



# Radcliffe Hall

## CE/Methodist Primary School

### READING POLICY

Let all that you do be done in love.

Demonstrating compassion, trust, love, forgiveness, community and friendship in all we do.

Do all the good you can.....



Policy Review: <b><i>This policy will be reviewed on an annual basis.</i></b>	
Date of Issue: <b><i>March 2025</i></b>	Date of Last Review: <b><i>March 2025</i></b>
To be Reviewed: <b><i>March 2026</i></b>	

Signed:	Caprice Kemp – Reading and phonics lead	Signed:	Headteacher
Date:	March 2025	Date:	March 2025

## Aims

### **To develop strategies for reading**

- Employ cueing strategies for reading during all aspects of reading including discrete phonics:
  - Phonic (sounding the letters 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)
- Read fluently, with expression and understand the meaning of text.

### **To develop a love of reading**

- Inspire children to have a lifelong interest in reading for information and enjoyment.
- Promote a love of being read to, developing attentive listening skills
- Show children how reading can enable them to walk through doors to the past, to the future, and to other worlds both real and imagined.
- Expose children to a wide range of fiction, poetry, and non-fiction materials – both through their own reading and through being read to.

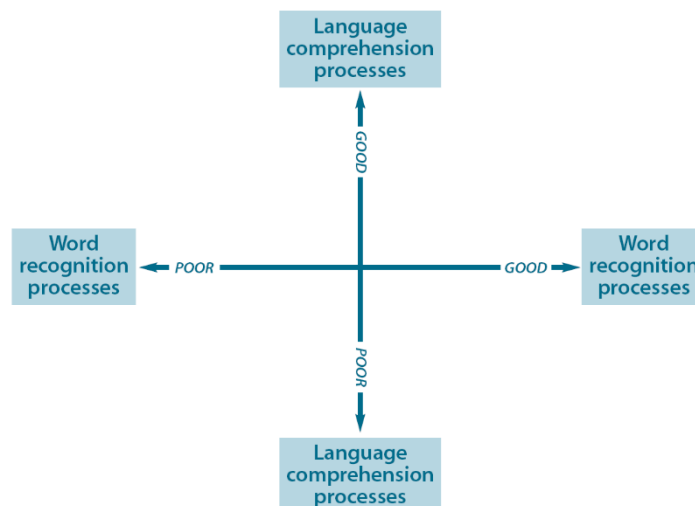
### **To develop reading as a skill to support in all aspects of the curriculum**

- Enable children to access all areas of the curriculum, understand, and begin to manage information.
- Prepare children for the next stage of their education and to enable them to function in adult life.
- Develop enthusiastic, curious and confident readers who can understand a wide range of texts fluently and independently
- Respond critically to what they read; to say whether they like or don't like it and why.
- Understand and respond to the feelings that words can arouse in us like happiness, sadness, anger.

## The Simple View of Reading

In line with the National Curriculum, the programme of study for Reading in Key Stage One and Two consists of two dimensions:

- Word Reading
- Comprehension



It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each. 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. 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 to beginners (i.e. unskilled readers) when they start school. This continues until the child transitions to reading fluently (for most children this occurs during KS1).

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop 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 must be 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. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

### **Reading Books at Radcliffe Hall**

Every child is given a book to take home. Before children have learnt their first letter sounds and are able to blend these this may be a story book that they can share with an adult or an older child at home. Once children have grasped the first set of letter sounds (s a t p i n) and are able to blend these sounds into words they will be given a simple reading book. Before this they may also be given flashcards or picture and word matching to complete as home reading activities.

In EYFS and KS1 children's home reading books are matched to their phonics stage. These books will be decodable. Once children have transitioned to fluent reading without the need to decode they will move onto our colour coded reading scheme. This then continues into KS2. Some children in KS2 may still need to read decodable books, this will be determined by their class teacher.

We encourage parents/carers to read with their children every night and to write a brief comment in their reading record.

Books are changed weekly and adults read on a regular basis with children.

We also have a library which has a range of high-quality fiction and non-fiction books. All classes are scheduled to spend time in the library every week.

### **Shared Reading**

Shared reading takes place within the English lesson on a daily basis and also through the reading of information texts related to other curriculum areas:

- Shared reading is where the teacher works with the children to model fluent, expressive reading, the use of effective reading strategies and to encourage response to texts. It can be a vehicle for both teaching children to read (decode) and for teaching children about reading, including comprehension.
- Shared reading enables children to access and enjoy rich, authentic texts that are slightly beyond their independent reading level.
- Text analysis within the English lesson is an in-depth analysis of text features and language – looking at genre, audience, purpose and sentence structure, grammar, punctuation, vocabulary.
- Sessions are generally planned in a sequence and involve re-reading for different purposes, with children using their developing skills and understanding as they become more familiar with the text.

- Resources used for shared reading include fiction, poetry and non-fiction texts. The text may be enlarged to enable all children to see as well as to hear the text.

### **Guided Reading in KS1**

Children in KS1 take part in two different types of guided reading. Once a week they will read in a group with their teacher with a book that is matched to their stage of fluency and phonics. They will also take part in a whole class guided reading session which focuses on comprehension strategies and responding to questions about the text.

KS1 teachers and teaching assistants also listen to children read 1:1 on a rotating basis to ensure that the text that they are reading is matched to their level of fluency.

This is in addition to their daily phonics session which focusses both on decoding and their fluent reading of high frequency words.

<b>KEY STAGE ONE CONTENT DOMAINS</b>	
<ul style="list-style-type: none"> <li>1A Draw on knowledge of vocabulary to understand texts</li> <li>1B Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</li> <li>1C Identify and explain the sequence of events in texts</li> <li>1D Make inferences from the text</li> <li>1E Predict what might happen on the basis of what has been read so far</li> </ul>	

### **Guided Reading in KS2**

Children in KS2 participate in a daily reading lessons across the week with direct teacher input and modelling which involves the explicit teaching in the following areas:

<b>Pre-Reading (Independent)</b>	<b>Skill-Up (Model Content Domain)</b>	<b>Application in Context</b>	<b>DERIC</b>	<b>Comprehension</b>
Reading text in detail for sustained period, preparation for 'Skill-Up Lesson' search for language, identify language the children don't understand; discussion at end with teacher Present specific chapter / task to support tomorrow's lesson	Take a content domain, e.g. 2C Summarising – and model how to do it – children then apply with a text.	Children answer questions using all content domains on key text. Reiterate this week's skill/how to use it. Recap on skills taught in previous weeks. <b>Ensure development of pace when answering questions.</b>	Mini session focusing on specific skills: <ul style="list-style-type: none"> <li>Decode</li> <li>Explain</li> <li>Retrieve</li> <li>Interpret</li> <li>Choice</li> </ul>	Comprehension using a range of questions from question stem documents/predesigned comprehensions covering range of content domains. <b>Ensure development of pace when answering questions.</b>

## KEY STAGE TWO CONTENT DOMAINS

- 2A Give / explain the meaning of words in context
- 2B Retrieve and record information / identify key details from fiction and non-fiction
- 2C Summarise main ideas from more than one paragraph
- 2D Make inferences from the text / explain and justify inferences with evidence from the text
- 2E Predict what might happen from details stated and implied
- 2F Identify / explain how information / narrative content is related and contributes to meaning as a whole
- 2G Identify / explain how meaning is enhanced through choice of words and phrases
- 2H Make comparisons within the text

## DERIC

DERIC activities are an opportunity for children to try out a range of reading skills in a specific short context.



## Independent Reading

Children need to be given the opportunity and encouragement to read independently in order to build confidence, stamina and fluency, as well as develop their experience of a range of books and authors.

EYFS children have access to quality books from the first day. They can access books without words from the reading scheme and quality picture books to share with adults at home and in school.

Children have access to a wide range of books including fiction and non-fiction via the class library and non-fiction library.

We recognise that children make better progress when they are supported at home and when there is good communication between child-school-home. We communicate with parents in a number of ways including reading records, parents evening, reports, newsletters.

Throughout the school children will be given a reading book at an appropriate level to take home from the reading scheme and non-scheme fiction when their reading age is above 10.6+, together with a reading record. Children's individual reading will be monitored by staff and supported by classroom assistants. Each time a child reads, at home or at school, a comment will be written in the reading record. Where children do not read regularly at home teachers will arrange for them to read individually at school to parent helpers, classroom assistants or older children.

Home reading record books will be checked weekly and signed by the class teacher to monitor home/school reading. Should a child complete their book prior to collection it should be handed in and will be changed by an adult.

Reading should not be seen as just a 'school activity'. Wider family involvement supports reading and ensures children have access to reading materials at home.

## **Hearing Books Read Aloud**

The opportunity for children to hear books read aloud build enthusiasm and enjoyment. It influences independent reading and tunes children in to book language. Adults in all classes find time to read aloud to their class on a regular basis. Children should also have the opportunity to read aloud to a variety of audiences, including their own age groups, younger children and within class assemblies / school performances / church services.

## **Range**

Pupils should be taught the knowledge, skills and understanding through the following ranges:

- Stories and poems with familiar settings and those based on imaginary or fantasy worlds
- Stories, plays and poems by significant children's authors
- Traditional folk and fairy stories
- Stories and poems from a range of cultures
- Stories, plays and poems with patterned and predictable language
- Stories and poems which are challenging, in terms of length and vocabulary
- Texts where the use of language benefits from being read aloud and reread
- Non-fiction in book and digital form
- Dictionaries, encyclopaedias and other reference materials
- Playscripts

## **Reading Environment**

Classrooms and all school areas provide a print rich environment. Reading displays form a part of that environment – library corners, favourite books, book of the week and collections of books on a similar theme, guided reading baskets, newspapers/magazines help to develop enthusiasm.

## **Formal Assessment in Reading**

- Half termly phonics tracking (YR-Y2)
- Half termly phonics screen checking (Y1 and those pupils in Y2 who have not yet passed the Phonics Screen Check)
- Reading running records to ascertain the book bands for children who have progressed beyond decodable books.
- Formal testing: Testbase tests / SAT tests (Termly – Y2-Y6)
- Reading records (whenever children change books)

## **Intervention**

When children are not reaching the expected rate of progress with phonic and reading skills by the end of Year 1 upwards they receive 'Catch up' Junior Learning Letters and Sounds planned by the teacher and teaching assistants.

## **Inclusion**

In teaching Reading, appropriate provision will be made for children with special educational needs and this will adhere to the school's SEND policy and children who excel in reading in line with the school policy.

**Book Band Matching Grid – this is a typical progression, however all children will move through this at different rates**

	Book Band or Phonics Stage
Nursery	Story Book to Share
Reception – Autumn One	Flashcards or Matching Activities
Reception – Autumn Two	Phase 2
Reception – Spring	Phase 2
Reception - Summer	Phase 3
Year One – Autumn	Phase 3/4
Year One – Spring	Phase 4/5
Year One - Summer	Phase 5/Turquoise
Year Two – Autumn	Turquoise/Purple
Year Two – Spring	Purple/Gold
Year Two - Summer	Gold/White
Year Three	White/Lime
Year Four	Lime/Brown
Year Five	Brown/Grey
Year Six	Grey/Blue