



Abbots Ripton Church of England Primary School

# English Policy: Reading

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**Review date: May 2022**

*Our church school creates a firm foundation where together, with God's help and with the help of others, we learn for life, achieve our best and grow in faith.*

## **Purpose of Overall English Policy**

- To create a shared love and passion for English.
- To enable every child to achieve their full potential.
- To establish and share high expectations of staff and pupils.
- To promote continuity and coherence across the school.

## **Aims of Policy**

English has an important place in education and society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have the chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils to both acquire knowledge and to build on what they already know.

Here at Abbots Ripton, we firmly support the core national curriculum aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

## **Expectations**

By the time children leave our school, we expect them to communicate through speaking, listening, reading and writing, with confidence, fluency and understanding.

## **Time Allocations**

Guided Reading/Reading carousel: daily - approximately 30 minutes

Class Reader (led by teacher): daily – time scale is age dependent; longer, more sustained opportunities should be provided in UKS2

Quiet reading time: daily - time scale is age dependent

## **Reading for Pleasure**

As a school, we firmly believe in the importance of **reading for pleasure**. Our aim is to inspire a love of reading within each individual classroom, which will support all children to become lifelong readers.

High-quality literature is at the heart of our teaching; staff should utilise texts, both fiction and non-fiction, across all subjects in school. For example, books are to be used to inspire writing, whether in the form of a picture book, a longer chapter read or an information text. Another example could be through PSHE, where children develop empathy and emotional intelligence by exploring stories from varying perspectives and different cultural backgrounds.

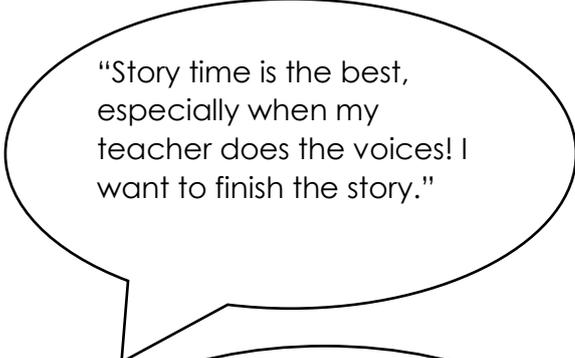
In each classroom, effective opportunities should be provided to support all children in becoming fluent readers with a good understanding.

## **Developing A Love of Reading**

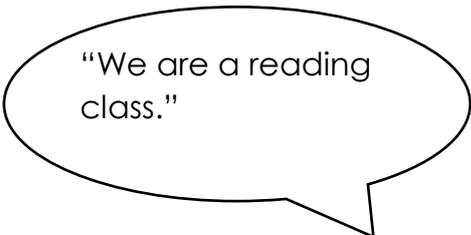
– Quotes from Abbots Ripton children (2020).



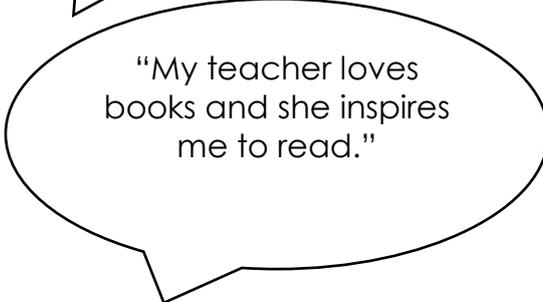
"Story time is my favourite part of the day."



"Story time is the best, especially when my teacher does the voices! I want to finish the story."



"We are a reading class."



"My teacher loves books and she inspires me to read."

Each classroom must adopt the following ethos:

- Each class is to be read to daily by their class teacher and children should be able to vote and discuss which book they would like to read next.
- Discussions about books and recommendations should be a common practice in school, both by children and teachers.
- Class libraries should be available in each classroom, so that all children have access to a range of books, fiction and non-fiction, which they can read for pleasure.
- The English Subject Lead is responsible for ensuring that each class has a range of high-quality and age-appropriate books in the classrooms.

- Quiet reading time should be dedicated in each classroom daily (in an age-appropriate way).
- Teachers should, with the support of the English Subject Lead and ongoing CPD opportunities, read frequently themselves. This will enable teachers to be knowledgeable about children's books so that they can have regular discussions with children about their reading; teachers will be able to make book recommendations to their pupils.
- High-quality literature should be utilised across the curriculum.
- Comfortable and engaging reading areas should be available in each class as a space for children to relax and read.

### **Displays – Reading for Pleasure**

Reading should be celebrated in each classroom; children must be aware of the importance of reading to learn, but also, the importance of reading for pleasure.

In school, we develop this ethos of reading for pleasure with the support of displays by ensuring that:

- each class has a comfortable and engaging reading area, which inspires a love of reading. Children are able to relax and read;
- each class has their current class read on display on the door of the classroom or somewhere that is easily accessible by the children;
- reading books are organised in a way that is engaging and accessible for the children. E.g. books could be organised by genre.

Examples of class reading corners:



### **Reading at Home**

All children across the school should have access to a wide range of books which they are able to enjoy both inside and outside of school. Teaching staff should encourage children to read each day at home; parents/carers and/or

children are asked to complete a reading diary which is returned to school daily.

All children should have access to class libraries, which contain a range of reading for pleasure books. Decisions about when to progress should be based on the accuracy level as well as the depth of children's understanding. Teachers must exercise caution, however, that pupils are not discouraged in their reading. For example, developing readers in UKS2 will be very self-aware; staff must support these pupils and not discourage their love of reading by completely removing their free choice over books.

### Developing Readers

Developing readers are to be provided with a structured, colour-banded reading book at an instructional level (for children to read to an adult). They should also be offered a 'Shared read book' (picture book or novel to be shared with adults.)

### Fluent Readers

When children are ready, they are to be guided away from structured texts. Children will then predominantly select books to read from the class libraries, learning how to select their own books, developing a preference for genre and reading for stamina and pleasure. Teachers must support pupils in this process.

## **Teaching and Learning**

### Story Time Phonics

In Early Years and Year 1, Story Time Phonics is to be used to teach phonics. Story Time Phonics is a holistic, whole class approach to learning to read. Its joyful, yet systematic approach uses real story books to contextualise the phonemes that are further consolidated with a 'caption action' to support children's recall of the phoneme.

### Early Reading

Throughout the Early Years and Key Stage One, the focus should be on children developing the full range of skills that they need to learn to read. Children's individual ability is to be closely monitored with careful assessment to identify their:

- Ability to read for meaning
- Self-monitoring system
- Rate of progress over time
- Instructional reading level (to provide the optimum level of challenge and success).

### Carousel Guided Reading

In Key Stage One, adults should hear children read individually and/or in small groups.

As part of a weekly carousel, children are to practise and apply their reading strategies with increasing independence.

There should be opportunities for:

- Pre-reading: book orientation, introducing new vocabulary, exploring genre, and predicting. Adults support phrasing and meaning by modelling carefully to highlight different sentence structure and punctuation.
- Reading application: children read the text independently at their own pace, with immediate, specific feedback on effective strategies or questions to stimulate the most effective strategy.
  - Does it make sense? Meaning cues.
  - Does it sound right? Structural cues
  - Does it look right? Visual clues (including phonics and key words)
 There are further opportunities to discuss points, evidence and opinions in relation to the text and to support pace and fluency.
- Post reading: comprehension both literal and inferential, retelling/summarising, exploration of literary effects and structural features. The children are also supported to develop their written responses.
- Word work to support recognition and spelling.
- Reading for stamina and pleasure: self-selection of texts from non-fiction topic books, reference books, comics, poetry, picture books and longer novels.

Through the careful tracking of progress, children should be identified for further support or for challenge. At the most appropriate time, children are to move along the continuum from 'learning to read' to 'reading to learn'.

### Whole Class Guided Reading

In Key Stage Two, children should meet a wider range of fiction, poetry and non-fiction texts. Teaching is to focus on developing children's reading skills, e.g. generalising and making inferences by drawing on evidence from the text. There should continue to be a high level of interaction between teacher and pupil with teachers inviting children's individual responses and interpretations rather than narrowly focused comprehension. Text annotation should also be a key feature, with children actively highlighting and annotating texts to indicate their thoughts and responses, alongside identifying evidence within the text.

The teaching of reading, particularly in Upper Key Stage Two, is to be approached in a whole class way; all children will access high-quality literature each day and should frequently participate in close contextual analysis of texts. In turn, more emphasis is to be placed upon the written responses to a text in Upper Key Stage Two; Whole Class Guided Reading enables teachers to explicitly model written responses, particularly those where quotations are embedded in responses to demonstrate inference and deductions.

### **Inclusion**

The National Curriculum (2014) is for all children and the expectation is that the principles of inclusion pertain.

Where necessary, the teacher is to support children with additional needs through differentiated activities or further opportunities to read and consolidate strategies with the class teacher, teaching assistant or additional adults.

Individual programmes for literacy support are to be prioritised according to children's' needs by our SENDCo and Reading Recovery trained teacher. These recommended programmes may include:

- Expanded Rehearsal Technique
- Dyslexia Friendly Strategies
- Fisher Family Trust Literacy Programme
- Reading Recovery Techniques.

Care is exercised to ensure that parents and carers are involved appropriately and kept fully informed.

### **Assessment**

In each year group, reading should be assessed through observations by the class teacher in both Guided Reading and by listening to children 1:1. Focus will not solely be on fluency; teachers should skillfully question children to decipher their understanding. In an age-appropriate manner, children's written responses are also to be used to assess comprehension. Teachers should assess understanding against the criteria for their year group, using specific curriculum objectives. Specific year group assessment documents can be accessed by teachers and downloaded via Staff Share.

#### Developing Readers

The progress of developing readers should be closely tracked by the use of Oxford Reading Tree's Assess and Progress and the PM Bench-Marking Assessment Resource. The latter will also be used as an early diagnostic tool to identify specific strategies or areas for support. Teachers throughout the school, may also use Rising Stars PIRA standardised reading assessments termly to detail children's reading analysis skills.



**Ratification of Policy**

**English Policy**  
**Reading**

Presented to: .....committee

Policy ratified on:.....

**Signed by:**

Chair of Committee :.....

Chair of Governors:.....

Head teacher:.....