



Coupe Green
Primary School
H O G H T O N

Reading Policy

READING

Intent Statement

At Coupe Green Primary school, our aim is to promote high standards of language and literacy by equipping our pupils to develop their love of literature through widespread reading for enjoyment. We intend to ensure that all children are able to read fluently, automatically and with confidence by the end of their education at Coupe Green. We aim to instil a lifelong love of reading.

Our reading provision and curriculum allows children to explore and question the world through the written word and to develop socially, emotionally, intellectually and culturally. All children will learn to read well and our aim is to:

- ensure pupils read easily, fluently and with good understanding
- develop the habit and love of reading widely and often, for both pleasure and information
- acquire a wide vocabulary and understanding of the conventions of reading
- appreciate rich and varied literary and cultural heritage.

Early reading is vital in order to develop confident fluent readers. In the early teaching of reading, Phonics is rigorously and systematically taught throughout EFYS and Key Stage One using the 'Lancashire Red Rose' programme. Our aim is to allow children to have quality first teaching so that all children are confident readers and writers by the end of Key Stage One.

Expectations

All children will have a 20 minute quality first teaching phonics lesson daily. Our teaching ensures that all children have the opportunity to make progress within lessons. Through monitoring of phonics and reading, those children identified as falling behind or needing extra support are identified swiftly and targeted interventions put in place in order to aid this catch up. These intervention programmes will be outlined further in the policy. Children with SEND have specific targeted support based on their individual needs.

Our early phonics and spelling trajectory ensures that by the end of Nursery, our children are Phase 1 secure. In the Autumn term of Reception, we aim to ensure a strong, swift start teaching Phase 2. By the end of Reception, our children will be Phase 3 secure and have begun to learn Phase 4. By the end of Year 1, our children should be Phase 5 secure and confident in the Year 1 spelling rules outlined in the National Curriculum. In Year 2, Phase 5 will be consolidated and Phase 6 will be taught. By the end of Year 2, our Year 2 children will be confident readers and spellers of the Y2 spelling rules outlined in the National Curriculum.

	Nursery	Reception	Year 1	Year 2
Autumn	Phase 1	Phase 1 Phase 2	Phase 4/5	Review Phase 5 (Phase 6)
Spring	Phase 1	Phase 3	Phase 5 Y1 spelling NC	Y2 spelling NC
Summer	Phase 1 (Phase 2 for some children)	Phase 3/4	Phase 5 Y1 spelling NC	Y2 spelling NC

Home Reading Books

Reading books will be changed twice a week, on a Monday and a Thursday. To support home reading children will receive “phonetically decodable” books and they will be closely matched to the phonics sounds they have been taught to independently consolidate at home. Below is a table to model the home reading organisation.

Home Reading Cycle

Day	Skill Focus	Key Questions
Monday	<ul style="list-style-type: none"> • Make predictions • Describe characters and settings • Identify tricky words and learnt phonemes (sounds) <p><i>Read the book, or chosen pages, with your child to explore characters and build the confidence for decoding the next day.</i></p>	<ul style="list-style-type: none"> • What can you see on the front cover? • Can you spot any tricky words or sounds? • What could happen in this book? • Is it a fiction or non-fiction? How do you know?
Tuesday	<ul style="list-style-type: none"> • Decoding to read – segmenting and blending. <p><i>Ask your child to read the book to you, support then to decode when/if required.</i></p>	<ul style="list-style-type: none"> • Can you spot any sounds that you know before we read? • Can you add sound buttons to the words that you don't know?
Wednesday	<ul style="list-style-type: none"> • Reading Fluency – practise reading so that children can read the majority of the book without having to stop often to sound out. • Comprehension – understanding what they have read. <p><i>Ask your child to read the book to you again, practising their 'speedy reading' (reading without having to spot and segment words). Encourage your child to add expression to demonstrate their understanding</i></p>	<ul style="list-style-type: none"> • Can you practise your speedy reading? Let's read the words that we know without saying each sound first. • How did Chip feel? How do you know? • Why/What/When/How questions to establish understanding.
Thursday	New book given. Repeat the cycle above, using the new text.	

We believe it is important for parents to be given tools to support reading at home. Parents will receive phonic bookmarks with the half termly sounds and tricky words identified so parents can understand focus sounds and consolidate taught skills at home when reading with their children. We ensure that parents have a book bank bookmark with comprehension questions so they know how to challenge and support comprehension.

The children will have opportunities to read through Guided Reading sessions; shared Reading in the form of a daily class novel, 1:1 reading and daily English sessions. These opportunities enable school staff to monitor and assess children progress in reading regularly and set appropriate targets.

Classroom Display

Acorn and Oak classes will clearly display the taught GPCs in the systematic order as the children learn these sounds in phonic sessions. The class display will clearly identify the GPCs of the week and any focus tricky words. Class teachers will add to this wall daily to reflect the progressive learning of the children. The children will then be able to use this wall to support their independent work. In Elm- Elder, the focus spelling rules will be displayed with key words to allow the children to embed these spellings within their writing. Key taught common exception words will be displayed as their knowledge grows.

Vocabulary

Lancashire's Red Rose phonics scheme seeks to deepen and broaden children's vocabulary. Within each phonics lesson, staff will explicitly stretch and challenge the phonic words they want the children to decode. There will be constant dialogue about the meaning of new vocabulary which they can then apply to their writing. In Year 2 and Key Stage 2, the children will explore the meaning of words, prefixes and suffixes before finally being able to apply spelling words contextually within sentences.

Enunciation

All staff and adults reading with children have had training on pronouncing phonemes correctly to ensure that children can hear and spell sounds correctly. Enunciating clearly is crucial to avoid adding a "schwa" on the end eg I is pronounced "ull" and not "luh". This can often affect the children's speaking and spelling. Please find the correct articulation below:

<https://www.youtube.com/watch?v=UCI2mu7URBc>

Blending

All staff and adults reading with children will use consistent strategies in order to support the children's blending. At Coupe Green, we encourage the use of sound buttons in order to spot GPCs and blend to read. Sound buttons identify the smallest unit of sound. Dots below the word show single letter sounds, lines show digraphs (2 letter sounds), trigraphs (3 letter sounds) and in some cases four letter phonemes (4 letter sounds). The children are encouraged to merge the sounds as they follow with their fingers from left to right to merge sounds.



Segmenting

All staff and adults segmenting to spell with children will use consistent strategies in order to support children's segmenting. At Coupe Green, we encourage adults to model and encourage children to use their phonic fingers touching their chin for every sound to sound talk the GPCs in order to spell the sounds. Eg snail- s-n-ai-l in order to select the correct letters when spelling.

Key Learning

At Coupe Green, whenever reading and developing children's decoding and comprehension, we aim to help the children develop skills listed below to ensure maximum progress. These are taken from a combination of the National Curriculum and Lancashire's KLIPs.

Word Reading: In Early reading, children learn to decode words using segmenting and blending builds fluency, confidence and word recognition. Applying knowledge of phonics, root words, suffixes and prefixes enables children to grapple with unfamiliar words. In KS2, we continue to learn to decode common exception words and those listed in the National Curriculum spelling rules. KS2 children are encouraged to explore the meaning of these words and consider how suffix and prefixes change their meanings.

Sentence Reading: In Early reading, children learn to understand that groups of words convey meaning and they read sentences checking understanding to ensure that they make sense. We also explore how sentences are demarcated in different ways which contributes to the meaning. In all classes, including KS2, we encourage children to talk about what they

have read, using new language and vocabulary. In Key Stage 2, we explore literal and figurative or implied meaning to understand the author's intentions.

EYFS Comprehension skills: - In EYFS, children demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. We encourage the children to anticipate, make predictions and summarise key events in stories. The children use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and develop these further during role-play.

KS1 Comprehension Skills: In Key Stage 1, we focus on developing the following comprehension skills. 1a) Drawing on knowledge of vocabulary to understand texts. 1b) Identifying and explaining key aspects of fiction and nonfiction texts, such as characters, events, titles and information. 1c) Identifying and explaining the sequence of events in texts. 1d) Making inferences from the text. 1e) Predicting what might happen on the basis of what has been read so far.

KS2 Comprehension Skills: In Key Stage 2, we focus on developing the following comprehension skills. 2a) Giving / explaining the meaning of words in context. 2b) Retrieving and recording information / identifying key details from fiction and non-fiction. 2c) Summarising main ideas from more than one paragraph. 2d) Making inferences from the text / explaining and justifying inferences with evidence from the text. 2e) Predicting what might happen from details stated and implied. 2f) Identifying / explaining how information / narrative content is related and contributes to meaning as a whole. 2g) Identifying / explaining how meaning is enhanced through choice of words and phrases.

IMPLEMENTATION

Phonics

Phonics is taught through Lancashire's Red Rose Phonics scheme. This is a rigorous, systematic synthetic phonics teaching programme for early reading and writing success. Please see Phonics and Spelling progression document.

The children in EYFS and Year 1 have daily interactive phonics lessons and activities to teach sounds, blending, grapheme/phoneme correspondences, letter formation and pronunciation. In EYFS and KS1, we use the matching Red Rose letter formation rhymes for pre-cursive formation. In KS2, we use Letter Join formation scheme as handwriting throughout EYFS, KS1 and KS2. Please see the handwriting policy.

Guided Reading

Every child participates in an adult led guided reading session once a week. During a guided reading session, our children independently read and respond to a challenging text, with the adult supporting. Each session has a word reading and comprehension focus (listed above) against which children's reading skills, knowledge and understanding are developed and monitored.

Home Reading

Our home reading scheme contains a blend of decodable and non-decodable books and we encourage children to read a variety of texts to ensure a balance between poetry, fiction and non-fiction. EYFS and KS1 receive 2 reading books weekly matched closely to the children's phonetic development and reading ability (in line with our progression in phonics). Home reading books encourage reading for pleasure and develops fluency. It aims to promote a love of reading, stretch and challenge their vocabulary and comprehension. KS2 books are changed as and when required. Our scheme develops greater independence and fluency in a child's reading. We also emphasise to parents and guardians the importance of questioning and understanding of texts to support a child's developing comprehension.

Intervention

We recognise that all children progress at different rates and have different needs or barriers to their learning. Our staff are highly trained to use a range of assessment to swiftly identify those falling behind with their phonics. We have a range of schemes available for different purposes. All the intervention programmes complement our Red Rose scheme and the order and progressions of sounds.

Fast track phonics: Is used for Year 1 children who are not on track to pass the phonics screening or those needing extra support.

Bounce Back phonics: Is used for Year 2-4 when they have not passed the phonics screening check or if they need extra support with their phonics.

Reading for Pleasure

Story Time

Infant classes have daily story time often linked to the current topic or choice of children's favourite story/book. Whole class/Shared reading: Opportunities to read throughout the curriculum. Teachers support by modelling reading with expression and fluency. This is also a chance to highlight key vocabulary, develop children's comprehension skills and reflect on what is being read by making comparisons to their own experiences including moral and social dilemmas.

Reading Areas

Each classroom has an inviting reading area which enables to children to have access to a range of genres, including diverse stories from different places and cultures.

Bookworms

Each week, during Good News assembly, each class teacher presents a certificate for one child who has been trying hard at the end of each half term, each class teacher chooses a reader of the week. At the end of each half term in the Golden Merit assembly, one child from each class is nominated for a bookworm badge. This is to recognise a child who has made good progress, been trying hard or has been reading often and widely for pleasure.

Impact

Statutory Assessment

In June of Year 1, the children take the Phonics Screening Check where they apply their phonic knowledge and blending skills to read a range of real and pseudo words. The class teacher and phonics subject leader in accordance with DfE guidelines carefully administer this test. Children who do not pass the Phonics Screening Check will re-take this test in Year 2.

Summative Assessment

Ongoing assessment of reading is crucial across school. Assessment of reading will take place once a term at 10, 20 and 30 weeks and will take the form of:

- Pearsons Reading Assessments (Year 1, 3, 4 and 5)
- SATs assessments (Year 2 and 6)
- Phased Phonics assessments progress in Reception Year 1
- Book band assessments EYFS and KS1

A combination of all the above assessments ensure staff make informed accurate teacher assessment judgements and continually reflect on the progress of the children at regular intervals across the year.

Aside from assessment, the impact of our reading curriculum across school can be seen in other ways too. At Coupe Green Primary School, all children will learn to read well and develop a love for reading. We believe reading is the vital key to unlocking the broad and balanced curriculum we have to offer at our school. Reading will help shape the way children understand the world and provide them with the confidence and motivation to learn. A love of reading makes all the difference.

Formative Assessment

A record of books read from the reading scheme is kept. We constantly monitor and review children's progressing phonics and decoding ability to ensure children's reading books are closely matched to previously taught sounds and ability. All staff use a reading Book Band tracker.

We believe formative ongoing assessment is crucial guided reading too. Each class has a Guided Reading file which contains annotated guided reading plans. It also contains Key Learning documents such as KLIPs and LAPs to constantly monitor and review progress.

The KLIPs statements help to;

- Support teacher's planning to address gaps in learning;
- Help teachers focus on where pupils are in their learning;
- Guide teachers judgements as to whether pupils are on track to meet their year group expectations and how much progress is being made over time.

Monitoring

The Reading subject leader will continually monitor the implementation and impact of the Phonics and Reading provision. This will take the form of talking to the children, learning environment walks, lesson walkthroughs and observations, book scrutiny, learning and data checks.

Reviewed: September 2022