



## STAPELEY BROAD LANE CE PRIMARY SCHOOL

### Reading Policy

September 2023

Sarah Ailsby (English leader)

***The more that you read, the more things you will know. The more that you learn, the more places you'll go.***

Dr Seuss

#### The National Curriculum

The National Curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both 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

#### Rationale:

The ability to read is fundamental to many aspects of life and is central to developing understanding in a wide range of areas of the curriculum. As print occurs all around, it is important to think of reading in a wider context than only books.

#### Aims:

At Stapeley Broad Lane, we recognise the value of English as a means of communicating through the elements of spoken language, reading and writing. We aim to promote high standards of language and literacy in our children by equipping them with a strong command of the spoken and written word, and develop their love of literature through widespread reading for pleasure and enjoyment.

At Stapeley Broad Lane, we believe that the ability to read is fundamental to pupils' development as independent learners, during their time at school and beyond. Reading is central to our ability to understand, interpret and communicate with each other and the world around us. Success in reading has a direct effect on progress in all areas of the curriculum; therefore reading is given a high priority at Stapeley Broad Lane, enabling the children to become enthusiastic, independent and reflective readers across a wide range and types of literature, including different text types and genres, book, posters, magazines, signs and newspapers. 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.

We aim for the children at Stapeley Broad Lane to become fluent and confident readers. It is our aim to support children to develop a life-long love of reading.

We do this through teaching both word recognition and comprehension skills alongside each other. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher as well as from reading a variety of texts, including fiction, non-fiction and poetry.

Throughout the school, children are taught the range of skills they need, but our aim is that the majority of the word recognition skills are taught in EYFS and KS1 so that by the time they start in Year 3 the children are fluent readers able to access a range of texts. To support the children's comprehension skills, teachers teach children how to read like a reader through the use of whole class reading.

All pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading and to gain knowledge across the curriculum. All pupils are expected to read regularly at home, with parents writing a comment to inform teachers. Reading within the class will be seen across all subject areas and include a wide variety of materials.

Reading feeds pupils' imagination and opens up a wealth of wonder and joy.

We aim to develop, through our teaching of reading, the following attitudes:

- Curiosity and interest
- Pleasure and thoughtfulness
- Critical appraisal
- Independence
- Confidence
- Perseverance
- Respect for other views and cultures
- Reflection

Action and Implementation:

Reading at Stapeley Broad Lane Primary School is taught and celebrated in a range of ways. Some of these are generic across the whole school, whilst others are specific to key stages. These may be implemented by the class teacher or support staff.

Expectations:

It is essential that by the end of their primary education, all pupils are able to read fluently and with confidence. It is the expectation of the school that every class has an established book area, where children have access to a range of age-appropriate texts.

Phonics

At Stapeley Broad Lane Primary School we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Preschool/Reception and follow the [\*Little Wandle Letters and Sounds Revised progression\*](#), which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. At Stapeley Broad Lane Primary School, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

We want children to be able to confidently identify graphemes/phonemes and have the skills to blend them for reading and segment them for spelling. All children should understand that the letters on a page represent sounds in spoken words and ultimately recognition of graphemes and decoding will become automatic and does not require conscious effort.

### Phonics terminology

**Phoneme:** The unit of sound we hear. We talk about short sound (a) and long sounds (ay).

**Grapheme:** The visual representation of the sound. This might be a single letter, or a group of letters.

**Digraph:** Two letters that make 1 sound e.g. oi, ay, ch, th, ow, ng, wh, ee, ou.

**Trigraph:** Three letters that make 1 sound e.g. igh, air, ear, ure.

**Split digraph:** Where 'e;' is added at the end of a word, to make the short vowel sound long e.g. pin to pine. The i and the e together make the long sound ie, but have been split by the consonant, informally known as 'magic e'.

### Reception (EYFS) and Key Stage 1

- Shared Reading, using a big book, text on the interactive whiteboard or sets of texts, with small groups or the whole class;
- Guided Reading of the same text in small groups, including teaching a range of reading strategies and comprehension (see guided reading structure below);
- Daily phonics lessons (see above);
- Phonics intervention groups lead by support staff in each class where needed;
- HF/tricky words in EYFS and Y1 are taught within a Phonics lesson
- Reading of texts linked to themes;
- Story time in which the class teacher or support staff reads to the class;
- Library visits;
- World book day involving local authors, booksellers, poets, storytellers and a range of book related activities;

Children encounter a range of reading learning opportunities in school to ensure that fundamental skills are securely in place.

Daily phonics sessions provide a very structured approach, children are taught as a whole class and progress is assessed regularly. In Guided Reading sessions, pupils work in small, adult led groups to explore texts, building particularly on comprehension and early inference skills.

In addition, pupils read regularly on a 1:1 basis to ensure both accuracy and understanding. Whilst this may be with a teacher or teaching assistant, we are fortunate in that we are supported by a committed team of volunteers comprising parents, grandparents and friends of the school.

Children are encouraged to read at home and take a book home each night. Little Wandle reading books are used for this, each class also has its own 'mini library'. These books cover a range of genres and levels, the emphasis being on enjoyment and sharing with parents and carers. Enjoying a class book at story time, remains a highlight of the school day for many, pupils and teachers alike!

Children also enjoy Reading for Pleasure opportunities where they can share books with their teacher and friends.

### Key Stage 2

- Shared Reading, including use of the interactive whiteboard (see reading structure below);
- Guided Reading of the same text, in small groups;
- Reading intervention groups;
- Reading texts linked to themes;

- Reading for pleasure opportunities;
- Comprehension activities;
- Library visits;
- World book day involving local authors, booksellers, poets, storytellers and a range of book related activities;

As pupils progress through Key Stage 2 the emphasis switches from decoding skills to developing comprehension and inference skills.

Again, texts frequently provide a focal point for English work, often linking with ongoing theme. In addition to whole class teaching, Guided Reading sessions continue. These enable children to develop the high levels of inference and understanding needed for Secondary school. Pupils also have the opportunity to explore and respond to text through follow up tasks and activities. There remains an expectation for children to read at home on a regular basis.

Throughout school, reading resources are regularly reviewed and updated. In addition to banded books, we also borrow from the Cheshire School Library service. The mobile library visits regularly and children are involved in choosing class collections. Children also enjoy Reading for Pleasure opportunities where they can share books with their teacher and friends. Each year in March we celebrate World Book Day, by enjoying different reading themed activities.

### Teaching Approach

Each class follows a structure in order to ensure all areas of reading is included:

- Pre-read
- Background knowledge
- Making predictions
- Visualisation
- Vocabulary
- Grammar
- Discussion
- Skimming and scanning
- Summarising
- Inference and questions

These elements are taught through a series of sessions whether that is over a period of time (once a week in KS1) or over a week (KS2). This ensures there is consistency across school and that all areas are being covered.

### Reading for Pleasure

At Stapeley Broad Lane Primary the active encouragement of reading for pleasure is a core part of every child's educational entitlement, whatever their background or attainment.

Stapeley Broad Lane Primary takes the view that extensive reading and exposure to a wide range of texts makes a vital contribution to every child's educational achievement. Reading for pleasure aims to establish each child as a lifetime reader. Becoming a lifetime reader is based on developing a love of reading (Sanacore, 2002). Studies are accumulating that emphasise the importance of reading for pleasure for both educational as well as personal development. These studies show that promoting reading can have a major impact on children, their future and their life chances.

The school undertakes and implements plans to ensure there is a wide range of texts within each classroom. Texts include:

- Age-related fiction and non-fiction

- Magazines, newspapers (First News) and comics
- Internet based texts, accessed via tablets and PCs
- Children's own work (within books and displays)

Teachers at Stapeley Broad Lane Primary regularly read to children. Children can benefit tremendously from being read to aloud. Studies show that children who are read to aloud are more likely to do better in school both academically and socially. Effective reading aloud time is all about creating a positive reading experience to engage the students, so teachers model their enthusiasm for books and reading them. Teachers do not just read to the class but interact with them: ask questions about what has been read or the pictures they have been shown. This helps improve students' comprehension of the story.

When choosing books to read aloud, a balance is struck between following the children's preferences and inviting them to try new types of books to expand their horizons and spark new interests. By actively encouraging a love of reading; promoting reading of a wide range of books through discussing books of personal interest, regularly referencing books and promoting different kinds of books, the teachers foster a love of reading that is passed onto the children. Our teachers also encourage the children to read widely by promoting reading and by using class rewards and reading diaries. Each classroom within school has a class author display and a book corner / library that focuses on a love of reading and promotion of books (e.g. via book review displays, displaying topic books / information, class book covers).

Class novels are used in writing and guided reading sessions in conjunction with developing children's wider literacy skills. Regular time for students to read self-chosen books are built into each class every day to allow every child dedicated time for reading for pleasure.

#### Role of Parents and Carers

Parents and carers are strongly encouraged to be actively involved in their children's reading at all ages, by listening to them read, reading to their children, and by promoting a home environment in which books are valued. They are encouraged to write in their child's reading record when they have heard them read, to support the communication between home and school.

#### Assessment and Record Keeping

Teachers use an online tracking system at the end of each term to assess children and monitor progress using miscue analysis. At the end of the year - Year 1 children's attainment is tracked against the Governments standardised Phonics Assessment. Year 6 children are assessed against the Governments standardised Reading Test. NFER tests are undertaken termly in years 1 to 6.

#### SEN and Equal Opportunities

Those children who, through observations or assessment, are identified as requiring extra support, will be monitored closely by the Class Teacher and the SENDCO. Individual interventions will be put in place to support these children. Our policy is monitored to ensure that all pupils have equality of access to a range of reading opportunities and experiences so that all pupils achieve to the best of their potential regardless of gender, race or culture.

#### A Reading Culture

A team approach is essential when creating a Reading Culture in school. There are opportunities for pupils to experience print around them through classroom displays, notices, labels and signs. These are discussed with the children and take a variety of forms such as single words, phrases and complete sentences. All classrooms have a bookshelf which contain a wide variety of texts which are easily accessible.

Opportunities for reading within ICT are also provided. All adults act as good role models for children in modelling both reading aloud and silent reading.