



# CHIEVELEY PRIMARY SCHOOL

## BE FUTUREPROOF!

### Reading Policy

September 2024

At Chieveley Primary school we are committed to fostering in children a deep-seated love for reading while empowering them with the fundamental reading skills crucial for both academic achievement and personal development. We believe that the ability to embrace reading is within everyone's grasp, a principle which is reflected in our school's ethos. We acknowledge that reading extends beyond a mere skill; it is a lifelong tool capable of enriching knowledge, igniting creativity and nurturing empathy.

#### Aims

- To cultivate confident and fluent readers who can decode and comprehend texts effectively.
- To embed exploratory talk, where pupils discuss and share ideas with peers about what they're reading, enabling them to understand complex stories better.
- To expand pupils' vocabulary and enhance their language comprehension.
- To foster a deep appreciation for reading by exposing pupils to a diverse range of fiction, nonfiction, and poetry texts.
- To build children's strong emotional connection with language through reciting poems, songs and rhymes.

To achieve these aims, we will ensure that:

- Adults read aloud regularly to children;
- We promote formal and informal 'book talk';
- We encourage the regular use of the school library;
- We provide dedicated time to read in class;
- We provide an environment where reading and sharing books is the sociable thing to do.

## Early Reading: Phonics

In our commitment to foundational reading skills, we have adopted the **Read Write Inc** programme, a Department of Education validated approach. This program is designed to equip our pupils with robust phonic knowledge, supporting them in decoding and reading words accurately.

From Reception to Year 2, phonics is taught through a combination of daily whole-class teaching sessions and small group activities. Staff ensure that phonics is an integrated part of all learning in Reception, making links across the Early Years Curriculum as children explore their environment. Regular assessments are undertaken to ensure children attend the correct phonics group for their ability and needs and progress through the scheme so they can decode and blend words fluently.

Some children will need extra support to keep up with the phonics taught to the whole class. Where this is necessary, children are organized into smaller 'booster' groups outside the regular phonics lessons.

Other children may have gaps in their phonics knowledge as a result of being absent from school for example, and where this is identified, targeted phonics programmes are arranged for individuals or groups of children.

Our phonics approach is underpinned by the understanding that phonics is a critical building block for reading success. Older children who struggle with decoding, will continue to be taught to read using the Read Write Inc, unless external professionals advise otherwise.

## Whole Class Reading: Fred's Teaching

At Chieveley Primary, we specifically teach reading in Years 2 - 6 every day. We use the **Fred's Teaching programme** as the cornerstone of our whole class reading programme. The texts provided by Fred's teaching for a reading lesson meet the criteria set out in the Reading Framework 2023 to 'be more challenging than a pupil might be able to understand independently because the teacher is there to support comprehension, explaining the meaning of words and phrases or elaborating on key ideas.'

The adoption of a whole class reading approach using Fred's Teaching resources brings the following advantages:

- **Inclusive Learning:** Through whole class reading, pupils of all reading levels take part in the shared experience of engaging with the same text. This approach fosters a sense of unity and collaboration, where every student contributes to the collective learning journey.
- **Exploratory Talk:** In the context of reading skills, exploratory talk functions as a tool for comprehension and critical analysis. Through peer interactions and group discussions, pupils discuss texts, interpret meanings and uncover underlying themes.
- **Critical Thinking:** The whole class reading model stimulates higher-order thinking skills. Pupils respond to thoughtfully designed questions and actively engage in analytical conversations.
- **Vocabulary Development:** Fred's Teaching focuses on expanding pupils' vocabulary. This approach introduces them to diverse and sophisticated language within meticulously curated texts.
- **Retrieval and Inference Skills:** Fred's Teaching enables pupils to develop retrieval and inference skills vital for robust comprehension. Pupils are guided through strategic questioning techniques that prompt them to extract information directly from the text and make insightful inferences based on contextual cues.

## **Reading in English lessons**

A long-term English plan sets out the class texts used in each cohort as the core of our English lessons and as models or inspiration for writing. This is a range of literature and non-fiction that children are unlikely to choose to read independently.

In the Early Years and Year 1, we recognise the importance of re-reading stories and poems to familiarise children with their patterns and themes. A core set of poems in EYFS and Year 1 ensures children are exposed to features such as alliteration, word games, traditional songs and rhymes, nonsense poems and poems with a strong rhythm.

In our English lessons, we aim to draw children into texts, encouraging commentary and predictions and modelling reading strategies. Dramatising stories and using role play supports this.

## **Strategies to teach reading**

- Teachers read aloud to model fluency, the use of intonation and expressive reading, thereby showcasing the beauty of prosody;
- Teachers think out loud about the content of the text, new vocabulary and their own knowledge and experience that they are using to interpret the text;
- Pupils engage in echo reading, where the teacher reads a text aloud sentence by sentence or line by line and pupils echo the teacher's reading, copying its pace, intonation and emphasis
- Pupils join in with choral reading where pupils can be allotted different lines to practise reading together.
- Partner or paired reading where pupils take turns reading to each other. This involves everyone as much as possible as long as pupils are at the same level. Pupils who are less fluent will need adult support.
- On occasions, pupils will benefit from reading aloud to the class, but this is unlikely to be on the first reading of a text. Instead, this will be after practising and preparing the text, either after the teacher has read the text to them, they have read with a partner or prepared the text individually.
- Teachers drive thinking and discussion by asking text-specific questions that deepen pupils' understanding. Targeted questions will require pupils to draw on their background knowledge to be able to access and interpret the text.

## **Individual Reading**

Throughout both KS1 and KS2, our aim is that each child will read their book to an adult at least once a week. This is a crucial element of our comprehensive reading strategy. Each student benefits from an individual banded book sourced from the Read Write Inc reading scheme or other phonetically matched book in EYFS and the start of Year 1 and in KS1 and KS2 from the Oxford Reading Tree. These books are carefully chosen to match each pupil's reading level, ensuring a balanced experience of challenge and support along their reading journey. These banded books provide a wide array of stories, genres, and subjects that cater to the pupils' diverse interests and requirements. School adults comment in reading records ensuring we keep clear records of progress, inform parents about discussions and prompt opportunities for continued involvement at home.

## **Class reading time**

We have dedicated time for pupils to engage in independent reading. We have integrated this practice into our daily class routine, creating an activity that we hope pupils will genuinely look forward to and delight in losing themselves in a good book. At the heart of our approach lies the conviction that independent reading holds immense value and promotes inclusivity, ensuring that every child,

regardless of their reading habits at home, can reap the benefits of regular and immersive reading sessions. Children can read their allocated ORT book, a book they have chosen from the library or a book on display in the classroom that supports class learning in other curriculum areas. The Reading Framework 2023 states that ‘once readers can decode accurately and speedily, reading a lot is the principle way they develop as readers.’

### **Story Time**

‘Story Time’ is an important part of each day across all year groups and is allocated at least 15 minutes, at some point during the school day. We provide the opportunity for children to be captivated by stories they might not yet be able to peruse on their own and fostering an environment where listening becomes a gateway to wonderment.

### **Reading at Home**

To support home reading, both Key Stage 1 and Key Stage 2 pupils are provided with a reading record, a valuable tool for tracking their reading journey.

We expect our pupils to engage in reading activities every day at home for at least 10 minutes. For children in the Foundation Stage and Key Stage One, this would largely consist of regular reading with parents and carers, looking at books together.

Older children are expected to read the book allocated to them by the school to their parents/carers. Parents or guardians are expected to sign the reading record following each reading session and to provide a brief comment on their child's reading experience.

This collaborative initiative between the school and home plays a crucial role in monitoring and celebrating the progress achieved by our pupils. Our class teachers consistently review these records, thereby fostering a culture of consistent reading habits beyond the confines of the classroom.

### **Reading Assessment**

We use NFER tests to assess children's reading three times a year, in December, March and July. These tests are designed to identify whether pupils are meeting reading expectations for their year in areas including comprehension, inference and vocabulary. Analysis of these areas allow teachers to identify strengths and weaknesses in their class.

The tests provide a reading age for individual pupils as well as an age-standardised score allowing us to see how pupils are performing against others of the same age.

Results of tests are used to inform future teaching for the whole class or for individual children through targeted intervention.

### **The School Library**

Reading for pleasure stands as an excellent avenue for nurturing imagination, enhancing vocabulary and refining language skills. Central to our mission is the belief that everyone should derive joy from our book collection in the school library. To achieve this, every class visits the library each week to explore our library where we have a range of fiction and non-fiction titles, catering to a wide range of interests. Children are allowed to choose their own books from the library. We actively encourage them to choose books that resonate with their interests, as this is a significant way to cultivate a genuine passion for reading. We are committed to meticulously curating our book collection to ensure a range of titles for all age groups and that all are represented within the books on the shelves.

