



## Reading Policy Seven Stars Primary School

***“Once you learn to read, you will be forever free.”***  
Frederick Douglass

Reading is at the heart of the curriculum at Seven Stars Primary School. For pupils to achieve well and be successful in education, reading has got to be a priority. Pupils’ reading ability and knowledge acquisition are of great importance, with the associated costs to the lives of individuals and wider society being enormous (World Literacy Foundation 2015).

### **The teaching of reading at Seven Stars Primary School:**

#### **Phonics:**

At Seven Stars Primary School, we teach children to read through a daily systematic synthetic phonics programme through EYFS and KS1 (Letters and Sounds).

Discreet phonics sessions are taught daily and are fun and multi-sensory to appeal to the different learning styles. We help the children learn the first 42 sounds via songs and actions.

**Phase 1** concentrates on developing children's speaking and listening skills. The aim is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

**Phase 2** The purpose of this phase is to teach at least 19 letters, and move children on from oral blending and segmentation to blending and segmenting with letters. By the end of the phase many children should be able to read some VC (vowel, consonant e.g. *at*) and CVC (consonant, vowel, consonant e.g. *cat*) words and to spell them. They will also learn to read some high-frequency ‘tricky’ words: the, to, go, no. They will be introduced to reading simple captions.

**Phase 3** The purpose of this phase is to teach another 25 graphemes, most of them comprising of two letters e.g. ‘oa’ and ‘ar’, so the children can represent each phoneme by a grapheme. Children also continue to practise blending and segmenting when reading and spelling words and captions. They will learn letter names, learn to read some more tricky words and also begin to learn to spell some of these words.

**Phase 4** The purpose of this phase is to consolidate children’s knowledge of graphemes in reading and spelling words containing adjacent consonants and polysyllabic words. These words have **consonant clusters** at the beginning (**spot, trip**), or at the end (**tent, damp**) or at the beginning and end (**trust, spend**)! They also read polysyllabic words (sandwich).

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**Phase 5** The purpose of this phase is for children to broaden their knowledge of graphemes and phonemes for use in reading and spelling. They will learn new graphemes and alternative pronunciations for these.

**Phase 6** During this phase, children become fluent readers and increasingly accurate spellers. They focus on spellings and learning rules for spelling alternatives. They will be reading longer and less familiar texts independently and with increasing fluency. The shift from learning to read to reading to learn takes place and children read for information and for pleasure.

To support this, we have additional intervention programmes in place to support children where needed in KS1/Y3 (Fast Track Phonics and Bounce Back Phonics)

## **READING ACROSS THE PHASES**

### **EYFS:**

#### **Nursery**

- Reading and Phonics starts in Nursery (Communication and Language). We believe that developing a love of books at an early age is paramount. Children need to understand story structure, use of repetitive phrases, characters and setting. They need to be able to answer *who, what, where* questions (22-36 months), then answer *how and why* questions and begin to predict what might happen next. (30-50 months).
- Letters and Sounds is used to teach phonics. We use a multi-sensory approach to the teaching of phonics.
- Meaningful experiences are provided throughout time in Nursery to instil in children that reading and writing is valuable and meaningful. This is done in a variety of ways using our provision. E.g. MOTs in role play garage, sending notes to another teacher, writing invitations for an actual party and making lists of party foods to take to Tesco.
- Work is focussed on developing speaking and listening and thinking skills in Nursery. A lot of emphasis is placed on talking and developing vocabulary and storytelling from memory. The use of small world figures to act out parts of stories or making their own stories in role play is invaluable.
- Picture books and telling stories through pictures aids children's understanding and comprehension of stories.
- By the time they have finished Nursery, we strive to ensure that: children have a bank of stories that they can recall and draw upon; children can talk about books they like and can answer simple questions; children can use wider vocabulary when speaking and that they have had opportunities to practise speaking and using new vocabulary during their play.
- In Nursery, we use Pie Corbett storytelling to make stories memorable and sensory.

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## **Reception:**

- Phonics in Reception is initially taught through quality first whole class teaching.
- In Reception class, focused phonics is taught daily following Letters and Sounds. We use a multisensory approach to the teaching of phonics. Phonics is taught effectively and with pace.
- A phonics workshop is provided for the parents during the autumn term. This gives parents the chance to see what we do and to enable them to support their child at home. We also teach them what the phonics sounds are to ensure that they do not "shwa".
- Guided reading books are linked to sounds and follow order of sounds taught. This is then linked to our home readers.
- Sounds are incorporated into the continuous provision areas.
- Children are read to daily. We ensure that this time is enjoyable and meaningful. For example, during these sessions, new vocabulary may be discussed or stories by the same authors will be shared, enabling children to make links and connections between books.

## **Key Stage 1**

- Guided Reading sessions are carried out using the carousel approach throughout Year 1 and Year 2.
- The guided reading sequence:
  - Phonics read, focusing on graphemes that will be newly introduced or recapping previous ones children may have struggled with.
  - Teacher led guided read focusing on comprehension and understanding of the text.
  - Returning to the text for further exploration and response.
  - Independent phonics activity linked to guided read.
- Phonics is taught daily.
- Home readers are 100% decodable.
- Year 2 may transition to whole class reading sessions with reading interventions running alongside. This will be dependent on the current cohort.

## Key Stage 2 Whole Class (Shared) Reading

- Year 3 have one reading session per week where the teacher models everything. No independent activities. Y3 include partnered talk than independent to build confidence.
- New vocabulary at the start of each lesson (and discuss before reading where necessary)
- Monday and Friday focus on the class novel focusing on character and plot developments (so children can engage fully with the novel together and become 'experts' with the text)
- Tuesday/Wednesday/Thursday focus on other text types (non-fiction, poems, song lyrics) and follow a theme/link:
  - Other areas of the curriculum being studied e.g. Science, History, Geography
  - Themed weeks or events e.g. Black History Month or VE Day
  - Mental wellbeing and PSHE
  - Noble people (people who children should know about)
  - Extracts from novels (which children can then continue to read independently)
- Structure:
  - Reading independently (15 minutes)
    - Everybody reading independently for 15 minutes
    - Teacher/TA circulate and listen to readers
    - Target different groups each day
    - Any children who cannot decode will receive intense intervention outside of the reading session but still take part in the session (To access the reading session, they may need to be partnered with another child to support reading or with teacher/TA)
  - Quiz (5 minutes max)
    - Quick fire, easy retrieval only questions (so the children go into the lesson with confidence)
    - Y3: 3/4 questions; Y4: 4/5 questions; Y5: 5/6 questions; Y6: 6/7 questions
    - Skimming and scanning taught initially (children will realise that they do not need to revisit the text if they have read it carefully during the 15 minutes independent reading)
  - Individual Thinking (1-3 minutes)
    - Independent – In silence – In books
    - Retrieval/ Inference question
    - 'Live Mark' over shoulders and assess
  - Partnered Talk
    - Pose question that has more than one possible answer/open to interpretation
    - Partner A and B. A talks for 30 seconds and then B (change round)

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- Solo Work (Independent activity) e.g.
  - o Come up with a subheading for a paragraph
  - o The author uses the word 'fearful'. Synonym rank.
  - o True or false
  - o Prediction (e.g. Write a 10 word prediction)
  - o Use one word to describe a character/ the chapter we've read
  - o If ... is the answer, what is the question?
  - o Discuss responses.

Consistent language is used for questions from Y2 and throughout Key Stage 2 e.g. (so children are familiar with the questioning format and can focus on reading and answering)

Those in need of extra support can receive interventions outside of the reading lesson

Children will read independently for 15 minutes daily and have a weekly 30 minute 'reading stamina' session (quiet reading of a book from the library) in a quiet location

### **Class Novel**

- Research suggests that only 32% of British children are read to daily by an adult. Most parents stop reading to their children by the age of 8. 19% of 8-10 year olds have a book read to them daily by an adult.
- Teachers will read a class novel to the whole class for 15 minutes daily.
- The class novel will be chosen by the teacher in discussion with the children. We aim to ensure that the class novel will be enjoyable but also challenging in terms of plot or vocabulary.

### **Reading Culture at Seven Stars Primary School:**

#### **Reading for Pleasure research:**

- There is clear evidence that reading for pleasure is crucial for both educational purposes and personal development (cited in Clark and Rumbold, 2006).
- Reading for pleasure is the single biggest indicator of a child's success, more than social background or parents' education. Children who read for pleasure have increased concentration, memory, confidence, greater self-esteem and general knowledge. Reading builds empathy, improves imagination and language development.  
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- 'There is a positive link between positive attitudes towards reading and scoring well on reading assessments.'
- 'Regularly reading stories or novels outside of school is associated with higher scores in reading assessments.'  
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### **Encouraging reading for pleasure at Seven Stars:**

- Each class has a weekly library slot. Our library is frequently updated with new books.
- The library is open during dinner times and break times using a rota system.
- Books are available on the playground during break times and dinner times
- Y6 have 'head librarian' roles. Children from other classes also have the opportunity to be librarians throughout the year.
- Front facing books are used in classrooms and in the library as much as possible. These are frequently changed.
- We have books/authors of the week in the library.
- New books are shared in assembly before being put into the library.
- Time is planned in for children to talk about books (class novel, library time, reading buddy, assemblies)
- Children are able to choose their own books from the library.
- Books are used as prizes for other curriculum areas.

### **Reading initiatives:**

This list shows the reading initiatives that may take place at different points of the year. These may change throughout the year or differ from year to year depending on our reading focus and cohorts of children.

- Reading Buddies
- Reading weeks
- Parent reading workshops
- Get caught reading holiday challenges
- Reading challenges
- Reading awards
- Fantastic Book Awards
- Library bus and library loans termly
- Visiting authors
- Trips to the library
- Adults sharing books
- Book swap days
- Volunteers hearing children read in school

### **Special Educational Needs**

Children with special educational needs are encouraged to take full part in reading sessions, both inside and outside the English lessons. All pupils with special educational needs will follow the same educational curriculum as their peers, differentiated where necessary to meet their individual needs. Pupils who need it, are withdrawn for short periods, to participate in individual and small group programmes, based on their needs as written in their SEN Support Plan and as recorded on the class intervention map. Care is taken not to disadvantage pupils by this withdrawal.