



Newbridge Primary School

Reading Policy

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Intent

At Newbridge, we are dedicated to ensure that all children leave our school as confident and competent readers. The ability to read is a fundamental life skill, and is central to progress and understanding in all areas of the curriculum.

The teaching of reading is given high priority by all staff. Success in reading is crucial in allowing children to succeed later in life. It is our intention to immerse pupils in the wonders of reading and to love reading, therefore, staff ensure that children are exposed to a range of high-quality texts.

We promote these texts through our system of **Newbridge Must Reads**. Teachers share six key texts throughout the year in class, together with six key texts identified for children to read at home. Copies of all texts are available for children to borrow to enable access for all.

Guidelines

1. Children will be taught how to handle books and care for them.
2. In EYFS & KS1 children will take part in a Guided Reading lesson, planned and led by the teacher, at least once a week. All children will also take part in either an additional Guided Reading lesson or a phonics based game depending on their age or ability.
3. At Newbridge we place high value on story time. Teachers have identified times on their timetables to read, discuss and enjoy stories and poems and other texts.
4. The classroom will contain an attractive and well balanced reading area where print is displayed in a variety of sizes and fonts in both upper and lower cases. Book collections will clearly display a range of fiction, poetry and non fiction books. These will also include the Newbridge Must Reads.
5. Children will have a regular, timetabled slot to use the school library and borrow books.

Implementation

How is reading taught at Newbridge Primary School?

Approach

Our Reading Policy is not simply about the decoding of the words on the page but involves the ability to read, and understand, a wide range of different texts, including fiction, non-fiction, poetry, real world texts such as labels, captions, lists and environmental print. Competence in reading is the key to independent learning. It has a direct effect on progress in all areas of the curriculum and is crucial in developing children's self-esteem, confidence and motivation.

Children should develop the following skills:

- To read aloud fluently and with expression.
- To read for meaning.
- To read a wide range of fiction, poetry and non-fiction material.
- To use a range of strategies for reading including:
 - Phonics (identifying letters and their sounds, and blending them together).
 - Visual (whole word recognition and analogy with known words).
 - Contextual (use of picture and background knowledge).
 - Grammatical (which words make sense).
- To recognise vocabulary, grammar and literary devices in texts which can be used effectively in writing.
- To read a text critically and know how to improve it.

Phonics Teaching

At Newbridge we use a systematic phonics programme called 'Phonics Bug'. In EYFS, Year 1 and 2 we have a daily phonics lesson, in line with our SOW. [..\..\6 PHONICS and SPAG\SPAG\Phonics SOW\Phonics SOW overview.docx](#)

Guided Reading in EYFS and Key Stage 1

Children in EYFS and Key Stage One follow a phonics based reading scheme, **Hero Academy OUP**, reading texts closely linked to their phonics knowledge. These are phonetically decodable and linked to Phonics Phases. Books appropriate to the Phonic Phase children are working at for each group will be chosen by the teacher.

Once children reach the end of this scheme, teachers use the **Rigby Star Guided** reading packs of 6 to provide breadth and depth until they become 'Free Readers'. 'Free Readers' choose from a selection of books that class teachers source from the school library.

Children in EYFS and Key Stage One are taught through guided reading sessions, during Year 2 the children then move towards Whole Class Reading sessions which is continued through their time in Key Stage Two.

In EYFS, once children know enough sounds and can blend sufficiently well, they will have one weekly guided reading session with a teacher. In term 6 the children will follow a Guided Reading carousel in line with Key Stage 1.

In Key Stage 1 teachers plan a Guided Reading Carousel. The teacher or teaching assistant works with a key group doing guided reading or a targeted comprehension activity while the other groups are working on follow-up or text related activities, SPAG or handwriting activities. In Year 1 in preparation for the Phonics Screening Assessment, the key group could also be working on a phonics task with the Teaching Assistant.

Structure of a Guided Reading Session

For guided reading the class is divided into groups of around 6 children of similar reading ability. Texts should be carefully selected at instructional level for the group and have a specific teaching objective. This should be recorded on the Year group Guided Reading Proforma saved in the KDrive. Objectives for guided reading should be shown on the Proforma, assessed and noted.

Teachers and Teaching Assistants must use the appropriate lesson plan from the **Hero Academy Teaching Handbook** for their year group, and follow the structure of **Before reading, During reading and After reading**. Teachers must also plan for children to have an independent reading lesson to support the development of fluency and confidence. This structure will take at least 4 guided reading lessons per book. At the end of the lesson the teacher or Teaching Assistant leading the lesson, must write a comment in the Reading Record book that is appropriate to the guided reading lesson objective. Once a term the teacher should plan to use a non-fiction text alongside the **Hero Academy** scheme.

Whole Class Reading end of Key Stage 1 and Key stage 2

This is a whole class activity which is used at the end of Key Stage 1, as and when the teacher feels it is appropriate, and throughout Key Stage 2. During whole class reading, the children access a text which is challenging to them. The children use an exercise book, the text is stuck in on the left hand page and any written work linked to the text is on the right hand page. The teacher models the reading skills, strategies and recognition of words appropriate to NC expectations for their year group.

All class teachers have a copy of the book, Reading Explorers – A Guided Skills Based Journey, appropriate for their year group. Other Whole class reading texts may be used, for example,

<https://www.twinkl.co.uk/resource/t2-e-41247-ks2-whole-class-guided-reading-resource-pack>

<file:///K:/English/ENGLISH%20SUBJECT%20LEADER/2018-9/READING/whole%20class%20reading/ACTIVITY%20BANK.pdf>

file:///K:/English/ENGLISH%20SUBJECT%20LEADER/2018-9/READING/whole%20class%20reading/2015-GR-question-prompts_KS2.pdf

Children read daily. Whole class reading typically takes place 3 to 4 times per week. The other sessions are quiet reading which enables staff to hear individual readers.

Structure of Whole Class Reading

- Teacher reads through the text.
- In mixed ability pairs read through the text.
- Children highlight any words or phrases they do not understand.
- Class discussion around new vocabulary. Teacher to give definition and children write definition on text. Teacher to record new words and phrases in order to put on display.
- In mixed ability pairs children write 5 new words or phrases in a sentence.
- Teacher asks questions related to the text and children talk in their pairs before writing their answers.

For further information please see <K:\English\ENGLISH SUBJECT LEADER\2019-20\PDM Whole Class Reading\Whole Class reading.pptx>

Reading skills, both decoding and comprehension, are taught explicitly from EYFS to Year 6. Decoding through our phonics programme and reading lessons. Comprehension skills are taught through guided reading, shared reading and whole class reading lessons, together with age appropriate resources:

<..\..\7 COMPREHENSION\Comprehension\Comprehension - Ticking Texts EasyLearn.pdf>

<..\..\7 COMPREHENSION\Comprehension\Themed Comp Y1.pdf>

<..\..\7 COMPREHENSION\Comprehension\Themed Comp Y2.pdf>

<..\..\7 COMPREHENSION\Comprehension\Themed Comp Y3.pdf>

<..\..\7 COMPREHENSION\Comprehension\Themed Comp Y4.pdf>

<..\..\7 COMPREHENSION\Comprehension\Themed Comp Y5.pdf>

<..\..\7 COMPREHENSION\Comprehension\Themed Comp Y6.pdf>

Shared Reading

English lessons provide a structure which also enables reading to be taught.

The role of the teacher is:

- To follow the school's policy with the aim of helping pupils to become independent readers;
- To model the act of reading through shared reading and to provide focused support through guided sessions;
- To assess the pupil's progress as a reader and provide explicit guidance for their development;
- To use reading as a means of locating information that pupils need to learn;
- To foster a love of reading as an enjoyable, stimulating and worthwhile activity;
- To create a supportive environment for reading.

During Shared Reading, the teacher models the reading process to the whole class as an expert reader, providing a high level of support. In KS1, when modelling reading, the pupils are encouraged to join in where appropriate. The texts selected are rich and challenging, being beyond the current reading ability of the majority of the class.

Support

Class teachers will devise intervention programmes based on the needs of individual pupils. Children may be assigned 1:1 time with staff or volunteers, or work in small groups based on their targets. This could include children in Key Stage 2 who need to continue to follow a phonics based scheme and be taught through a Key Stage 1 guided reading approach. Consultation with the school SENDCO is essential to ensure children are placed on programmes appropriate to their needs.

Home Reading

We work in partnership with parents, so pupils develop a love of books and reading. Daily reading at home and at school ensures children make good progress in developing reading skills, whatever their age.

Children in EYFS and Key Stage 1 choose 3 books to read at home every week. These include a phonetically decodable book at the appropriate phonic phase, a 'grapple' book containing a range of words including some phonetically decodable and a library book. The Reading Record Book is used to communicate reading progress between home and school, and includes teachers' and parents' feedback.

In Key Stage 2 if a child is a free reader they are able to choose their own book to read, either from the class library, the school library or from home. This book and the times the children read should be recorded in the Reading Record Book that the class teacher should look at weekly and stamp to acknowledge reading at school and home.

Assessment

In EYFS and Key Stage 1, teachers will carry out formative assessments using the Guided Reading Proforma during every Guided Reading lesson. Each lesson must have a clear objective. This will be recorded on the back of the Guided Reading Proforma.

In EYFS, Key Stage 1 and for any Key Stage 2 children who did not pass the Phonics Screening Assessment, Phonics Tracker will be used to assess their phonic knowledge. This should be done in line with the school assessment weeks in terms 2, 4 and 6. Teachers may also use it at other times to inform their planning or groupings, for example after completing the teaching of a phonics phase or to assess progress prior to the Phonics Screening Assessment.

From Year 1 onwards children will be assessed using PIRA reading assessments in terms 2, 4 & 6.

Year 6 children will use reading SAT papers to assess their reading.

From Year 2 onwards, children who have progressed through all the phonics phases will be assessed using the PM Benchmark Assessment Resource.

Governors

There will be a designated Link Governor for English to support the development of reading within the school.

Date for review: June 2025