



Pearson Primary School

Reading Policy

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Reading Lead Teacher – Miss P Nixon

At Pearson Primary School, we aim for children to become independent and confident readers with a lifelong love of reading. We are committed to making sure that every child is a confident and fluent reader so that they can access all areas of the curriculum and embrace and enjoy their future learning opportunities.

Choosing texts

Pupils will study at least one novel each term in upper school and at least two in lower school and EYFS. Reading lessons are supplemented with a variety of other genres including picture books, poetry, and non-fiction as well as 'cold' texts, which are extracts that allow the children to apply their reading skills on an unfamiliar text. The reading subject leader, in collaboration with teaching staff, choose the key texts, considering their Lexile demand to ensure that the reading challenge is progressive throughout the age range. Text choice is also guided to provide a broad range of genre, themes, cultural experience and considers gender and cultural representation. Children will study texts with archaic language, non-linear time sequences, unreliable narrators and resistant texts as they progress through school to increase the cognitive demand of the reading. The long-term plan is reviewed annually and is flexible to respond to cohort specific needs.

EYFS

In the Foundation Stage, we start teaching phonics immediately. Read, Write, Inc lessons take place daily and children are grouped based on their phonic assessments. Children build their decoding and blending skills using phonetically decodable Read, Write Inc. books once they are ready. Before this, the focus is on sound knowledge and blending using Fred Talk. To encourage children to apply their phonic knowledge to reading, staff will identify words in the learning environment that can be read in line with the phonics that has been taught. Readers who are struggling to keep up read daily with an adult in school and attend additional phonics interventions in the afternoon. Daily links to the phonics sound of the day are sent home to parents to allow further practise of the sound at home with family.

Key texts drive literacy provision. Children enjoy daily stories and are encouraged to participate in role play and activities linked to their class book. Children are exposed to the story several times and learn to remember and re-tell the story, using signifiers. Towards the end of the foundation stage, children are taught to innovate their retelling of familiar stories ready for Year 1. Children come to school with limited knowledge and exposure to the world around them. Continuous provision is used to provide children with knowledge and understanding related to their key text, to enable them to access the text. These key words are displayed, and children are encouraged to use and apply them in their activities.

Children in EYFS have a weekly library session to choose additional books to enjoy and share with their family. Chatter packs are sent home to F1 children weekly to encourage families to share a reading experience together in the home.

Lower School Reading (Years 1-3)

Children take part in daily Read, Write, Inc. phonics and reading lessons. The groupings are small, and assessments are made daily so that children can move through the groupings to ensure that they are always working within their challenge point.

As children complete the Read, Write, Inc. Phonics programme and are fluently reading age related texts, they begin daily small group guided reading lessons using Oxford Reading Tree books through levels 10, 11 and 12. They also begin working through the Read, Write, Inc. Spelling Programme.

Story time is timetabled daily. Care is taken to choose books that expose children to a range of authors who represent the cultural diversity in the community and broaden children's knowledge and experience of the world, as well as promoting high aspirations, particularly to address gender equality and stereotypes.

An additional whole class reading lesson takes place every afternoon to strengthen the children's comprehension skills across all of the content domains in lower school. Children begin to record their response to reading during the Spring Term of year 1. On the long-term Plan, the key fiction, non-fiction and poetry texts are mapped out with a purposeful link to another areas of the curriculum. These texts are of high quality and so will continue to be read to the children who have not completed the Read, Write, Inc. Phonics.

All children are expected to become fluent readers and therefore teachers provide additional 'keep up' sessions in the afternoon, fast track tutoring and pinny time. Additional 1:1 reading is prioritised for children who are not reading regularly at home or who come from non-English speaking homes, to ensure that they read frequently and receive timely and specific feedback. Frequency of reading is monitored daily. Volunteers are carefully chosen and read weekly with key children after training from the Reading Lead and Reader Leaders from Year 6 provide an addition 15 minutes of reading support daily.

Upper School Reading (Years 4-6)

Children take part in daily whole class reading lessons. The focus is on developing key reading skills through a quality class text. Sequences of learning support children to focus on one content domain for a number of lessons, learning a new skill within a familiar text before applying their learning to more demanding and less familiar texts.

Learning sequences last between 5 to 8 days and give consideration to the teaching of fluency, comprehension and reading response.

Fluency

We continue to develop fluency, speed and stamina in a variety of ways in upper school. Every lesson includes an opportunity for children to practise and embed fluency skill. Children are provided with opportunities to read and re-read a text or extract daily. These strategies include teacher read aloud, choral reads, echo reads, partner reads, group reads. An explicit fluency lesson is taught at least once a fortnight. Through text marking, children are taught to use pitch variations, emphasis and meaningful pauses to help listeners comprehend their reading.

Targeted children read one-to-one with an adult in school every day to further support their fluency development.

Comprehension

Using our knowledge of the needs of our children, we plan and teach each of the reading content domains. Teachers use the key text to identify opportunities to teach and practise reading skills in a variety of ways to keep reading lessons engaging. We provide vocabulary instruction daily.

Reading Response

Teachers' plan activities for children to respond to a text in a variety of ways to demonstrate their understanding and appreciation. Children are taught to compose written responses to answer questions of varying cognitive demand and posed in a variety of different ways (multiple choice, extended response) to assess their ability.

Assessment and Intervention

Formative:

This is the ongoing, day-to-day assessment which is carried out by teachers and is key to effective classroom practice. Learning outcomes are shared with children in each reading lesson. Formative assessment is used by teachers in every year group to inform planning, resources and support in order for all children to progress within their own reading journey.

Daily formative assessments are carried out by each phonics group teachers. This information is passed to the reading lead, who can complete one-to-one assessments as required. This system informs swift decision making on groupings so that children are always working in a group at their challenge point.

Summative:

Children in EYFS are assessed against the Foundation Stage Profile in reading under the Literacy Early Learning Goal. Children are reported as to whether they are 'on track' or 'emerging'.

All children are formally assessed on the Read, Write, Inc Programme at least half termly. Termly assessment meetings are held with a Read, Write, Inc lead facilitator to support and challenge leaders in the school on rates of progress.

Children are assessed using benchmark assessments once they reach the end of Year 2 reading expectations and have completed the Read, Write, Inc Programme.

Termly PIRA tests, from Year 3 upwards, and HCAT fluency assessments, from Year 2 upwards, identify gaps or areas of weakness, which inform the teachers' planning and any necessary intervention. Attainment data is recorded on the school pupil tracker, which is used to monitor the performance of individuals, groups and cohorts.

The reading lead ensures that new children to the school complete language screening and other reading assessments following a brief settling period to ensure they access reading provision that accurately meets their needs.

At key points through primary school, children are also assessed in reading against national expectations. These are:

- End of Year 1 (Phonics Screening) In June all pupils in year 1 sit a phonics screening check. Pupils who do not achieve the required threshold at the end of Year 1 repeat the check at the end of year 2.
- End of KS1 (Year 2 SATs Reading Teacher Assessment)
- End of KS2 (Year 6 SATs Reading Assessment)

Assessment information is reviewed termly at Pupil Progress meetings and used to target children who are not yet working at ARE in reading and to plan/evaluate interventions.

The school day is extended to provide reading intervention for children who are not yet fluently reading or who require additional support to keep up with the expected comprehension standard. This is an invitation only session that begins at 8:15 each morning.

Volunteer readers are targeted to support reading fluency for the most disadvantaged readers or for those whose home language is not English.

Daily Story Time

Story time is timetabled in every classroom daily, and care is taken to choose books that promote understanding of topical issues, challenge perceptions and provoke meaningful debate.

Home Reading

Emergent and early readers of all ages learn to read phonetically matched books from Read, Write, Inc. They take three books home.

1. The phonetically matched reading book that they have read in school through the Read, Write, Inc programme. This is the child's 'Time to Shine!'

2. The phonetically matched link Book Bag Book from Read, Write, Inc. This is the child's practice book and is linked to the book that they have learned to read in school.
3. A non-decodable book to share and enjoy with friends and family at home. This will be a lovely book of the child's choice that we would typically use for story time at school.

When children finish the Read, Write, Inc phonics and reading programme they will start to read 'real' books and bring them home in their book bags. This is an exciting time for our children, and we work hard to encourage them to choose books that spark their interest and develop a love of reading. Alongside this, we also recognise the need to continue to scaffold reading choices for some children to continue to build their stamina and fluency. These 'practice' books are matched to the child's fluency level and will be from the Oxford Reading Tree scheme. Children will read these books for a short period of time as they act as a bridging scheme between Read, Write, Inc and 'real' books.

All children are expected to return their reading book daily and read at least 5 times a week at home.

Classroom Book Corners

We expect book corners in every classroom to be engaging, inviting and comfortable.

Books available in classroom book corners are carefully chosen to promote a love of reading and to expand children's reading in wider areas of the curriculum. This includes a range of books relevant to the taught curriculum and represent a range of fiction, non-fiction, poetry and picture books for children of all ages. Book numbers are limited to promote interest and easier access and they are rotated termly.

Leadership

The role of the Reading Lead is to:

- Provide a strategic lead and direction for the subject
- Provide daily 'live' coaching for teachers of phonics during phonics sessions
- Provide weekly training for teachers of phonics
- Support and offer advice to colleagues on issues related to the reading curriculum
- Monitor pupil progress in reading
- Provide efficient resource management for the subject

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensuring that there is full coverage of the National Curriculum, and that progression is planned into the schemes of work.

Equal Opportunities

At Pearson Primary School we are committed to providing all children with an equal entitlement to reading activities and opportunities regardless of race, gender, culture or class.

Inclusion At Pearson Primary School

We know how to achieve educational inclusion in reading by: identifying and overcoming potential barriers to learning and assessment, responding to diverse learning needs and setting suitable and aspirational learning challenges for all children.