



# **Westbrook Old Hall Primary School**

## **Primary Reading Policy**

Last updated: March 2022

Review Date: March 2024

## SCHOOL MISSION STATEMENT

We believe that the best preparation for tomorrow's future is striving to do our best today.

**We believe** that because **our children matter**, they have the right to be safe and healthy, happy and confident, recognised for the individuals they are and for those they might become.

**We believe** that because **our children's achievement matters**, they have the right to an excellent learning environment that promotes high expectations, ensures inclusion, recognises diversity and promotes progress and attainment.

**We believe** that because **our children's future matters**, they have the right to lead, the right to follow, the right to take best advantage of present and future technology and the right to a global life free from threat

### Aims (Outcomes)

Our school aims that all children:

- Are tolerant and responsible
- Are happy and confident
- Are safe and healthy
- Are skilled and willing
- Are eco aware
- Are techno 'cute'
- Are leaders and partners
- Are flexible
- Are given every opportunity to attain and progress
- Are mindful of the joy of diversity
- Are focused on being excellent in all they do
- Are expected always to do their best

## SCHOOL AIMS

Our **children** matter, as does their **achievement** and so too does their **future**.

### **Because our children matter, we will work to:**

- Ensure they are safe and ensure that they can keep themselves and others safe too
- Make sure that school life is happy, enjoyable and rewarding – taking each and every opportunity to build confident, positive citizens of the future
- Develop individuals with a sense of responsibility to themselves and to their community, able to respond positively to different views and beliefs

### **Because our children's achievement matters, we will work to:**

- Release and develop the excellence latent in all our children
- Ensure high expectations in all we do, developing a culture that remains positive about the steps to success and able to celebrate success accordingly
- Provide an inclusive learning framework where individual needs are recognised and catered for, where diversity is celebrated for what it offers our school community
- Ensure that all children make good progress leading to attainment appropriate to potential
- Develop learners with a love of learning and a commitment to future learning in life

### **Because our children's futures matter, we will work to:**

- Develop their ability to release the opportunities provided by technologies present and future
- Develop their awareness of their footprint upon this 'one' world and how they can contribute to its sustainability
- Develop a skills base and a solution-focused attitude that can be applied to effect in a variety of circumstances now and in the future
- Develop an ability to lead others and to be led by others in productive working partnerships

## **EQUALITY STATEMENT**

Equal Opportunities is the responsibility of the whole school community and must be reflected throughout the organisation of the school and be addressed in the taught and hidden curriculum.

All staff, governors, parents/guardians and pupils will be involved in developing, implementing and monitoring the equal opportunities policy and practice.

All staff, governors, parents/guardians and pupils regardless of race, religion, ethnicity, disability, age, gender, gender identity, sexual orientation, pregnancy or maternity and socio-economic background, are welcome and will be encouraged to participate in the life of the school.

The school recognises its responsibilities under the Equality Act 2010 to eliminate discrimination and to promote good race relations.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

## **BRITISH VALUES**

The government set out its definition of British Values in the 2011 Prevent Strategy. At Westbrook Old Hall we reinforce regularly the following values through an agreed programme: Democracy, The Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of Different Faiths and Beliefs.

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## Statement of intent

Westbrook Old Hall Primary School Values reading as a crucial life skill and understands the importance of reading in the process of developing pupils into independent learners.

Reading is central to our ability to understand, interpret and communicate with one another. Furthermore, pupils who read on a regular basis, in school and at home, have a higher chance of fulfilling their potential. Therefore, we ensure that by the time children leave us, they read confidently for meaning and regularly enjoy reading for pleasure. Our readers are equipped with the tools to tackle unfamiliar vocabulary. We encourage our children to see themselves as readers for both pleasure and purpose.

Because we believe teaching every child to read is so important, we have a Reading group who drive reading in our school.

The aims of this policy are:

- To instil a passion for reading in pupils, which they will carry on into subsequent education and their later life.
- To set out the school's intentions and approach to reading, in order to enrich and support the curriculum.

Our Reading Champion is Mrs Lythall-Brennan, Acting Headteacher.

Our Reading Patron is Mr Curtis Jobling, published Author and Illustrator.

Signed by:

\_\_\_\_\_ Headteacher

Date: \_\_\_\_\_

\_\_\_\_\_ Chair of governors

Date: \_\_\_\_\_

Review date: \_\_\_\_\_

## **1. Background**

### **1.0. This policy has due regard to statutory framework including, but not limited to, the following:**

- DfE (2013) 'English programmes of study: key stages 1 and 2'
- DfE (2021) Statutory Framework for EYFS (English programme of study and Early Learning Goals)

## **2. Key roles and responsibilities**

### **2.0 . The headteacher is responsible for:**

- The day-to-day implementation and management of the Primary Reading Policy, in collaboration with the Reading Group.
- Handling complaints regarding this policy, ensuring that the procedure outlined in the school's Complaints Procedures Policy is followed.

### **2.1 The Reading Group is responsible for:**

- Ensuring all teachers have familiarised themselves with the Primary Reading Policy.
- Supporting colleagues with any aspect of the Primary Reading Policy.
- When required, assist with the planning and selection of new resources.
- Inform staff of any updates to the Primary Reading Policy.
- Accept responsibility for reading practice resources and keeping colleagues informed of available resources.
- Liaising with the headteacher, English governor and report any developments to the Senior Leadership Team.
- Review and scrutinise class and year group assessment data in order to track pupils' progress.
- Monitor reading planning, observing and offering feedback on the teaching of reading.

## **3. National Curriculum and Statutory Frame Work for EYFS**

### **2.2 Early Years Foundation Stage, Literacy Educational Programme.**

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

### **Early Learning Goals**

ELG: Comprehension Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;

- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
- ELG: Word Reading Children at the expected level of development will:
- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

### **2.3 Word reading Year 1; pupils will be taught to:**

- Apply phonic knowledge and skills to decode words.
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all phonemes (40+), including, where applicable, alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing grapheme-phoneme correspondences (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, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter/s.
- Accurately read books aloud that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- Re-read these books to build up their fluency and confidence in reading.

### **2.4 Comprehension in Year 1; pupils will be taught to:**

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond which they can read independently at.
  - Being encouraged to link what they read or hear to their own experiences.
  - Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
  - Recognising and joining in with predictable phrases.
  - Learning to appreciate rhymes and poems, and to recite some by heart.
  - Discussing word meanings, linking new meanings to those already known.
- Understand the books they can already read accurately and fluently, and those they listen to by:
  - Drawing on what they already know or on background information and vocabulary provided by the teacher.
  - Checking that the text makes sense to them as they read, and correct inaccurate reading.
  - Discussing the significance of the title and events.
  - Making inferences on the basis of what is being said and done.



- Predicting what might happen on the basis of what has been read so far.
- Participate in discussion about what is read to them, taking turns and listening to what others say.
- Explain clearly their understanding of what is read to them.

## **2.5 Word reading in Year 2; pupils will be taught to:**

- Continue to apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent.
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- Accurately read words of two or more syllables that contain the graphemes taught so far.
- Read words containing common suffixes.
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- 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 these books to build up their fluency and confidence in word reading.

## **2.6 Comprehension in Year 2; pupils will be taught to:**

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.
  - Discussing the sequence of events in books and how items of information are related.
  - Becoming increasingly familiar with and retelling a wide range of stories, fairy stories and traditional tales.
  - Being introduced to non-fiction books that are structured in different ways.
  - Recognising simple recurring literary language in stories and poetry.
  - Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.
  - Discussing their favourite words and phrases.
  - Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
- Understand the books that they can already read accurately and fluently, and those that they listen to by:
  - Drawing on what they already know or on background information and vocabulary provided by the teacher.
  - Checking that the text makes sense to them as they read, and correcting inaccurate reading.
  - Making inferences on the basis of what is being said and done.
  - Answering and asking questions.
  - Predicting what might happen on the basis of what has been read so far.
- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.

- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

### **2.7 Word reading in Years 3 and 4; pupils will be taught to:**

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) to reading aloud and understanding the meaning of new words they meet.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

### **2.8 Comprehension in Years 3 and 4; pupils will be taught to:**

- Develop positive attitudes to reading, and an understanding of what they read, by:
  - Listening to and discussing a 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.
  - Using dictionaries to check the meaning of words that they have read.
  - Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
  - Identifying themes and conventions in a wide range of books.
  - Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
  - Discussing words and phrases that capture the reader's interest and imagination.
  - Recognising some different forms of poetry, e.g. free verse, narrative poetry.
- Understand what they read, in books they can read independently, by:
  - Checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context.
  - Asking questions to improve their understanding of a text.
  - 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.
  - Identifying main ideas drawn from more than one paragraph and summarising these.
  - Identifying how language, structure, and presentation contribute to meaning.
- Retrieve and record information from non-fiction.
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

### **2.9 Word reading in Years 5 and 6; pupils will be taught to:**

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) to both read aloud and understand the meaning of new words they encounter.

### **2.10 Comprehension in Years 5 and 6; pupils will be taught to:**

- 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 one 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.

## 4. Implementation

### 2.11 Whole school

- At least once per academic year, Cheshire Library Service will visit school and children will be given the opportunity to look at and change books for within their classrooms. In addition to this, the school will observe national events, such as World Book Day and Children's Book Week, in order to help instil a passion in reading.
- Extra activities linked to reading, such as school trips and talks from guest speakers, will be organised sporadically throughout the academic year, but at least once per academic year. These should link to either Reading for Pleasure or the reading practice texts where possible.
- All pupils will have access to books from the school library. Pupils will also be encouraged to join their local public libraries and become enthused by reading.

- Pupils across the school will engage in Reading Practice sessions. This will be as a whole class, in groups or pairs pre-assigned by their teacher depending on year group and ability.
- Staff should provide opportunities for all pupils to show they are developing an understanding of words, sentences, grammar and information they are using.
- All staff should be aware of the specific requirements of their subject and should prepare pupils where necessary. This could mean, for example, producing a glossary of specific terms used in a particular examination, topic or textbook.
- Pupils will, in groups or as a whole class, read texts linked to their topic work. Staff should access the Cheshire Library Service and their resources to support this.

### **2.12 Early Reading**

- Please see Phonics and Early Reading Policy. Appendix 1

### **2.13 Fluent Readers/KS2**

- Pupils in KS2 will have the opportunity to read for pleasure at least three times a week.
- Teachers will read a book, for pleasure, at least twice a week to the whole class. This will be a separate book from the reading practice texts and Key Texts in English.

### **2.14 Reading Practice – Fluent Readers**

- We teach children to read through Reading Practice sessions.
- Each Reading Practice session has a clear focus. They have been designed to focus on:
  - Word reading
  - Comprehension
- In KS2 these sessions will start as early as possible in the Autumn term, no later than the start of week 2.
- Reading skills are rehearsed through key texts within English, and in the wider curriculum.

### **2.15 Reading Practice - Fluent Readers in KS1/LKS2**

- We teach children to read through four, 30 minute Reading Practice sessions each week.
- Sessions are planned and delivered by a fully trained adult, and are in small groups of approximately six children (See Appendix 2 for planning proforma)
- Reading Practice is organised as a carousel of activities which include at least one adult led session.
- Activity 1: Adult Led Session. Within this session, children will focus on a levelled text. Prior to reading, tricky words and phrases/new vocabulary will be highlighted and explained. Children will read (aloud, quietly) a set passage independently, and the adult will listen to individual children on a 1-1 basis and guide where appropriate. When reading is complete, the adult will secure understanding by using effective questioning to support, extend and challenge children's learning. (See Appendix 4 for questioning ideas)
- Activity 2: Follow Up Task. Following the adult led session, children will secure their understanding of what they have read through completion of a task, set by the adult, related to the reading they have completed. This should be completed independently where possible. (See Appendix 5b for suggested tasks)

- Activity 3: Independent Read. Children will read a book of their choice, independently. They may read in the class reading area should they wish to.
- Activity 4: Independent Activity. Children will complete an activity to rehearse and improve their reading skills in a word focus or comprehension activity. (Please see Appendix 6 for suggested activities)
- Children will complete follow up and independent activities in their Reading Practice journal. These may be marked as appropriate, by the adult, to inform planning and assessment.

### **2.16 Reading Practice – Fluent Readers in UKS2**

- We teach children to read through four, 30 minute Reading Practice sessions a week.
- The sessions are planned and delivered by a fully trained adult and take place as a whole class. (See Appendix 3 for planning proforma)
- Reading Practice sessions will include the reading of a text through independent reading, adult led reading and paired reading.
- Any tricky words or phrases/new vocabulary will be highlighted and explained prior to reading.
- When reading is complete, the adult will secure understanding by using effective questioning to support, extend and challenge children’s learning. (See Appendix 4 for questioning ideas)
- Children will then secure their understanding through completion of a task, set by the adult, related to the reading they have completed. (See Appendix 5a for suggested tasks)
- Children who are not at ARE will be supported by an adult, but will access the same text as the children who are at ARE or above.
- Children will complete their activities in their Reading Practice journals. These may be marked as appropriate, by the adult, to inform planning and assessment.
- In the Spring term of Year 6, Reading Practice sessions will take the form of preparation for SATs. This will include teaching children, and rehearsing, the skills necessary to read quickly and fluently, and answer questions effectively. These sessions, planned and delivered by a fully trained adult, will be in groups or as a whole class.

## **5. Parents and reading at home**

5.0. At Westbrook Old Hall Primary School, we work in partnership with parents in order for pupils to 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. Encouraging children to read widely, in and out of school, across both fiction and non-fiction, helps to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.

### **5.1. Early Readers**

- Please see Phonics and Early Reading Policy. Appendix 1

### **5.2. Fluent Readers/KS2**

- Pupils select a book for home from either a colour banded book or a book of their choosing from the class library.

- All pupils are encouraged to select fiction and non-fiction books. All pupils are expected to read at least three times a week at home and will change their reading book accordingly.
- Pupils take their reading book home along with their reading record book. Reading record books are used to record the pages read together with a comment from either the child or parent.
- In Upper Key Stage Two, pupils are encouraged to become more independent in the recording of their learning journey, with book reviews to complete once they have read a book.

## 6. Reading areas

- Each class have their own reading area with books, cushions, comfy chairs or beanbags.
- Each reading area is stocked with age appropriate fiction and non fiction books.

## 7. Assessment

**7.0.** Assessment is used to monitor children's progress in reading. It is also used to identify any children needing additional support as soon as they need it.

### 7.1. Early Readers

- Please see Phonics and Early Reading Policy. Appendix 1

### 7.2 Fluent Readers/KS2

- Teachers will record progress towards learning objectives on the Reading Practice monitoring sheets (see Appendix 7). Teachers will highlight objectives covered in their planning and tick off/date when the children have achieved the objective.
- **Assessment for Learning** is used daily within reading practice sessions to identify if, and where, children may need support.
- **Summative Assessment** is used to assess progress towards learning objectives and to identify gaps in learning that need to be addressed. They are also used to identify children needing additional support and to plan for support required.
  - In Year 2: children will sit the end of Key Stage 1 SATs in the summer term.
  - In Years 3, 4 and 5: children will sit the NfER reading paper at the end of the Autumn term and during the summer term.
  - In Year 6: children will be assessed using past papers on entry into Year 6. They will sit the end of Key Stage 2 SATs in May.

## 8. Monitoring and review

**8.0.** The effectiveness of this policy will be monitored continually by the headteacher. Any necessary amendments may be made immediately.

- This policy is reviewed every two years by the Reading group and the headteacher.
- The scheduled review date for this policy is March 2024.