

Newington Community Primary School



Reading Policy

2023-2024

Amended:	Term 1 2023
Updated by:	Kayleigh Stanley
Approved by the Governing Body:	
Signed:	(Chair of Governors)
Review:	Term 1 2024

Intent

At Newington Community Primary School, teaching our pupils to read is at the backbone of our provision. Our reading provision is designed to allow pupils to rapidly develop in their reading, to be able to:

- Decode, accurately and rapidly, using their knowledge of phonics and learning how to blend sounds
- Read fluently
- Comprehend what they are reading

In EYFS and Key Stage 1, the Read Write Inc. phonics programme is used to develop pupils in the three elements above. Once pupils can decode accurately and rapidly, in Year 2 to Year 6, pupils develop their fluency and comprehension.

Decoding, accurately and rapidly

We use the Read, Write, Inc. phonics programme to:

- decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- read ‘tricky’ words on sight
- understand what they read
- read aloud with fluency and expression

(In addition to writing skills- see Writing Policy)

Reading Fluently

Reading fluently begin through the our Read Write Inc phonics provision in EYFS and KS1, and this continues from Year 2 to Year 6 through shared reading lessons, 1:1 reading with adults at school, home reading, and reading across the curriculum.

Fluent reading supports reading comprehension. When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending the text. For this reason, fluency is sometimes described as a bridge from word recognition to comprehension.

Reading fluency is defined as reading with:

- **accuracy**
- **automaticity**
- **prosody**

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2>

Reading with accuracy, is reading words correctly, including accurate decoding and word recognition, and enables automaticity and prosody to develop.

Reading with automaticity, is reading words automatically, which requires reading accuracy, enables an age appropriate reading speed and allows reading to 'feel effortless'.

Reading with prosody is reading with appropriate stress and intonation, including a variation in volume, phrasing, smoothness and pace, and means that the reader sounds interested and engaged.

Comprehension

Reading comprehension begin through the our Read Write Inc phonics provision in EYFS and KS1, and then continues from Year 2 to Year 6 through shared reading lessons, 1:1 reading with adults at school, home reading- supported by Accelerated Reader comprehension quizzes, and reading across the curriculum.

Reading comprehension strategies focus on the learners' understanding of written text.

Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.

Implementation

The Read Write Inc. Phonic programme

The programme is for:

- pupils in Year R to Year 2 who are learning to read and write

We teach pupils to:

- decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- read 'tricky' 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.

In addition, we teach pupils to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge.

We group pupils homogeneously, according to their progress in reading rather than their writing. This is because it is known that pupils' progress in writing will lag behind progress in reading, especially for those whose motor skills are less well developed.

In Year R we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings – 'tricky words'.

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the 'tricky words'. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding.

Alongside this, the teachers read a wide range of stories, poetry and non-fiction to pupils; they are soon able to read these texts for themselves.

Embedding the alphabetic code early on means that pupils quickly learn to write simple words and sentences. We encourage them to compose each sentence aloud until they are confident to write independently. We make sure they write every day.

Pupils write at the level of their spelling knowledge, that is, they use their knowledge of the alphabetic code and the tricky words they have learnt. They can soon spell more complex words confidently and accurately. The quality of the vocabulary they use in their writing reflects the language they have heard in the books the teacher has read to them; they have also discussed what the words mean.

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.

Shared Reading

Shared Reading is an interactive reading experience that occurs when students join in or share the reading of a text while guided and supported by a teacher or other experienced reader. In Shared Reading, children participate in reading, learn critical concepts of how print works, get the feel of learning and begin to perceive themselves as readers (Fountas & Pinnell, 1996).

Shared Reading is taught from Year 2 to Year 6, once pupils are confident to decode accurately and rapidly. It is taught for 30 minutes a day, five days a week. It involves a reading a whole class, high quality text, developing pupils' fluency through:

- Teacher modelling of reading- The adult reads the selected passage of the class text aloud as that expert model of fluency whilst pupils follow the text with their own copy.
- 'Jump In'- a teacher reading a text and pupils reading aloud missing words as they follow along
- Children reading aloud to the class Blue/Yellow partner reading

- Echo reading- Children echo back the section read by the adult, emulating their intonation, tone, speed, volume, expression, movement, use of punctuation etc.
- Repeated reading

Written comprehension

During English lessons from Years 2-6, pupils engage in units of work which follows a three phase approach to planning (see Writing Policy). During the first phase, pupils undertake a variety of learning activities, focused on the comprehension of a high quality text. When developing comprehension skills, pupils use the Reading Content Domains to scaffold their understanding of different question types.

The domains are:

Role	Description	Focus
Translator	The translator knows and can explain what individual words in a text mean.	Vocabulary
Reporter	The reporter finds the main facts in a text and writes them down.	Retrieving
Researcher	The researcher finds only the most important information in a text.	Summarising
Detective	The detective works things out (draws conclusions) based on clues in a text.	Inferring (and deducing)
Weather forecaster	The weather forecaster uses information from a text to say what will happen next. The weather forecaster uses information from the reporter and the detective.	Predicting
Author	The author explains why language and structural choices are made.	Explaining language and structural
Interpreter	The interpreter understands and can explain the meaning of words which have been put together to make phrases, sentences and paragraphs.	Authorial intent
Librarian	The librarian thinks about all of the information in the text and finds similarities and differences.	Comparing

Reading at School 1:1

Every pupil at Newington Community Primary School reads 1:1 with their class teacher, at least once a fortnight. Pupils who have been identified as needing additional support will have additional 1:1 learning of their sounds in EYFS and Key Stage 1, and in Key Stage 2 will read daily with an adult in order to develop their fluency and comprehension.

Reading at Home

Pupils and families are encouraged to read daily at home, and record this in their reading record.

In EYFS, pupils begin at the start of Reception take a book home, focusing on reading for pleasure- a text which can be read to them, to develop their love of reading, listening and comprehension skills. Once pupils have learnt their initial Set 1 sounds and begin to blend, pupils also take home words to practice reading, moving onto books once they have sufficient phonetic knowledge.

In Key Stage 1, pupils take home Read Write Inc. books, which only contain the sounds the pupil has learnt, therefore is entirely phonetically decodable for the pupil. These become increasingly challenging, as pupils progress through the Read Write Inc. programme.

Starting often in Year 2, and moving into Key Stage 2, pupils are assessed in their reading through use of Accelerated Reader STAR reading tests, which suggest a reading level for pupils based on their comprehension age. Pupils choose their reading books from their comprehension band, and complete a short quiz once they have finished reading a book.

Impact

The impact of the teaching of reading is monitored in the following ways:

- Formative assessment during and after lessons- assessment for learning strategies are embedded into lessons, and written work is marked and pupils are given feedback daily.
- The tracking of pupil progress and regular pupil progress meetings.
- Pupils in EYFS and Key Stage 1 are assessed using a Read Write Inc. assessment termly.
- Learning walks and observations
- Team teaching
- Book looks