



# Reading Policy

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Date: Autumn 2023

Review: Autumn 2026

### **Our Vision:**

At Ferndale, we want to foster a lifelong love of reading regardless of ability or background. Carefully selected texts including stories, poems and non-fiction are shared with children to develop vocabulary, language comprehension and most importantly, a love of reading. Our reading spine incorporates books which deal with real life issues, have differing main characters or which reinforce the curriculum studied. We aspire for our children to be able to talk about a range of authors' work using it for inspiration in their own writing. As children move from developing to more confident and independent readers, our reading curriculum reflects the skills required to do this.

We are determined that every pupil will learn to read, regardless of their background, needs or abilities. All pupils, including the weakest readers, should make sufficient progress to meet or exceed age-related expectations. Through our phonics programme and a rigorous approach to the teaching of reading, we will enable our pupils to become successful, fluent readers who go on to developing their love of reading into Key Stage 2 and beyond. Being able to read is the most important skill children will learn during their early schooling and has far-reaching implications for lifelong confidence and well-being. Reading is high-priority throughout all curriculum areas at Ferndale. **(Taken from Phonics and Early Reading Policy)**

### **Implementation:**

Each week, children are explicitly taught the skills of vocabulary, retrieval, inference and author's choice around a quality, age-appropriate text. To support independent application of these skills, the final lesson of the week is with a new text and focuses on using all these skills whilst developing their scanning strategies and reading stamina.

Staff are given the freedom to plan lessons which they feel are pertinent to their children following the reading skill weekly cycle. In KS2, staff use a set PowerPoint slide which includes steps to success to support children in accessing each of the reading domains successfully. Teachers provide quality age-related texts for their children that span over a variety of genres, giving children a balance of different texts during each half term. In EYFS and KS1, children are taught to read through a range of strategies including the teaching of systematic synthetic phonics, reading books in line with children's phonetic knowledge and sharing reading books with their class and, their parents at home. In Year 2, children are introduced to guided reading with teachers sharing a text and introducing the guide it, do it, prove it and deepen it strands in age-appropriate whole class sessions in line with the rest of the school.

Staff support children in developing their long term memory of facts and skills through a robust system of reviewing and revisiting their learning. Children learn new ideas by reference to ideas they already know and our sequenced curriculum ensures that children have the prior knowledge to master new ideas. We understand that this reviewing of skills is effective only

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if teachers elaborate on them, and direct children's attention to the crucial similarities between existing knowledge and what is to be learned. Teachers should build on what children already know to support them in making further progress. **(See Teaching and Learning Policy for more information.)**

Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. Our school has 'Learning Zones' to support the needs of some of our SEND children, the staff in these zones work closely with teachers and zone leads to ensure work is both appropriate and challenging for all children. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential.

Staff know who the lowest 20% are in their classes and be put in place additional opportunities for reading and interventions.

### **Impact:**

Reading in our school is progressive and planned to meet the needs of all children.

Assessments are carried out regularly to ensure children are accessing books at the right level and are being challenged in their reading. At the same time, we provide books to ensure that children read for pleasure and learn to love reading. When children are keeping up with the curriculum, they are deemed to be making expected or more than expected progress. In addition, we measure the impact of our curriculum through the following methods:

- Phonics assessment;
- Phonics screening results;
- Book band colour – assessed using Benchmarking and our learning ladders;
- Teacher assessment through the reading domain cycle;
- Weekly assessment of skills through an unseen text;
- End of Key stage SATs results.

For children who are making less than expected progress, Salford reading tests are used to identify reading ages to support specific interventions which are run in half termly cycles.

### **What do we expect attainment to look like?**

By the time children leave our school, we expect them to communicate through speaking and listening, reading and writing, with confidence, fluency and understanding in a range of situations. We will make every effort to encourage our children to foster a love of literature.

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The aims of teaching reading in our school are to develop pupils who:

- show high levels of achievement and exhibit very positive attitudes towards reading;
- rapidly acquire a secure knowledge of letters and sounds and make sustained progress in learning to read fluently;
- read easily and fluently with good understanding across both fiction and non-fiction;
- acquire a wider vocabulary;
- participate in the teaching of phonics knowledge, skills and understanding in a systematic and enjoyable way;
- develop their reading in all subjects to support their acquisition of knowledge;
- develop a love of reading;
- read for pleasure both at home and school on a regular basis;
- through their reading develop culturally, emotionally, intellectually, socially and spiritually;
- develop good comprehension drawing from their linguistic knowledge.

By the end of Key Stage One, the majority of children should be working at the expected standard as defined by the now non-statutory Teacher Assessment Framework documentation.

By the end of Year 4, children will have been exposed to the National Curriculum for Years 3 and 4. The majority of children will be developing or secure. Most pupils should be secure by the end of Year 4.

By the end of Key Stage Two, the majority of pupils should be working within the range of developing to secure. Most pupils should be classified as working at the expected standard. Some children will be working at the expected standard with greater depth.

### **What do Reading lessons look like?**

In KS1, Children in Reception and Year 1 receive daily, discrete phonics sessions. In Year 2, phonics teaching and revision is incorporated within sessions focusing on developing grammar. Depending upon the cohort of children, phonics sessions may be delivered to the whole class or to smaller groups. In KS1, children complete guided reading lessons following whole school policy which are teacher led with texts discussed and questions used to support evidence collection in relation to the now non-statutory KS1 TAF.

### **KS2:**

With support from staff, specific slides have been created to support the planning and teaching of writing.

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Each lesson starts with a skills based objective linked to a specific reading domain. Each lesson has the same structure: Modelling- where a teacher supports children in accessing the skill for that lesson, Doing- children have a go at age-appropriate questions linked to the skill of the day, Proving- a reasoning style question linked to the skill. This may be a true or false question or prove me right or wrong. Extending- extending learning through thought-provoking questions which need evidence and an explanation to support their explanation, Connecting- a strand for our GDS readers where they can make links across texts, between characters or genres they have read. Staff work closely with their year group teams to adapt and alter lessons based on the needs of their individual children and to use the planning document as a working and changeable document to suit the needs of the children.


Each week the same skills are covered to ensure consistency and constant reviewing of skills: Monday- vocabulary, Tuesday- retrieval, Wednesday- inference, Thursday- author's choice and Friday- application of skills.

Daily slides:

Monday 14<sup>th</sup> November

LO: To understand and use new vocabulary in context (2a)





I predict... 

Using my background knowledge, I predict that... because...

Looking at the picture I predict that... because...

I think the genre is... because...



Steps to Success (Vocab) 


I can identify the word function (noun, verb, adjective, etc.)

I can identify the root word? Prefixes? Suffixes?

I can read and understand the context - read around the word (including the sentences before and after, and further into the paragraph if needed).


I can visualise what is happening in the text/what the text is talking about.

I can check my idea by replacing the word with a possible synonym - *does it make sense?*


Modelling 

Look at the 'What effects could climate change have?' section.

1. Find and copy a word that means to cause so much damage to something that it no longer exists (1 mark)
2. Find and copy a word that means types of animals (1 mark)


Doing 

1. What is the commonly used term to describe the temperature on Earth increasing? (1 mark)
2. Find and copy a word which means it hasn't rained for a long time. (1 mark)
3. What is the name given to energy taken from tides, the wind, the sun and Earth's heart? (1 mark)
4. What is the name given to coal, oil and gas? (1 mark)


Proving 

1. 'Scientists have warned that it may be too late to rectify the situation.' Prove to me you understand this sentence by explaining the meaning of rectify. (1 mark)
2. Look at the 'What has happened so far?' section. Find and copy a word that suggests that we cannot know in advance what the weather will be like. Prove to me you understand the meaning of this word by including it in a sentence of your own. (1 mark)

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### Extending



1. Look at the paragraph 'Carbon dioxide is believed...' Find and copy a word that suggest carbon dioxide is the main reason why climate change is happening.
2. Look at the 'What has happened so far?' section. Find and copy a word that suggests temperatures are rising at a great rate.
3. Look at the 'What has happened so far?' section. Find and copy a word that suggests society is anxious about rising temperatures.

### Assessment for Learning

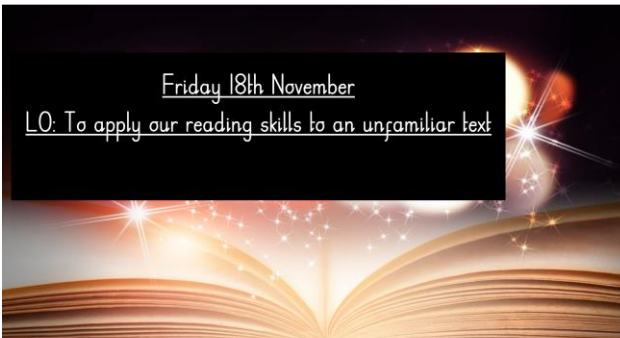



On a scale of 1-10, how threatening do you think climate change is?  
Use evidence from the text to support your answer.

Application:


Friday 18th November

L.O: To apply our reading skills to an unfamiliar text





### Applying



1. Which two statements are correct? (2 marks)  
Susan and Colin are at the start of a train journey ☐  
There is a station at Mindlow ☐  
Susan and Colin are at the end of a train journey ☐  
Colin was the guard ☐
2. Find and copy the word that means 'suddenly', used to describe the mess that Susan clears up in the carriage. (1 mark)
3. If three children were posed on the edge of their seats, close to hand and munched over one arm, how do you think they were feeling? (1 mark)
4. According to the text, which rails were the longest of all and why do you think that might be the case? (2 marks)
5. Explain the phrase: more people spilled egg the train. (1 mark)
6. We are given the impression that Mr Messick is a strong man. Find two pieces of evidence to support this. (2 marks)
7. The author has used the words horrified. How does this help us to picture Mr Messick? (1 mark)
8. Tick the following statements to show if they are true or false (2 marks)

	True	False
Mr Messick was friendly.		
Mr Messick was telling them some rubbish.		
Mr Messick had a dog with him.		
Mr Messick liked to be called Gwether.		

9. Find and copy evidence from the text which shows that the luncher was not very pleased to see the children at first. Explain why this might be. (2 marks)
10. Do you think the text is set in modern times? Give two reasons from the text to support your answer. (2 marks)

Early Reading and Phonics:

### Phonics:

We follow the Department for Education (DfE) Letters and Sounds phonics programme at Ferndale Primary School. The learning of phonics is the beginning of children's body of knowledge, skills and understanding that are an essential part of learning to read. In order to read and understand texts, children must learn to recognise and decode words on a page.

Children should be taught four skills:

- grapheme–phoneme correspondences (that is, the alphabetic code) in a clearly defined, incremental sequence
- to synthesise (blend) phonemes (sounds) in order all through a word to read it
- to segment words into their constituent phonemes for spelling
- that blending and segmenting are reversible processes.

It is generally accepted that English has 44 sounds (although this number varies slightly, depending on regional accents). The way the 26 letters of the alphabet are used in English (singly or in combination) to represent the 44 sounds is referred to as the alphabetic code.

In the alphabetic code in English:

- a single phoneme can be represented (spelt) in different ways, using one, two, three or four letters. For example, the sound /aw/ can be represented as 'or', 'saw', 'haul',

[Type here]

‘lore’, ‘fraught’ and ‘sought’

- one grapheme (that is, a letter or combination of letters) can represent different sounds. For example, the digraph (two letters) ‘ow’ sounds different in ‘crowd’ and in ‘low’; the four letters combined in ‘ough’ are pronounced differently in ‘through’, ‘rough’ and ‘bough’; the letter ‘c’ represents a /s/ sound at the beginning of ‘circus’ and a /k/ sound in the middle, and so on.

Good quality phonics teaching allows the child to be secure in the skills of grapheme/phoneme correspondence, word recognition and decoding which allows children to read fluently. This will result in children being able to read for pleasure and will allow them to move onto developing higher order reading for meaning skills

Children in Reception and Year 1 receive daily, 30 minute, discrete phonics sessions. In Year 2, phonics teaching and revision is incorporated within sessions focusing on developing grammar. Depending upon the cohort of children, phonics sessions may be delivered to the whole class or to smaller groups.

Ongoing, regular and detailed assessment of children’s phonic knowledge enables class teachers to identify, and provide immediate support, to any pupils falling behind the programme’s pace. This is where children may receive additional phonics practice in addition to their usual phonics session. **(More information linked to phonics can be found in the Phonics and Early Reading policy.)**

### **What should Reading books look like?**

Learning journeys should be evident through a sequence of lessons within a book. Each of the reading domains should be explored through the weekly sequences of lessons. There should be a variety of age-related texts and genres with a weekly ‘assessment’ of skills through children accessing an previously unseen text.

Staff should work alongside children throughout a journey providing instant feedback to children. Verbal feedback should be evident in identifying and correcting any mistakes or misconceptions and to move children’s learning on within a lesson. Now tasks or modelling may be provided to support children in making progress during the lesson.


In Key Stage Two, children will complete whole class activities based on the differentiated metal system with room for them to progress through the metal system based on their confidence in that specific domain.

### **Reading Spine:**

Ferndale’s Reading Spine is based on Pie Corbett’s principle that children should receive a wealth of engaging, quality texts as part of regular class story time. The texts selected are either from Pie Corbett’s recommended reading spine texts or because they are linked to

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the particular topic for that year group. Throughout class story time, PSHE/ SEMH issues that occur within the texts, such as loss, can be explored in an age-appropriate manner. The books are subject to change, depending upon changes to topic, new releases or issues we feel year groups may need to explore.

<div>  <b>Ferndale's Year 3-6</b>  <b>reading spine</b> (updated Summer21)         </div>					Ferndale's Reading Spine is based on Pie Corbett's principle that children should receive a wealth of engaging, quality texts as part of regular class story time. The texts selected are either from Pie Corbett's
Term	Year 3	Year 4	Year 5	Year 6	
AUTUMN	  		 	 	
SPRING	 			 	
SUMMER	 	 			

recommended reading spine texts or because they are linked to the particular topic for that year group. Throughout class story time, PSHE/ SEMH issues that occur within the texts, such as loss, can be explored in an age-appropriate manner. The books are subject to change, depending upon changes to topic and new releases.

Each class also has access to a range of books promoting diversity to supplement their reading diet within class.

### Home Reading:

Children's reading journeys continue at home through rich and varied range of banded texts and free home readers. Reading records support this journey and are part a child's opportunities to answer a range of skills and develop their wider reading. Parents and carers are supported by staff using questions in their reading records to model how to share a text and check for understanding. Those children who are identified as not having read at home will be identified by the class teacher and will have additional sessions where they read to class teacher or support staff to ensure equal opportunities for all children.

Staff are expected to hear each child in their class read over a two-week cycle. Through the use of learning ladders, staff can assess children's reading against their book band and ask questions which relate to their assessed reading level. To foster a love of reading, children have been set a target of reading at home with their parents- reading three times at home results in children earning five dojos. In addition to this, children have an additional reading book supplementary to their banded book to enjoy with their parents at home.



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### **Monitoring:**

The quality of teaching and learning is monitored through lesson observations and through the monitoring of books. Home diaries and class Reading Records are also monitored by subject leads termly. In addition, continuity and progression across the school is monitored by the subject leader in moderation and 'progression' staff meetings. Staff meetings are planned for to support 'gaps' in subject knowledge or provide support and CPD to improve writing across school.

A named member of the governing body is briefed to oversee the teaching and learning of English. The link governor meets, at least termly, with the subject leader to review progress.

### **Staff Development:**

Through monitoring and evaluation, areas of development and training are identified. With support from the English Co-ordinator and SLT, teachers are expected to keep up to date with subject knowledge and make use of materials within school and materials provided during staff training.

### **English and Inclusion:**

At our school, we teach English to all children, whatever their ability or individual needs. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those children with special educational needs, those with disabilities, those with special gifts and talents, pupil premium, looked after children and those children learning English as an additional language and we take reasonable steps to achieve this.

When progress falls significantly outside of the expected range, it may identify that the child has a special educational need or disability. Our assessment process looks at a range of factors- classroom organisation, teaching materials, teaching style and differentiation- so that we can take additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected outcomes. At Ferndale, children working below National Curriculum are assessed using B-Squared which links to P-Levels. This ensures our teaching is matched to the needs of our children and specific targets are created relating to English.

### **Parental and Community involvement:**

We value our parent involvement in children's development of their reading and promote a home school partnership in the following ways:

- Sharing information: newsletters/parents' leaflets

[Type here]

- Celebrations: assemblies, school performances, sharing stories on World Book Day and displays
- Homework: in-line with our homework policy and home/school agreement
- Home Reading Records and sharing a story with their children.

### **Assessment, Reporting and Recording:**

Assessments are made in line with the school assessment policy. Teachers report to parents three times a year in parents' evenings, interim report in the Spring term and in the annual report to parents. Children are assessed on entering, and this is on-going throughout their school life. Termly assessments are completed using the Headstart reading assessment. This provides staff with a raw and scaled score which relates to working towards, working at or working at greater depth within the expected standard. This supports staff in their moderation of pupil's reading levels. Reading data is tracked through SIMs, discussed in pupil progress meetings and moderated by SLT. Teachers are provided with learning ladders, with objectives linked to the National Curriculum, to support their judgements and planning next steps for their children. A robust and developing system of moderation and monitoring, including cross school moderation and outside schools, ensures the accuracy of judgements in line with national standards.