

Reading Policy

Intent

At Rockwell Green Church of England Primary School, it is our intent that all of our pupils will become able to, engaged and interested in reading. We use a range of approaches to ensure that pupils can achieve confidence in and a life-long love of literature.

Implementation

Our planning, assessment, delivery, classroom and school organisation are essential parts of promoting our aim. Some of our approaches will be common across the school, e.g.

- During English based lessons the explicit skills of comprehension, critical thinking, structuring, skimming, scanning, summarising, using expression, responding to questions and developing an understanding of vocabulary through the 'word aware' approach will be taught
- Every class will have a dedicated area for reading. Topic boxes of stories, poems and non-fiction texts will be available and inviting for children to select from themselves. Every term there will be a carefully selected 'author of the moment' and books by the author, as well as some biographical information, will be clear to see
- Enthusiastic staff will share high quality texts on a regular basis with children, across the curriculum
- A protected, minimum slot of fifteen minutes per day will be reserved on every class' timetable for enjoying a story that is read aloud to them by an adult for pleasure.
- Once a week, there will be a regular KS2 'book club' slot in order to share recent enjoyable reads.
- All teachers will ensure that they offer time in the curriculum where texts are read aloud and enjoyed for pleasure
- Staff will remain focused on selecting high quality texts that teach, this will form part of a whole school reading spine, equipping our pupils with the knowledge and 'cultural capital' they will need to succeed
- The library is a key area of the school, where books are easy for all children to access and the texts that are available have been carefully selected and placed into a progressive structure
- Reading is continually being promoted in school, on a weekly basis with prizes for readers of the week and through special events, such as world book week.

Early Reading

Early reading begins with a 'phonics first' approach to decoding, which builds upon good speaking and listening skills, this will be implemented in practise by:

- A dedicated daily 40-minute session of phonics, using the Read, Write, Inc programme
- A multi-sensory approach to learning, making clear the link between reading, talking and writing
- A reading scheme that is clearly matched to the phonic progression in Read, Write, Inc
- A home-school reading record to share with parents to comment on the pupil's learning
- Regular phonic assessments for every child, which are used to inform future planning and provision

- Timely intervention to quickly identify and pick up those children who are falling behind with their progression in phonics ('keep-up not catch-up' approach)
- Across EYFS a dedicated '5 a day' English opportunities of rhymes, songs, stories to listen to and join in with
- A wide selection of resources to support letter and sound awareness



- Regular guided reading sessions, matched to the phonic progression within a group. This will take place with partners to overly read each page independently and as a silent reader (partner 1 and partner 2). RWI teachers will listen to and guide the children as they read.

Fluent Reading

As the children progress from early reading and decoding, we aim to develop independence, fluency and self-reliance, this will be implemented in practise by:

- Pupils will have full access to both school and class libraries. These are now 'zoned' in alignment with the recently updated DFE Reading Framework. The library will have a reduced offering of books, grouped by genre and 'spotlight' authors. There will be an even offering of both fiction and non-fiction texts.
- Within the library, to promote independence in self-selection and to foster a long-time love of reading, books will be colour coded. Pupils will be able to choose from 'very short' reads to 'long reads' and everything in-between. This colour coding is visible, on display in the library and supports children to put books back correctly.
- When pupils are fluent readers, they will move from a daily guided reading session into a shared reading session, which will take place daily. We have adopted Christopher Such's approach to prioritising fluent readers. These sessions, will be dedicated, in part, to developing fluency through automaticity, prosody and accuracy.
- In addition to the above, there will be teaching of the explicit skills, with a specific focus on vocabulary, retrieval and inference.

Whole school approach to Fluency Reading sessions

Seating

- Children will be sat in mixed ability pairings

Resources

- There will be a copy of a text for each child- enlarged for those with sight impairment

Teaching & Learning

- **Tracking:** The children will need to track when they, or someone else is reading. Teachers will explicitly model a range of 'tracking' techniques: using opaque and transparent objects, including fingers. Teachers will support meta-cognition, and support children with their preferred strategy. By year 6, the aim is all children to be tracking effectively with their eyes.
- The teacher will model reading as the expert in fluency, demonstrating a high level of: 1. Accuracy 2. Automaticity 3. Prosody
- If children finish the text before they have been asked to stop, they will read it again
- The non-reading pair will be the teacher. The children will need to be trained in this role and given the sentence stems that we use.

- If a child still cannot read a word after the prompting, then they will look at their partner who will tell them the word
- Teachers, when appropriate will ask for pairs to give feedback against how the children are reading with fluency - link to the learning objective/s and possibly the Oracy framework
- Vocabulary that will be introduced through the Fluency session will be over learnt and reinforced in each session throughout the week