



Ireby Church of England Primary School

English: Reading Comprehension

Signed by:

_____  _____ Head Teacher

Date: 20th February 2024

Next review date: September 2025 or sooner if required

School Governance:

Responsibility of the school leadership

Christian vision: 'Created to do Good' Ephesians 2:10

By instilling our values through our learning and play, it is our hope that our children develop a deeper understanding of themselves and the world around them.

We want our children to know that they are part of our local, national and global community and that, in their own way, they can help to make our world better place.

Reading Comprehension

Our Intent:

Reading is fundamental to education and beyond. Proficiency in reading, writing and spoken language is vital for pupils' success. Through these, they develop communication skills for education and for working with others: in school, in training and at work. Pupils who read proficiently are likely to be able to access and enjoy the whole curriculum.

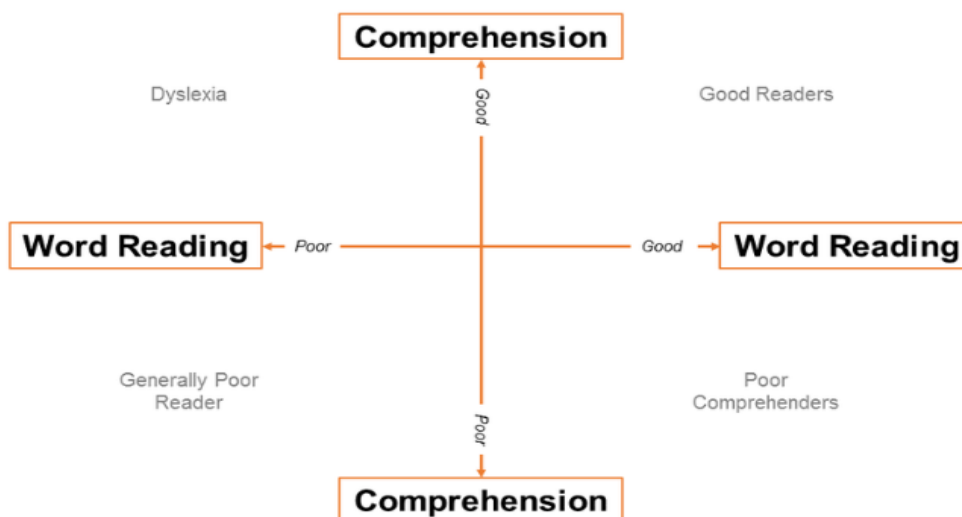
Our aim is therefore, that by the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless, and their comprehension of texts should be sufficient to manage the general demands of the curriculum in year 7, across all subjects and not just in English.

Supporting the progress of our children's reading comprehension is a vital part of achieving our goals.

Implementation

Understanding the 'Simple view of reading'

The 'Simple View of Reading' (see Figure below) states that reading is the product of two complex, separable, but interlinked dimensions that are referred to as decoding and linguistic comprehension (Gough & Tunmer, 1986; Hoover & Gough, 1990; Tunmer & Hoover, 1992)



Ireby reading pathway:

It is for this reason that from day in in the Early Years, children at Ireby are guided along a pathway that supports their reading progress. It starts with a structure [synthetic phonics programme](#) and a heavy focus on [reading fluency](#). By the end of Year 1, children should have completed their phonics scheme and the focus shines on their reading fluency. By the end of lower Key stage 2, our expectation is that children are reading fluently (please read our fluency policy and our definition of fluency). Their ability to read fluently, supports both children's word reading and their understanding of the texts they read, and so their comprehension.

As our children's reading fluency develops through lower Key Stage 2, so our curriculum focusses on strategies that supports their reading comprehension.

What is reading comprehension?

The [Education Endowment Foundation](#) defines reading comprehension as learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include:

- inferring meaning from context;
- summarising or identifying key points;
- using graphic or semantic organisers;
- developing questioning strategies;
- monitoring their own comprehension and then identifying and resolving difficulties for themselves (see also [metacognition and self-regulation](#)).
- Making predictions based on evidence
- Understanding words in context and authorial choice
- Comparing, contrasting, and commenting on texts they read

How we teach comprehension

Comprehension is woven into our English curriculum. Units are carefully selected and sequenced which cover a range of fiction, non-fiction and poetry genres. Each unit builds skills progressively including through immersion in a range of texts, reading fluency and focus on comprehension using a range of techniques.

Comprehension is also taught across every curriculum subject. Wherever there is reading, so there is opportunity to discuss and understand the meaning of the texts they read.

How we assess comprehension

The Education Endowment Foundation identifies that the effective teaching of reading comprehension strategies have a high impact (on average (+6 month)). They stress that it is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.

At Ireby, as well as rigorous [assessment of phonics](#) and [reading fluency](#) we also use an assessment toolkit which gives us an accurate understanding of children's reading performance against other children nationally. This allows us to ensure that children are reading texts at the appropriate level of challenge. We also assess comprehension strategies using our ['reading' progression toolkit](#). (please read this document to gain a deeper insight into reading comprehension strategies).

Building a team of expert teachers

Our literacy lead manages the teaching of reading across our school. At Ireby, our lead is an expert in our chosen phonics programme (R,W,I) for Reception and year 1 and the programme for catch up, has completed training in middle leadership and has trained on the Herts For Learning fluency resource, implemented reading fluency and linked this with comprehension progression through our English curriculum.

Impact

The impact of all our work is a deep understanding of our English language and the ability to communicate effectively. This will translate into being readers that will transport our children through their life. Language and reading are not just for pleasure. They are vital life-skills. Reading

matters emotionally, culturally and educationally; because of the economic impacts within society, it matters to everyone.

At Ireby, the impact on our children is significant. They leave able to access all areas of their curriculum with a vast range of vocabulary and understanding. They leave ready for secondary school and the challenges it offers having achieved the 'end points' identified below. We see the progress in our phonics work, in their reading ages, their level of fluency at every stage. They perform well in National tests at every level and they tell us – they love their reading. There is a sense of enjoyment and fun around reading – from our children and our teachers!

Timetabling and organisation

EYFS and Key Stage 1 are taught in their class, Key Stage 2 are taught as Lower Key Stage 2 (Year 3 and 4) and Upper Key Stage 2 (Year 5 and 6). In Key Stage 1 and 2, English is planned on a two-year rolling programme.

In Key Stage 1, children who have completed their phonics training, will then receive two focussed reading fluency lessons, 2 reading comprehension lessons and 4 English lessons which combine fluency, comprehension and writing.

In Key Stage 2, children receive one, one-hour [reciprocal reading](#) lesson which focussed on fluency and comprehension strategies, two reading fluency lessons and five English lessons which focus on a fluency, comprehension, grammar and writing across a range of text types.

English reading End points:

Key Stage 1

Read words accurately and fluently	
	Apply phonic knowledge and skills as the route to decode words.
	Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
	Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.
	Read other words of more than one syllable that contain taught GPCs.
	Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).
	Read aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words.
	Re-read these books to build up fluency and confidence in word reading.
	Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.

	Read accurately words of two or more syllables that contain the same graphemes as above.
	Read words containing common suffixes.
	Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
	Re-read books to build up fluency and confidence in word reading.
	Read up to 90 words per minute with accuracy at their reading age

Lower Key Stage 2

Read words accurately	
	<ul style="list-style-type: none"> Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology). Read further exception words, noting the spellings.
Read with fluency and accuracy	Read up to 90 words per minute with accuracy at their reading age
Understand texts	
	Draw inferences from reading.
	Predict from details stated and implied.
	Recall and summarise main ideas.
	Discuss words and phrases that capture the imagination.
	Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes.
	Prepare poems and plays to read aloud with expression, volume, tone and intonation.
	Identify recurring themes and elements of different stories (e.g. good triumphing over evil).
	Recognise some different forms of poetry.
	Explain and discuss understanding of reading, maintaining focus on the topic.
	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
	Predict what might happen from details stated and implied.
	Identify main ideas drawn from more than one paragraph and summarise these.
	Identify how language, structure and presentation contribute to meaning.
	Ask questions to improve understanding of a text.
	Draw inferences from reading.

Upper key Stage 2

Read words accurately and fluently	
	Apply knowledge of root words, prefixes and suffixes.
	Read age-appropriate books with confidence and fluency (including whole novels).

	(Note: this should be through normal reading rather than direct teaching.)
	Read up to 90 words per minute with accuracy at their reading age
Understand texts	
	Recommend books to peers, giving reasons for choices.
	Identify and discuss themes and conventions in and across a wide range of writing.
	Make comparisons within and across books.
	Learn a wide range of poetry by heart.
	Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
	Check that the book makes sense, discussing understanding and exploring the meaning of words in context.
	Ask questions to improve understanding.
	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
	Predict what might happen from details stated and implied.
	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
	Identify how language, structure and presentation contribute to meaning.
	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
	Retrieve and record information from non-fiction.
	Participate in discussion about books, taking turns and listening and responding to what others say.
	Distinguish between statements of fact and opinion.
	Provide reasoned justifications for views.

Monitoring and evaluation of effectiveness of this policy

The headteacher and English subject leader are responsible for monitoring and evaluating the effectiveness of this policy towards meeting our stated vision and aims. This will be achieved through:

Activity	Frequency
Listening to readers	Selected governor will listen to readers on a weekly basis and feedback on accuracy, fluency and comprehension with focus on vulnerable children
Lesson observations	Our English leader will sample English lessons during the year
Pupil voice	Samples on English during year, Governors reading to children weekly including PPG

Collecting and evaluating summative assessment	Termly Teachers will review learning towards 'end points' and record data on Scholarpack for evaluation by the subject leader
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The role of governors

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are used optimally to support teaching and learning;
- check teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management both promote good-quality teaching;
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from the headteacher, senior leaders and subject leaders, and a review of the continuing professional development of staff.

Monitoring and review of this policy

Senior leaders monitor the school's English and reading policy so that we can take account of new initiatives and research or any changes in the English curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every two years or sooner if required.