



Little Digmoor Primary School

Reading Policy

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Introduction

At Little Digmoor we have high expectations of children's reading. We understand that reading is fundamental to children's academic success and are therefore passionate about raising the standards of reading. We are dedicated to ensuring that all children develop a love of reading and enjoy reading for pleasure. We teach early reading via the [Little Wandle Letters and Sounds Revised](#) scheme and have adopted a whole-class reading approach in Key Stage 2 (KS2), based on [The Reading Framework, July 2023](#). Children are exposed to a range of genres including fiction, non-fiction and poetry.

"The more that you read, the more things you will know. The more that you learn, the more places you will go." - Ted Geisel (aka Dr. Seuss)

Aims

Based on the national curriculum, our policy aims to ensure that all pupils:

- Read easily, fluently and with good understanding (comprehension).
- Develop a love of reading; by reading widely and often, for both pleasure and information.
- Are exposed to a variety of high-quality texts and genres.
- Acquire a wide vocabulary.

Expectations for Reading

In line with the national curriculum, we expect that pupils leaving school, in Y6, can:

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in [English appendix 1](#), both to read aloud and to understand the meaning of new words that they meet.
- Maintain positive attitudes to reading and an understanding of what they read by:
 - Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
 - Reading books that are structured in different ways and reading for a range of purposes.
 - Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.
 - Recommending books that they have read to their peers, giving reasons for their choices.
 - Identifying and discussing themes and conventions in and across a wide range of writing.
 - Making comparisons within and across books.
 - Learning a wider range of poetry by heart.
 - Preparing 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.
- Understand what they read by:
 - Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
 - Asking questions to improve their understanding.
 - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
 - Predicting what might happen from details stated and implied.
 - Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.
 - Identifying how language, structure and presentation contribute to meaning.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Distinguish between statements of fact and opinion.
- Retrieve, record and present information from non-fiction.
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.

- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- Provide reasoned justifications for their views.

How Reading is Taught

Children in Nursery, Reception, Y1 and Y2 are taught phonics and comprehension in line with our school's phonics scheme; [Little Wandle Letters and Sounds Revised](#). Please see our separate 'Phonics and Early Reading Policy' for further details on this.

Once children approach KS2 (Year 3), it is expected that children can read fluently without the need to decode. Therefore, the focus then shifts towards widening children's vocabulary, deepening their comprehension skills and fostering their love of reading. In KS2, children receive 4 whole class reading sessions per week delivered by the class teacher. On the 5th day, pupils are given time to 'free read' with a book of their choice. This helps to develop a love of reading for pleasure. See 'Free Read' below for further details.

Children in KS2 who cannot read fluently receive additional support, in line with our school's phonics scheme. Details of this can be found below.

Whole Class Reading

"Reading lessons need to create readers, not just pupils who can read." ([The Reading Framework, July 2023](#))

Whole class reading lessons feature a combination of the teacher reading aloud and pupils reading, both interspersed with discussion and teacher's explanations and modelling. Teachers combine these elements, both when planning reading lessons and 'in the moment' as they respond to pupils' needs. Reading sessions consist of 4 elements:

- **The Teacher Reading Aloud**
Reading is interspersed with discussion. The teacher will think out loud, explain new vocabulary, discuss language patterns, ideas and pausing etc. For most of these reading sessions, the focus is on building understanding and enjoyment. The teacher (rather than a pupil) will read the text aloud, without pupils following the text. This allows pupils to listen, concentrate and think, as well as to hear a model of fluent reading. It also helps to keep a story moving along. Reading a whole text without stopping too often for discussion ensures that pupils have the chance to encounter lots of different texts, rather than analysing a small number in detail.
- **Pupils Reading**
In these sessions, teachers plan for pupils to read, individually or in pairs. Partner or paired reading is effective when everyone is involved, with pupils taking turns reading aloud a sentence, paragraph, page or whole text to one another. Pupils who read at the same level might share a text, or more fluent readers may read to those who are less fluent. Pupils must be clear what their role is, especially when listening. For example, are they listening to offer feedback on their partner's reading or concentrating on the meaning of the text?
- **The Teacher's Modelling and Explanations**
This approach makes it explicit to pupils how a skilled reader makes sense of a text, works out the meaning of an unfamiliar word or incorporates a new idea into existing background knowledge. The teacher occasionally stops to think aloud, commenting as they read. Teachers may model how ideas in the text and ideas from pupils' background knowledge are combined to make meaning, show how to decode an unfamiliar word and then explain its meaning, comment on and consider the impact of specific words or phrases and model how a skilled reader fills in any gaps as they read.
- **Questioning**
Effective questioning enables pupils to form a coherent mental model through reflecting on the meaning of what they have read. It deepens pupils' understanding, prompts them to think about the ideas and language used in the texts they read and hear and drives productive discussion, thus improving attainment. Questioning that promotes elaboration and flexible thinking supports pupils to integrate new ideas and knowledge into their existing schema. It is a principal part of good reading teaching, alongside a teacher's explanations.

To be as effective as possible, questions must be text specific. Banks or lists of generic questions are not used as they are unlikely to lead to deep thinking or rich discussion. Questions are used to drive thinking, not used for assessment. Giving pupils a short text or extract and asking them to answer questions about it is assessing reading rather than teaching it. While questioning is a useful pedagogical tool, on many occasions it is more efficient simply to tell pupils something than ask elaborate questions to reach the same point.

[\(The Reading Framework, July 2023\)](#)

SHINE Project

Throughout whole class reading lessons, teachers also weave strategies from the SHINE Project into their lessons. At Little Digmoor, we are fortunate to be one of only a small number of selected schools in the North West region to be involved in the Shine Project. The SHINE project is designed and proven to improve children's understanding of what they read and to empower their love for reading even further. It consists of teacher's incorporating the use of 5 reading strands not only into reading lessons but in subjects across the curriculum. The 5 reading strands are below:

- **Timelines**

Teachers use timelines as a visual tool for pupils to record 5 key events from the text, helping them develop a chronological understanding.

- **Hashtags**

Children summarise what's been read using hashtags. This approach encourages pupils to create short, 6-word or less summaries with a focus on creativity, wordplay, and references to popular sayings or song lyrics.

- **Emojis**

Pupils are taught to infer characters' emotions using emojis. They provide evidence from the text to justify their inferences. This strategy promotes emotional intelligence and self-expression while honing the skill of identifying feelings in the text.

- **Most Important Elements**

Pupils identify the top 5 significant events or themes from the text. This method sparks engaging discussions among children, as they compare similarities and differences in their choices, leading to a shared reading experience.

- **Scaffolding**

Children are taught to summarise impressions of chunks of text. Pupils support their answers with evidence from the reading material.

The SHINE project aims to ensure that children are provided with the skills to make good progress, attain well and continue a lifelong love of reading into adulthood. [\(The SHINE Project\)](#)

Selected Texts

Teachers plan curated reading lessons based on age-appropriate literature. These texts are chosen based on children's interests, cross-curricular links and the teacher's knowledge of the children in their class. Teachers ensure that a range of literature is used including classic and contemporary. Texts reflect a diverse range of characters and voices, contain 'big ideas' such as friendships and corruption, reflect the background of our pupils and wider society, develop children's cultural capital and contain rich, lyrical language. Chosen texts will aim to develop the pupil's wider knowledge.

Each half term, children will access a range of genres including fiction, non-fiction and poetry on rotation. This can be seen in the table below.

Week	Genre
Weeks 1-3	Fiction (Based on a Novel)
Week 4	Non-Fiction A – Linked to a FS (Multiple extracts from the same book)
Week 5	Non-Fiction B – Linked to a FS (Multiple extracts from the same book)
Week 6	Poetry

Assessment

In the Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1), reading is assessed regularly using formative and summative strategies in accordance with the [Little Wandle Letters and Sounds Revised](#) scheme of work. These assessments identify any children who need further support with GPCs, word blending, tricky words, adjacent consonants, longer words and overall fluency. This assessment data is then used to provide targeted 'Keep Up' and 'Rapid Catch Up' interventions for those children who need it. See below for further details on this.

Reading in KS2 is assessed formatively during whole class reading lessons. Summative assessments are not completed until Y6, as research shows that “pupils will become better at each of the assessed aspects of reading [e.g. predicting, retrieving information, making inferences etc.] when they read, think deeply about, and respond to texts through discussion and in writing. The best way to prepare pupils for a reading assessment on an unseen text is therefore to:

- ensure that they can decode fluently, reading the great majority of words at a glance
- develop their vocabulary and strong background knowledge, building these up through wide and regular reading.” ([The Reading Framework, July 2023](#))

At the end of KS2 (Year 6) children must complete a statutory reading test which assesses whether or not children are working at age-related expectations or not, in preparation for them attending secondary school. “The English reading test focuses on comprehension (rather than fluency or word reading) and includes a mixture of text types presented at an increasing level of challenge.” ([The Reading Framework, July 2023](#))

Keep Up

Teachers aim for all pupils to remain on track with our school’s phonics programme. However, some pupils need extra support from the beginning. Regular formative and summative assessment data identifies these children and extra practise is given immediately via ‘Keep Up’ interventions either 1-1 or in small groups dependant on the needs of the individual children. This extra practice:

- Is provided by a well-trained adult.
- Takes place in a quiet area, at a regular time every day so that pupils become familiar with the routine.
- Is a school priority and maximum efforts are made to avoid disruption or cancellation.
- Is consistent with the school’s mainstream phonics programme.
- Includes activities that secure the important phonic knowledge and skill the pupils have not grasped.

These pupils continue to read ‘decodable’ books, containing only words with GPCs they have been explicitly taught, until they can blend sounds to read new words fluently and automatically. ([The Reading Framework, July 2023](#))

Rapid Catch Up

Children in Year 2 or above who have large gaps in their phonetical knowledge, and are unable to read fluently, will receive rapid catch up interventions, daily. Rapid catch up is aimed at beginner readers who are still at the earliest stages of learning to read. Not all pupils will need this support and therefore individual assessments take place to ensure that these children start at the highest point in the programme that is necessary for them to make progress. This might mean some pupils are taught individually whilst others are taught in groups if they are working with pupils at the same level of phonic knowledge.

Children who arrive late at the school, children who have SEND, or children whose first language is not English will also be receive rapid catch up interventions.

Once pupils can read the words in the last 'decodable' texts of an SSP programme they are unlikely to need further catch up support. However, some pupils may still read too slowly to take in the meaning of what they are reading. These children continue to receive reading practice, either 1-1 or in small groups, daily to develop their fluency and increase their confidence. ([The Reading Framework, July 2023](#))

Free Read

Once a week, during the allotted 'Whole Class Reading lesson', children are given time to read any book of their choice. This is important as children who do not read regularly at home, can learn to appreciate the benefits and pleasure of regular, and sustained reading. "It provides the chance for pupils to settle down and be transported into the world of a good book."

"Setting aside time for pupils to read independently, such as at the end of book club or at another time of the day, helps them to build fluency. It also increases the vocabulary and ideas they encounter, in turn improving their understanding." ([The Reading Framework, July 2023](#))

Reading at Home

At Little Digmoor, we believe that it is our job to teach children how to read. We encourage children to read for pleasure at home and therefore do not send hard copies of decodable reading books home. For parents who wish to continue reading practise at home, access is provided to an online e-book Library which contains decodable books aimed at each child's specific reading ability. These can be accessed [here](#).

Children are encouraged to visit our Library at least once per week, where they can choose from our wide range of picture books and chapter books to take home. These books are then returned and children can swap these as frequently as they like.

Class Novel

At Little Digmoor, all children are read to 4 x a week by their class teacher. This is a timetabled slot and happens consistently throughout school at 3pm. During this time, children are exposed to a wide-range of high quality texts based on [Pie Corbett's recommended reading spine](#). Throughout the year, teachers add their own classic and contemporary choices based on the knowledge of their own class.

Book Club

Book club replaces the class novel, one day a week. It is an allocated time where teachers recommend books to pupils for class reading and reading at home. This is an opportunity to share favourite books and can be is important for all pupils, but especially for those who have limited or no access to books at home.

During book club, teachers will:

- Know the books they want to promote, the pupils' interests and the books they like.
- Recommend books with similar themes, settings and characters: 'If you liked this book, you might also like ...'
- Find series of books by the same author or illustrator.

- Promote other teachers' and the headteacher's suggestions.
- Display their pupils' reading selection.
- Read a teaser from a book that will be arriving soon.
- Remind pupils of the books that they have read in story times.
- Invite pupils to register to read a book, such as one that has just been read to them, e.g. signing up on a list or reserving that book for later.

[\(The Reading Framework, July 2023\)](#)