



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.....



Love



Friendship



Compassion



Community



Trust



Forgiveness

Policy Review: <i>This policy will be reviewed on an annual basis.</i>	
Date of Issue: February 2023	Date of Last Review: February 2022
To be Reviewed: March 2024	

Signed:	<i>M. Cuthbert</i> English Leader	Signed:	Headteacher
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Date:	February 2023	Date:	March 2024
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Aims

**‘Reading makes all other learning possible.
We have to get books into our children’s hands early and often.’**

Barak Obama

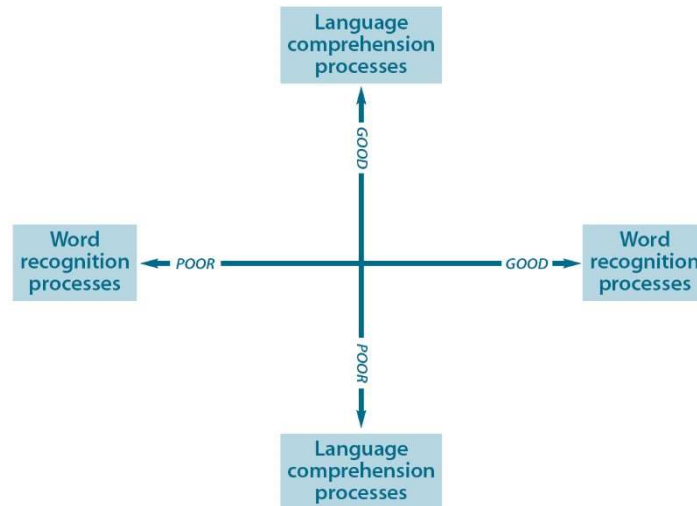
- Develop enthusiastic and confident readers who can understand a wide range of texts.
- Inspire children to have a lifelong interest in reading for information and enjoyment.
- Develop happy, healthy and **curious** learners who read confidently and independently
- Enable children to access all areas of the curriculum understand and begin to manage information •
Read fluently, with expression and understand the meaning of text.
- Be encouraged to listen attentively and enjoy being read to;
- 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
- Walk through doors to the past, to the future, and to other worlds both real and imagined
- Read a wide range of fiction, poetry and non-fiction materials;
- 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);
- Gain awareness of the close links between reading and writing activities.

The Simple View of Reading

Reading begins at a very early age, long before the child calls words from a written page. Children read faces, voices, size and weight of objects, likenesses and differences in people, places, things they see and sounds they hear. Learning to read is different for everyone, but we believe it begins with sharing a love of books. Children who are introduced to books and stories in an oral format from an early age and who are frequently read to are more likely to learn to read easily.

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.

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 nonfiction. 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. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds. 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 at Radcliffe Hall

At Radcliffe Hall our reading scheme is filled with a range of quality texts to ensure all children are engaged. It is a carefully constructed to take children from the earliest stages of talking about books through phonic development to full fluency in reading. The stories are fun, exciting and closely match the children's experiences of life.

Throughout the year, teachers will choose a variety of different books to send home, which may not always appear to be in a logical order: sometimes books will be from a different published scheme. This technique enables skills to be consolidated and interest levels maintained. If your child is not enjoying the book, please tell your teacher rather than plough on through it – this applies particularly as children move into Key Stage 2, when children are expecting more interest and story line from their reading material.

As a community of readers we expect **all adults** to model and communicate their love of reading. At Radcliffe Hall we develop this in a variety of ways:

- Story time (with stories derived from a carefully selected list of books we believe children should have listened to, read and enjoyed before they leave primary school.)
- Shared and guided reading
- Access to class and school library
- Reading with individual children

Pupils should be involved in reading activities on a daily basis and there should be direct teaching of reading EVERY DAY:

- We ensure that the teaching of reading, including the systematic teaching of synthetic phonics is the core purpose of the Reception year. In the Early Years Foundation Stage (Nursery and Reception) the teaching of reading is based on the area of learning called ‘Communication, Language and Literacy’ within ‘**Development Matters**’, the systematic teaching of Phonics through **Little Wandle Letters and Sounds Revised** and what we know and believe is successful about teaching children to read.
- In Key Stage 1 and 2 (Years One to Six) the teaching of reading is based on the **National Curriculum for English**, the systematic teaching of Phonics through **Little Wandle Letters and Sounds Revised** and what we know and believe is successful about teaching children to read.

The school’s English curriculum is underpinned by a text led curriculum using quality texts. All units of work look at a prominent piece of fiction, non-fiction or poetry as the vehicle by which they will learn a range of English skills.

Vocabulary

Vocabulary is a strong determinant of reading success and can have a positive impact on children’s reading comprehension. Having a low vocabulary can trap children in a vicious circle, since children who cannot read more advanced texts miss out on opportunities to extend their vocabulary. **Reading to children and getting children to read** themselves are the basis of vocabulary growth, together with engaging children in **rich oral language** and **encouraging reading and talk at home** five basic approaches to vocabulary instruction which should be used together:

<p>explicit instruction (words that represent complex concepts, and words that are not part of pupils’ everyday experience)</p>	<p>indirect instruction (exposure to a wide range of reading materials)</p>	<p>multimedia methods (including semantic mapping, graphic representations and hypertext)</p>
<p>capacity methods (focusing on making reading an automatic activity, rather than one which takes up cognitive capacity)</p>	<p>association methods (encouraging learners to draw connections between what they do know and unfamiliar words)</p>	

How this takes place:

- Ensuring the environment for instruction is word rich;

- Playing with words through games, songs and humour, and encouraging children to recognise when they have encountered new words and notice special characteristics of words;
- Taught word learning strategies such as how to use dictionaries, how to use information about word parts to figure out the meanings of words, and how to use context clues to determine word meanings;
- Learning a new meaning for a known word;
- Learning the meaning for a new word representing a known concept; • Learning the meaning of a word representing an unknown concept;
- Clarifying and enriching the meaning of a known word.

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

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

Pre-Reading (Independent)	Skill-Up (Model Content Domain)	Application in Context	DERIC	Comprehension
Reading text in detail for sustained period, preparation for 'SkillUp 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. Ensure development of pace when answering questions.	Mini session focusing on specific skills: <ul style="list-style-type: none"> • Decode • Explain • Retrieve • Interpret • Choice 	Comprehension using a range of questions from question stem documents/predesigned comprehensions covering range of content domains. Ensure development of pace when answering questions.

KEY STAGE ONE CONTENT DOMAINS

- 1A Draw on knowledge of vocabulary to understand texts
- 1B Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
- 1C Identify and explain the sequence of events in texts
- 1D Make inferences from the text
- 1E Predict what might happen on the basis of what has been read so far

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.

<https://miswilsonsays.wordpress.com/2016/10/09/free-eric-starters-to-support-reading-lessons/>



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 lending 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.

Assessment and Planning

-for learning (formative)

- Success criteria are clear and explicit and include verbal feedback
- Observation of children
- Questioning (using questions linked to assessment focus during guided reading)
- Self-assessment
- Talk Partners
- Engaging children - mind maps / big picture-of *learning (summative)*
- Salford Sentence Reading Test
- PM Benchmark
- Formal testing: NFER / SAT tests (Termly)
- Reading records (whenever children change books)
- Phonic screener / tracker

Record Keeping and Reporting

All pupils have individual Reading Record books which will be used to keep a record of books read. Comments on pupils' reading can be written by both parents and teachers. Information on pupils' progress in reading will be reported to pupils, parents, staff or outside agencies as and when appropriate. Class teachers have a reading file which holds guided reading planning and assessment information, reading targets, individual pupil records showing books read from the reading scheme.

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 Keep-up Little Wandle Programme planned by the teacher and teaching assistants. A Catch-up programme is available for children in Year 2 and above who for those children who are not reading at the expected level for their age. It mirrors the main phonics programme but has been created to help children catch up quickly, so has a faster pace. By the end of the Catch-up programme, children should be reading with enough fluency and accuracy to access the curriculum in class, and to read with enjoyment and understanding.

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.

Supporting Documents

External

- National Curriculum
- EYFS Development Matters
- EYFS Bold Beginnings
- Little Wandle Letters and Sounds Revised
- Reading Framework 2022

Internal

- Parents: Reading at Home Booklet
- Phonics Policy
- High Frequency Word Lists • Reading Toolkit

Book Band Matching Grid

Colour	Phonic Phase	Approximate Reading Age	Year Group
Lilac	Phase 1	4-5	Reception
Pink	Phase 2	4-5	Reception
Red	Phase 2 / 3	4-5	Reception
Yellow	Phase 3	4-5	Reception
Blue	Phase 3 / 4	4-5	Reception / Year 1
Green	Phase 4	5-6	Year 1
Orange	Phase 4 / 5	6-7	Year 1
Turquoise	Phase 5	6-7	Year 1
Purple	Phase 5	6-7	Year 1
Gold	Phase 5 / 6	6-7	Year 2
White	Phase 6	7	Year 2
Lime	Phase 6	7	Year 2
Copper (Black)		7-8	Year 3
Topaz		7-8	Year 3
Ruby (Brown)		8-9	Year 4
Emerald		8-9	Year 4
Sapphire (Grey)		9-10	Year 5
Diamond		10-11	Year 5 / Year 6
Pearl (Cream)		11	Year 6

Year Group Content Domains / Development Matters (EYFS)

30-50 months

- I can join in with rhymes and I recognise when words start the same, like 'big boat' and 'tall tower'.
- I can clap my hands to match the syllables in spoken words.
- I can listen and join with familiar books and sing rhymes.
- I can guess what will happen next in new stories
- I know that stories have beginnings and endings.
- I can listen to longer stories and talk about them.
- I can talk about the setting, characters and main events of familiar stories.
- I can recognise my own name and words that are special to me, like "mum" and my favourite shops and foods.
- I hold the book the right way up and turn the pages carefully. .

40 – 60 months

- I can tell you lots of words that rhyme with a word like "hat".
- I can hear and say the first sound in a spoken word.
- I can blend and segment CVC words.
- I can read short sentences which are made of up words like "the" or "and" and words that I can say each of the sounds in like "hat" or "dog".
- I use my favourite stories to help me make up my own stories when I am dressing up or using toy people or animals.
- I like to share different books like comics, stories, rhymes, poems, facts books and magazines with you.
- When I am interested in things, I can look in books or on websites to find out more things.

ELG

- I can read and understand simple sentences.
- I can use phonic knowledge to decode regular words and read them aloud accurately.
- I can read some common irregular words.
- I can demonstrate understanding when talking with others about what I have read.

Year One

1A Draw on knowledge of vocabulary to understand texts

- I can check that the text makes sense to them as they read and correct miscues.
- I can discuss word meanings, linking those to known.
- I can recognise and join in predictable phrases
- I can use context and vocabulary provided to understand texts.

1B Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information •

I can respond to a range of texts – narrative, non-fiction and poems.

- I can use prior knowledge to understand texts.
- I can link what they read or hear read to their own experiences. **1C Identify and explain the sequence of events in texts •** I can talk about the title and the events.

1D Make inferences from the text

- I can begin to draw inferences from the text and/or the illustrations. **1E Predict what might happen on the basis of what has been read so far •** I can make predictions based on the events in the text.

Year Two

1A Draw on knowledge of vocabulary to understand texts

- I can read for meaning, checking that the text makes sense and correcting inaccurate reading.
- I can use prior knowledge and context and vocabulary explored to understand texts.
- I can talk about favourite words and phrases.
- I can know and recognise simple recurring literary language in stories and poetry.
- I can discuss and clarify meaning of new words.

1B Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information •

I can talk about and give an opinion on the above range of texts.

- I am aware that non-fiction books are structured in different ways.

1C Identify and explain the sequence of events in texts

- I can discuss the sequence of events in books and how they are related to each other.

1D Make inferences from the text

- I can draw simple inferences from illustrations and text. On the basis of what is being said and done
- I can draw simple inferences from the events and characters' actions and speech. **1E Predict what might happen on the basis of what has been read so far •** I can make predictions on the basis of what has been read so far.

Year Three / Four

2A Give / explain the meaning of words in context

- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I can use dictionaries to check the meaning of unfamiliar words.

2B Retrieve and record information / identify key details from fiction and non-fiction

- I can retrieve and record information from non-fiction. **2C Summarise main ideas from more than one paragraph** • I can check text makes sense, discuss and explain.

2D Make inferences from the text / explain and justify inferences with evidence from the text

- I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions. **2E Predict what might happen from details stated and implied** • I can predict what might happen from details stated.

2F Identify / explain how information / narrative content is related and contributes to meaning as a whole •

- I know that books are structured in different ways and read for a range of purposes.
- I can identify themes and conventions of a text
- *I know and recognise some of the literary conventions in text types covered.*
- *I can identify how structure and presentation contribute to meaning of texts.*

2G Identify / explain how meaning is enhanced through choice of words and phrases

- I can discuss and record words and phrases that writers use to engage and impact on the reader. **2H Make comparisons within the text**

Year Five/Six

2A Give / explain the meaning of words in context

- I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
- I can check the book makes sense to me, discussing my understanding and exploring the meaning of words.
- *I use meaning-making strategies to explore meaning of unfamiliar words and figurative and idiomatic language in context.*

2B Retrieve and record information / identify key details from fiction and non-fiction •

I can retrieve, record and present information from non-fiction.

2C Summarise main ideas from more than one paragraph

- I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

2D Make inferences from the text / explain and justify inferences with evidence from the text

- I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions and develop explanations.

2E Predict what might happen from details stated and implied

- I can predict what might happen from details stated and implied from across a text.

2F Identify / explain how information / narrative content is related and contributes to meaning as a whole •

I can identify and explain how language, structure and presentation contribute to the meaning of a text.

- I can identify and discuss themes and conventions in and across a wide range of writing

2G Identify / explain how meaning is enhanced through choice of words and phrases

- I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

2H Make comparisons within the text

- I can distinguish between statements of fact and opinion.
- I can make comparisons within and across books.



High Frequency Words

Name: _____

100 High Frequency Words											
Tricky Words											
Tricky Word List 1 Phase 2		Tricky Word List 2 Phase 3		Tricky Word List 3 Phase 3		Tricky Word List 4 Phase 4		Tricky Word List 5 Phase 4		Tricky Word List 6 Phase 5	
the		he		you		said		were		oh	
to		she		they		have		there		their	
in		we		all		like		little		people	
no		me		are		so		one		Mr	
go		be		my		do		when		Mrs	
into		was		her		some		out		looked	
						come		what		called	
										asked	
										could	
Decodable Words											
Tricky Word List 1 Phase 2		Tricky Word List 2 Phase 2		Tricky Word List 3 Phase 3		Tricky Word List 4 Phase 4		Tricky Word List 5 Phase 5		Tricky Word List 6 Phase 5	
A		had		will		went		don't		your	
an		back		that		it's		old		day	
as		and		this		from		I'm		made	
at		get		then		children		by		came	
if		big		them		just		time		make	
in		him		with		help		house		here	
is		his		see				about		saw	
it		not		for						very	
of		got		now							

off		up		down										
on		mum		look										
can		but		too										
dad		put												
Dates Tested														

200 High Frequency Words – Tricky Words													
Tricky Word List 7		Tricky Word List 8		Tricky Word List 9		Tricky Word List 10		Tricky Word List 11		Tricky Word List 12		Tricky Word List 13	
water		wanted		work		only		clothes		gone		rabbit	
want		everyone		baby		many		key		floppy		coming	
over		two		mouse		laughed		place		really		he's	
going		thought		something		suddenly		mother		once		liked	
where		find		live		told		window		please		giant	
would		more		narrator		another		morning		stopped		use	
school		magic		small		great		different		ever		dragon	
who		shouted		couldn't		why		inside		most		pulled	
didn't		other		head		jumped		any		cold		we're	
know		through		town		because		eyes		lived		fly	
bear		door		I've		even		friends		birds		grow	
can't		began		every		before		there's		horse			
200 High Frequency Words – Decodable Words													
Word List 7		Word List 8		Word List 9		Word List 10		Word List 11		Word List 12		Word List 13	
good		tree		car		book		than		away		first	
how		us		three		it's		best		home		gave	

did		food		king		green		better		new		may	
man		fox		garden		let		hot		eat		found	
or		been		fast		run		sun		our		say	
took		stop		let's		under		across		play		around	
think		must		much		hat		hard		take		cried	
ran		red		keep		snow		wind		round		each	
again		right		room		air		wish		way		girl	
cat		animals		am		trees		eggs		sea		which	
long		next		last		bad		thing		these		tea	
things		lots		gran		top		miss		boy		white	
after		need		tell		fell		park					
has		that's		fun		box		duck					
yes		fish		sat		dark		river					
dog		bed		boat		granddad		looks					
well		still		sleep		looking		along					
I'll		soon		feet		end		plants					
round		night		queen									

Dates Tested	