which children are nurtured, motivated and have outstanding expectations for themselves and others.

Our Values:

Nurture, Inspire, Learn, Succeed

Intent

Reading is a complex skill with many components. Successful approaches to the teaching of reading should encourage children to use a variety of strategies in their pursuit of meaning. It is important to lay firm foundations in this crucial area of the curriculum and establish a consistent whole school approach to the teaching of reading.

The policy document is designed to ensure that Farndon Fields Primary School meets the needs of all pupils, taking into account their individual contexts and strengths. It is important that we meet the diverse needs of all pupils to ensure inclusion for all and that all pupils can confidently apply all reading skills.

We aim to ensure that all children:

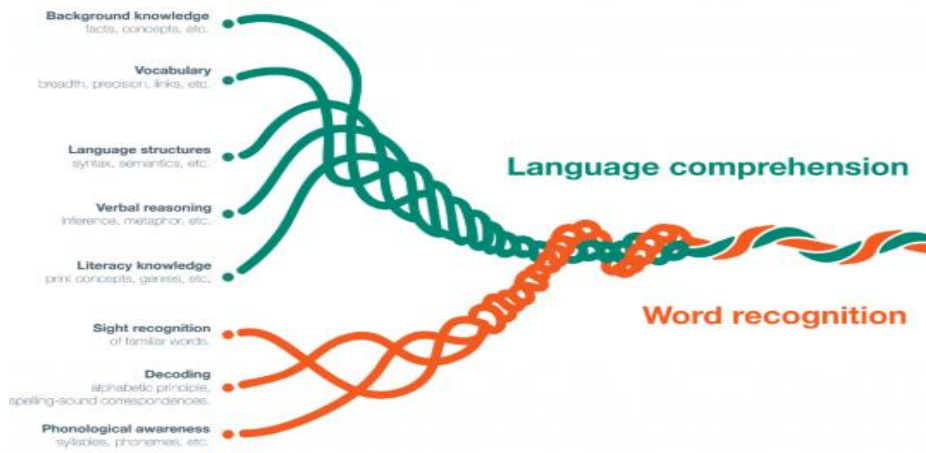
- are given access to quality, age-appropriate reading books.
- receive quality first teaching and high-quality modelling of all the skills required to become a proficient reader, these include:
 - *To explain the **meaning of words** in context*
 - *To **retrieve** and record information, identifying key details from fiction and non-fiction*
 - *To **summarise** main ideas*
 - *To **make inferences** from texts, explaining and justifying inferences with evidence from the text*
 - *To **predict** what might happen (from details stated and implied)*
 - *To **explain** how information/narrative content is related and contributes to meaning as a whole*
 - *To **identify** and **explain** how meaning is **enhanced** through choice of words and phrases*
 - *To make **comparisons** within a text*
- have the opportunity to develop reading accuracy, fluency, and understanding.
- develop the ability to use and manipulate a variety of texts, both fiction and non-fiction.
- are given time to read at school.
- are given extra support with reading at school (when they are not so well supported at home)
- acquire a love of reading for pleasure.
- develop the independence to apply all of the reading skills taught in school.

The Farndon Fields Primary School curriculum for reading consists of two dimensions:

- word recognition
- language comprehension

It is essential that teaching focuses on developing pupils' competence in both dimensions.

FIGURE 1: THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING



(Scarborough, 2001)

Word Reading

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (*decoding*) and the speedy recognition of familiar printed words (*sight vocabulary*). Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading.

Word Recognition comprises of three elements:

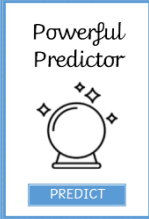







- Sight words (*including words that are high in frequency and common exception words*)
- Decoding strategies (*involving grapheme/phoneme correspondences*)
- Phonological awareness (*though the direct and systematic teaching of phonics*)

Language Comprehension

Our teaching of reading has carefully considered the balance of the National Curriculum's statutory **Programmes of Study** and the **Content Domains** identified in the Reading Test Developer's Frameworks for KS1 and KS2.

Relevant skills identified in both of these documents, act as a basis for the teaching of language comprehension and also reflect the rigour and expectations of the milestone assessments which pupils encounter during their journey through the primary phases of their education.

We refer to each of the Content Domains as a Reading Skill:

Reading Skill Name	NC KS1 Content Domain link	NC KS2 Content Domain link
	1E - Predict what might happen on the basis of what has been read so far	2E - Predict what might happen from details stated and implied
	1A - Draw on knowledge of vocabulary to understand texts	2A - Give/explain the <u>meaning</u> of words in context
		2G - Identify/explain how the <u>meaning</u> is enhanced through the <u>choices of words and phrases</u>
	1B - Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information	2B - Retrieve and record information / identify key details from fiction and non-fiction
	1D - Make inferences from the text	2D - Make inferences from the text / explain and justify inferences with evidence from the text
		2F - Identify / explain how information / narrative content is related and contributes to meaning as a whole
	1C – Identify and explain the sequence of events in texts	2C - Summarise main ideas from more than one paragraph
		2H - Make comparisons within the text

Year Group Progression

Teachers will be required to teach children the different **content domains** (which are also the key skills of the National Curriculum) in order to help the children's language development and understanding. The progression of expectations, for both teacher questioning and age-related pupil responses are clearly mapped out on the school's 'Reading Progression Map'. (*See appendices*)

Implementation

Phonics and Early Reading: EYFS, Year 1 and 2

At Farndon Fields, systematic synthetic phonics is taught across EYFS and KS1 as well as in intervention sessions across KS2. In Foundation Stage and in KS1 we do this using the Read, Write Inc. phonics scheme.

Research shows that phonics being taught in a structured way is the most effective way to teach young children to read (starting with the easiest sounds and progressing through to the most complex).

According to the DfE (Department for Education), ‘almost all children who receive good teaching of phonics, will learn the skills they need to tackle new words’. They can then go on to read any kind of text fluently and confidently, and to read for enjoyment.

The programme is for:

- pupils in EYFS to Year 2 who are learning to read and write,
- any pupils in Years 2, 3 and 4 who need to catch up rapidly.

We teach pupils to:

- decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills,
- read common exception words on sight,
- understand what they read,
- read aloud with fluency and expression,
- write confidently, with a strong focus on vocabulary and grammar,
- spell quickly and easily by segmenting the sounds in words,
- acquire good handwriting.

We realise the importance of phonics as it provides children with the building blocks needed to become successful readers. They are taught how to recognise the sounds that each individual letter makes, identify the sounds that different combinations of letters make – such as ‘sh’ or ‘oo’ and then blend these sounds together from left to right to make a word. Children can then use this knowledge to ‘de-code’ new words they hear or see.

Mini Oaks (F1)

Phonics learning starts from when our children enter F1 within our Mini Oaks provision. We encourage our youngest children to develop a love of language and enjoy listening to stories and rhymes. Initial letter sounds are gradually introduced informally through carefully planned continuous provision opportunities. Our Early Years practitioners work hard to develop the children’s listening skills, discriminate phonemes and blend and segment words orally.

Foundation Stage (F2)

As soon as children start in EYFS, RWI Set 1 Speed Sound lessons are taught every day. Towards the end of the 1st half term in Autumn, a baseline RWI assessment is completed to enable the Reading Leader to determine the phonic knowledge of each child. As a result of this assessment, classes are split into small homogenous RWI groups. This grouping allows for children that know many sounds to focus on learning the technique of assisted blending, and then to quickly progress to independent blending. Children that know some sounds are taught unknown sounds, then progress onto assisted blending. Children that know none or very few sounds, learn the Set 1 sounds from the beginning, in very small groups, with a focus on repetition and Fred talk.

EYFS pupils learn sounds and the corresponding graphemes, or groups of letters which represent each phoneme. Simple mnemonics help children to quickly grasp this phoneme-grapheme relationship. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. As well phonics being taught discreetly every day, the children also have further opportunities to consolidate their phonics learning through activities planned into the continuous provision.

KS1

In KS1 we continue to develop children's phonics knowledge through the RWI scheme. The children continue to consolidate their learning on Set 1 and 2 sounds before moving on to learning Set 3 sounds, which enable them to read and write a range of words. Children learn different representations of a sound ('graphemes'), for example ay, a-e, ai. This enables children to become more confident with not only their reading, but also spelling and develops skills which are transferrable to their writing.

Across KS1, children have daily phonics lessons. Each session is broken up into different parts including revision of previous sounds taught, teaching of a new sound, reading words with the new sound and writing them. We do this through a range of games and activities to engage the children and ensure they enjoy their learning, making it a memorable experience.

Phonics is embedded across the curriculum and the children are encouraged to use phonics to support them in a range of topic work. Phonics are displayed in each classroom across the school, including the RWI sounds and tricky red words (words than cannot be sounded out). The children are encouraged to use these to support their writing in all lessons across the curriculum.

Throughout the year we invite parents to phonics workshops and training sessions. These support the parents in listening to their child read and encouraging their child's development of phonics.

The children are expected to write at the level of their spelling knowledge. The quality of the vocabulary they use in their writing reflects the language they have heard in books the teacher has read to them; they have also discussed what the words mean.

See below for the RWI phonics overview (note: we do not use the 'Get Writing! Books' as we have our own writing programme).

New Speed Sounds to learn	Speed Sounds to review	Progression of Storybooks and Get Writing! Books	Extra practice if needed: Non-fiction	Extra practice if needed: Fiction
Set 1 + blending				
	Set 1 + blending	Sound Blending Books (1–10) Red Ditty Books (1–10) Get Writing! Red Ditty Books (1–10)		Ditty Photocopy Masters
Set 2	Set 1 + blending	Storybooks Green Set 1 (1–10) Get Writing! Green Book	Green Non-fiction	Green Set A
Set 2	Set 1 + blending	Storybooks Purple Set 2 (1–10) Get Writing! Purple Book	Purple Non-fiction	Purple Set A
Sets 2 and 3	Sets 1 and 2	Storybooks Pink Set 3 (1–10) Get Writing! Pink Book	Pink Non-fiction	Pink Set A
Set 3	Sets 1 and 2	Storybooks Orange Set 4 (1–12) Get Writing! Orange Book	Orange Non-fiction	
Set 3	Sets 1 and 2	Storybooks Yellow Set 5 (1–10) Get Writing! Yellow Book	Yellow Non-fiction	
Set 3	Sets 1 and 2	Storybooks Blue Set 6 (1–10) Get Writing! Blue Book	Blue Non-fiction	
Set 3	Sets 1 and 2	Storybooks Grey Set 7 (1–13) Get Writing! Grey Book	Grey Non-fiction	

We have linked our school’s approach of the KS1 Reading Skills with RWI. The RWI ‘Find It’ questions, mirror our Fabulous Finder skill, and their ‘Prove It’ questions mirror our Invincible Inferer skill. RWI group leaders use our Reading Skill terminology and posters with the children to support children as they progress through RWI and onto our Whole School Reading approach.

Expectations:

Our aim is for pupils to complete the phonics programme as quickly as possible. The sooner they complete it, the sooner they will be able to choose books to read at their own interest and comprehension level.

We aim for most of our pupils to have completed the phonics programme by the end of the first term in Year 2 and the rest of the pupils to complete the programme by the end of Spring 1.

Our ultimate goal is for all children to be accurate and speedy readers by the time they enter Key Stage 2.

- Pupils should leave F1 with good phonological awareness – being able to orally blend and hear initial sounds in words.
- All pupils in EYFS (F2) should be able to recognise and read all single letter sounds by the end of Autumn 2 (RWI Set 1 sounds).
- By the end of Autumn 2, all pupils in EYFS should be blending simple CVC words.
- By the end of EYFS all pupils should know one way of reading and writing every sound (RWI Set 1 and 2).
- By Spring 2 all pupils in Year 1 should know all alternative graphemes (RWI Set 1, 2 and 3).

Whole Class Reading: Year 2 – Year 6

Once the children have completed the RWI programme, they move onto Whole Class Reading lessons – usually at the start or part way through Year 2. Whole Class Reading lessons happen daily.

How it Looks in the Classroom:

Generally, one age-appropriate text is studied over a week (although there may be times where more than one text is read over the week depending on the text or focus). Each session focuses on one of the Reading Skills (Content Domains) with teachers explicitly modelling the skill (*Guided Question*), and then the children individually demonstrating the skill (*Independent Questions*). Questions explored match the focus of the session and are carefully matched to the expectations of the particular year group (making use of the school's 'Reading Progression Map' to aid appropriate progression).

Over each half term, all the Reading Skills are taught, with particular emphasis on three: Language Learner, Fabulous Finder and Invincible Inferrer. Powerful Predictor and Remarkable Rememberer skills are regularly used during the class story after lunch.

During the Guided Questions, teachers explicitly model and teach key strategies which support children with learning that skill. For example: looking at root words within a word during a Language Learner lesson; modelling skimming and scanning in a Fabulous Finder lesson; or identifying clues in the text during an Invincible Inferrer lesson.

Whilst some questions will be discussed orally, children record most answers (working in pairs/individually). While the children are answering the Independent Questions, class teachers and support staff work with a focus/target child/group.

Answers to questions are discussed at the end of each session and the children use their highlighters to indicate if they have answered correctly (yellow – correct, blue – incorrect). If they have made any errors or need to add to an answer to make it more precise, they do this in purple pen.

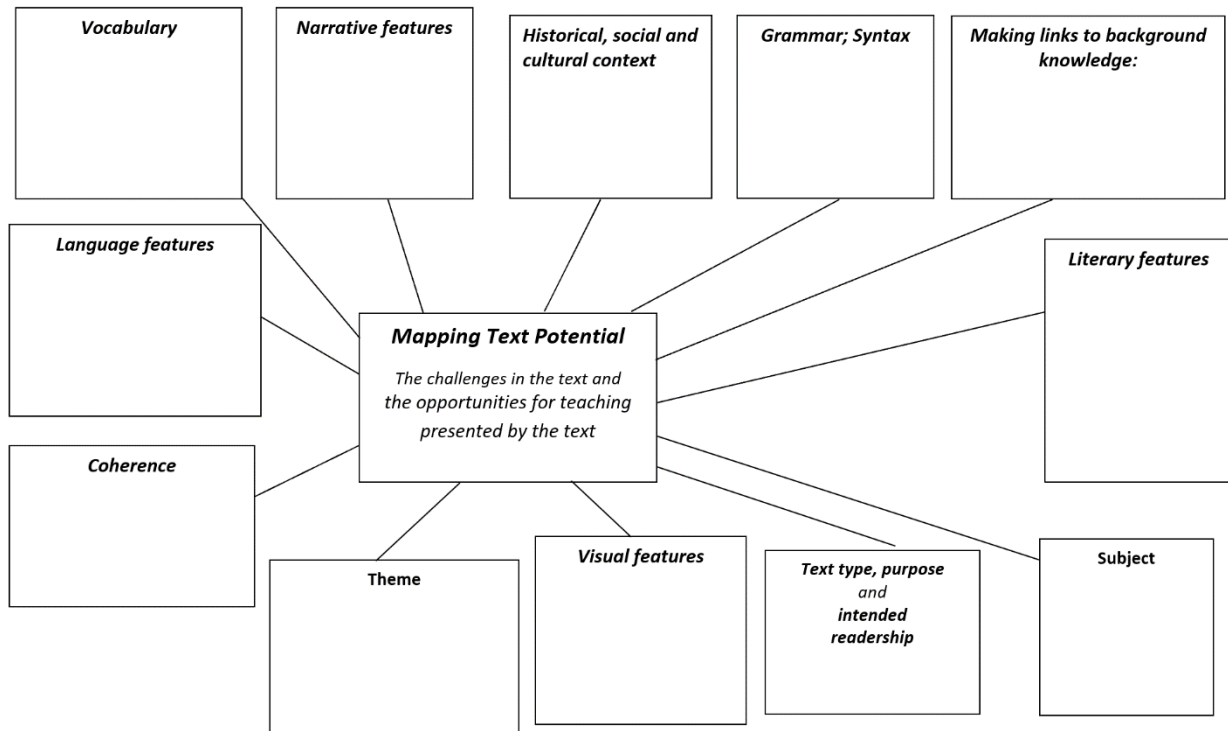
Text Selection:

Text choice is based on a range of components. Texts chosen should be:

- Age appropriate (in length, vocabulary and content)
- Linked to the class topic where appropriate to allow cross-curricular learning (when texts do not link to the class topic, they are of high quality)
- Chosen to ensure a coverage of text types over a term (explanation texts, narratives, diaries, letters newspapers, songs, poetry etc)
- Reflect a range of diverse stories that reflect different perspectives and experiences

Teachers have access to this frame to help them decide if a text is appropriate for their class.

Exploring what the text offers



Tennent, W., Reedy, D., Gamble, N., and Hobsbaum, A. (In press) *Guiding Readers: Layers of Meaning*. London: UCL/ IOE.

Fluency:

In order to help our children develop fluency with their reading in KS2, one reading lesson a week has a fluency focus. During these lessons we explicitly teach the children a range of techniques to develop their fluency: responding to punctuation, chunking, increasing/decreasing pitch or speed etc. When we read fluently, we say we are reading with our 'performance voice'.

The Reading Environment:




Posters displaying the Reading Skills are displayed in every classroom (EYFS and KS1 only have the ones relevant for their age groups). We have these posters as part of our reading environment and reference them during our reading lessons, and throughout the day when opportunities arise.

Each classroom also has the 'Never Heard the Word' frame which supports the children in learning new vocabulary. It also enables them to see the progress in their understanding as words move to the 'Understand the Word' part of the frame.

We seek to promote a love of reading at every opportunity. We have a lovely library filled with a range of high-quality texts which allows the children to choose from a range of authors and genres. We also have books which support our children in learning about diversity and representation. Additionally, we regularly borrow fiction and non-fiction books from the Creative Learning Services (Leicestershire library services) to ensure we have a rich selection of books linking to the class topics. We regularly arrange open session for parents to join us to promote reading and invite authors in.

Individual Reading:

All children have access to a range of books to read for themselves. The table below shows the books children bring home each week and our expectations of reading diaries. This guide is at the front of each child's reading diary, so it is accessible for our parents.

HOME READING DIARIES			
	Here at Farndon Fields we are eager that teachers and families work together to help all our children develop a confidence and love of reading! This sheet outlines how you can support your child at home. Please make sure your child brings their reading diary and their reading book/s into school every day.		
	Please note that your child's teacher listens to and supports your child's reading regularly in our reading lessons and throughout the day in other curriculum areas. They do not record this in their reading diary; the diaries are a record of reading that happens at home.		
	What to expect from your child's teacher	Expectation for our parents	Books the children will bring home each week
EYFS	<ul style="list-style-type: none"> Teachers will write which book will be sent home each week. They will <i>possibly</i> give advice e.g. practise the 'oo' sound. 	<ul style="list-style-type: none"> Listen to your child read at least 5 times a week. Record what your child has read – sign and date. If you wish to write a comment about their reading, you can, but there is no obligation to do this. 	<ul style="list-style-type: none"> Their RWI book (either a physical copy or an e-book) – they will have read this book in their RWI lessons so should be able to read this confidently. This is an opportunity for them to show and celebrate how much they have learnt! A levelled sharing book (either a physical copy or an e-book) – this a book for the children to share with you They will be able to read some of it themselves but will need support with some words. This is an opportunity to really enjoy a book together!
KS1	<ul style="list-style-type: none"> Teachers will check diaries once a week and will sign/stamp and date. 	<ul style="list-style-type: none"> Listen to your child read at least 5 times a week. Record what your child has read (both their school reading books and any other reading) – sign and date. If you wish to write a comment about their reading, you can, but there is no obligation to do this. 	<ul style="list-style-type: none"> A picture book or story book from the library – just like you would at a local library! Your child can swap their book when they are ready to. These would make great bedtime stories!
KS2	<ul style="list-style-type: none"> Teachers will check diaries once a week and will sign/stamp and date. 	<ul style="list-style-type: none"> Your child needs to read at least 5 times a week, 3 of these need to be with you, the others can be independent. Your child should be encouraged to record their own reading (both their school reading book and any other reading) in their diaries – parents are to sign and date this. 	<ul style="list-style-type: none"> A levelled book - once they have finished it (if it is on Accelerated Reader) they will quiz on this in school and then choose their next book. Please note some children may be directed to read on Reading Buddy.
Encouraging a love of reading! In order to help every child in our school foster a love of reading, we strongly encourage you read aloud to your child for at least 10 minutes every day (possibly as a bedtime story). Studies show that this alone vastly improves children's reading! Don't stop reading to them once they can read independently – even the oldest children in school will benefit from hearing stories being read aloud! If you are looking for a good book to share with your child, please ask your child's teacher for a recommendation, or take a look at: https://www.booksfortopics.com/year-1 and scroll through to find your child's year group.			If you are looking for support in how to check your child has understood what they have read, please look at the 'Reading Prompt' bookmark and sheet in the front of your child's reading diary. 

The reading diaries also contain a range of question stems which parents can use to help them as they talk to their children about the books they read together at home.

Accelerated Reader

We use the Accelerated Reader programme in KS2. Each term/half-term, the children complete a STAR test which provides them with a ZPD (two levels which they can read between). The children then choose their reading books from within their ZPD. This ensures that every child is reading a book at the correct level and with the correct amount of challenge. Every child is given time each day to read their Accelerated Reader book, as well as being encouraged to read it at home 5 times a week. Once they have finished reading the book, they take an online quiz (during the school day) which assesses their comprehension of the book.

Online Reading Resources

We also use the Oxford Owl E-Book Library in KS1. These are online libraries of all the RWI reading books in e-book format. Children have their own individual logins for these and can access them from home. Books are assigned by the phonics teacher to correspond with the colour book they have practiced that week. This resource also provides the opportunity for children to take a simple quiz at the end of the story. Alongside this, children take home a matched phonics reading book and a library book of their choice.

Inclusion and Equal Opportunities (challenge for all):

We believe every child should have equal opportunity to achieve their full potential and access an ambitious and coherent curriculum that leads to deep learning and an understanding of a sustainable world, regardless of race, sex, gender identity, cultural background, disadvantage or Special Educational Needs or Disability.

If a child has a special educational need or disability, we do our very best to ensure we meet that child's individual needs. No child is left behind to struggle.

In EYFS and KS1, the children are grouped in homogenous groups based on their current reading ability / phonics attainment. Where appropriate, daily one-to-one tutoring (for 10 to 20 minutes) is also in place for those who are not making the expected progress – this is in addition to their group session in the morning. This tutoring helps us to meet all children's individual needs. Once these pupils have learnt to read, they will receive additional support when learning to spell.

In KS2 Whole Class Reading lessons, the lower-attaining children will receive support in a variety of ways. This differentiation may be through: resources used, the difficulty of the task, questioning, support given and outcome.

Where appropriate, interventions are used to support children with their individual needs.

Interventions may include:

- DIPT reading and spelling
- Nessy – dyslexic reading and spelling programme
- Fluency Interventions
- Phonics one-to-one tutoring

Across the broader curriculum, inclusive strategies and technologies are used to ensure pupils who have difficulty with reading are supported to access the wider curriculum, for example the Immersive Reader software inbuilt to all Microsoft programmes allows texts to be read aloud/font sized changed/colour overlays accessed etc.

We aim to ensure that every child is challenged, including the more able readers. Reading books within their ZPD ensures they are reading texts that are pitched correctly. During Whole Class Reading lessons, children are regularly given Deeper Thinking and Greater Depth challenges to extend their thinking.

Impact

Assessment of Reading

At Farndon Fields, we use a range of assessment tools to assess reading. Ongoing formative assessment happens daily and informs teachers of the immediate support their class needs or next steps for subsequent lessons. Summative assessments may also be used formatively, to identify gaps and plan future learning and teaching.

To help us make informed and accurate reading summative assessments, we triangulate a range of data. Listening to children read regularly, their confidence/ability in reading lessons and their attitude towards reading play an important part in making judgements, as well as the data from the following assessment tools:

- **DSAT 'Teacher Assessment Frameworks for Reading'**
We use the DSAT 'Teacher Assessment Frameworks for Reading'. These reflect the national, local and school developments in the assessment of reading. For each year group they include: reading TAFs statements, which teachers look over when making their judgements; Common Exception words, children are assessed if they can read these at various points throughout the year; and two age-related texts to check for comprehension and fluency.
- **RWI Phonics Assessments (EYFS & KS1)**
We assess all pupils, from EYFS to Year 2, using the RWI Entry Assessment. Each half term, they are assessed to see if they are ready to move onto the next phonics group. This gives us a very good indication of how well they are making progress relative to their starting points.
- **Phonics Screening Check (Year 1)**
Year 1 children take the Phonics Screening Check in June each year which confirms whether individual children have learned sufficient phonic decoding and blending skills to an appropriate standard. Children who do not meet the expected standard in Year 1 will be re-assessed in Year 2.
- **Accelerated Reader Assessments (KS2)**
In KS2, the children's 'STAR Reader' tests each term/half-term provides teachers with important data on the progress of children's ZPD levels. Each quiz the child completes also builds up a profile of information about the child's performance through out the reading year. Teachers use this data to support their teacher judgements.
- **NTS Tests / Key Stage SATs tests**
As part of the Discovery Schools Academy Trust we complete NTS tests three times a year for Years 1, 3, 4 and 5, and previous year's SATs papers for Years 2 and 6. This shows teachers any gaps that children may have in their reading knowledge and skills - these are then addressed through the planning of guided reading sessions.
- **Reading Interventions**
Intervention notes and assessments are also used to inform judgements.

Teachers work hard to use any assessment to inform their future planning and the support that is then given to their pupils.

ROLE OF ADVISORY BOARD

The purpose of the Advisory Board is to ensure the implementation of the National Curriculum and to review the policy. Additional meetings may be held to discuss English (Reading) priorities across the school and to gain an overview of the teaching and learning of English (Reading).

MONITORING OF POLICY

We are aware of the need to monitor and update the school's Reading Policy on a regular basis, so that we can take account of improvements made in our practice and to changes in assessments, materials and government requirements. We will therefore review this policy at least once a year. The members of staff with responsibility for reading are Nikki Matthew, Katie Prime and Belynda Jones.

Reading throughout the school, and how it reflects this policy, will also be reviewed throughout the school year in the following ways:

- Advisory Board work scrutiny
- School Improvement Partner
- DSAT peer reviews
- SLT/staff work scrutiny
- KS2 internal moderation
- KS2 external moderation
- Moderation with other schools within DSAT
- Learning walks and observations

REVIEW

This Policy will be reviewed in April 2024 (or sooner, only if national legislation / policy demands it).

Signed: _____

Date:

Chair of Advisory Board

Signed: _____

Date:

Headteacher