



Reading Policy

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Intent

At Mundella Primary School, we believe that the teaching of reading is integral to a child's understanding and appreciation of the world around them; a platform that allows our children to see beyond what they know, share in cultural experiences and develop the vocabulary they need to effectively express themselves. Therefore, reading is promoted as an intrinsic part of teaching and learning. It forms a pivotal part of our curriculum as we believe that reading brings joy and experiences that cannot be achieved in any other way; discovering new worlds, reflecting on the past and exploring emotions from the viewpoints of others who are similar and different. At Mundella Primary School we have designed our reading curriculum with the intent that all children, regardless of background, will become fluent, insightful readers. Our reading curriculum also aims to instil in all children a love of reading that we hope will stay with them for life.

Reading is at the very heart of our curriculum. It is delivered through synthetic phonics, whole class reading sessions, home reading, reading across the curriculum, regular opportunities for independent reading and hearing quality texts read aloud every day. All of these are essential components as they offer the range of opportunities needed to develop fluent, enthusiastic and critical readers.

It is important that children are motivated to read regularly: when their reading opportunities increase, so does their fluency and stamina which in turn increases their enjoyment of reading. Therefore, the link between children's motivation to read and reading for pleasure is reciprocal. Furthermore, we know that reading for pleasure is beneficial not only for reading outcomes, but for wider learning enjoyment and mental wellbeing. Thus, we work hard to foster a love of independent reading and through the Accelerated Reader programme, children are motivated to become engaged readers.

We understand the significance of parents and carers in supporting their children to develop both word reading and comprehension skills so we endeavour to build a home-school partnership which enables parents and carers to have the confidence to support their children with reading at home.

Implementation

We start teaching reading in EYFS through the Little Wandle Letters and Sounds Revised phonics progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. As a result, all our children are able to tackle any unfamiliar words as they read. At Mundella primary School, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects. (See Phonics Policy).

Teaching reading

In EYFS and Year 1, we teach children to read through reading practice sessions three times a week. These:

- are taught by a fully trained adult to small groups of children
- use books matched to the children's secure phonic knowledge.
- are monitored by the class teacher, who rotates and works with each group on a regular basis.

Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:

- decoding
- prosody: teaching children to read with understanding and expression
- comprehension: teaching children to understand the text.

What would you see in a whole class reading sessions?

Children in both key stages are assigned a high quality termly text. They read the text along with their teacher during timetabled daily reading sessions. The reading sessions expand vocabulary; enable children to hear texts read fluently, with expression and intonation; promote pleasure and enjoyment with texts; demonstrate decoding and comprehension strategies (using the reading gems approach); demonstrate concepts of print; demonstrate how to use meaning, structure and visual information cues to assist reading and in the lower years, teach phonics and phonemic awareness.

The texts chosen are specifically selected to support a cross-curricular approach to learning. We use this approach to broaden children's background knowledge in subjects so that the children can develop their understanding and become familiar with relevant events, people, objects, concepts and subject specific vocabulary. Additional background is also provided through the provision of supporting extracts to build children's subject knowledge linked to the class topic.

Children respond to comprehension questions daily, applying the reading gem question stems. The reading gems are statements that break down the approach to reading into aspects in which children should become skilled. These help to ensure that our children develop a clear understanding of the different aspects of reading. Teachers model how to tackle question styles and support the children using question stem skills ladders which support the children with steps to success.

Reading Fluency

Reading aloud accurately and at a reasonable pace are important aspects of the reading process. Through developing reading fluency, children have cognitive space freed up to enable them to concentrate on the meaning of the text. Children are specifically taught how to read with appropriate intonation and expression. This begins with

- modelling from the class teacher
- guidance through supported focus on the text punctuation and other clues that support fluent reading
- practice with children working together in small groups.

Reading fluency sessions are timetabled in KS1 and KS2 classes on a weekly basis. This is a graduated process where KS1 children learn to identify the punctuation and run on lines (having a thought that carries over to the next line, especially without a syntactical break), learning where to pause and breathe. In LKS2 children develop this further by reading longer passages, learning how to chunk text- identifying adverbials, noun phrases and clauses: this will improve their ability to read in meaningful sections. In UKS2 children embed these skills and further develop how to read more expressively, responding to a variety of punctuation and text markings such as italic and bold font, speech verbs and dialogue- developing character voice. At Mundella, we use Reader's Theatre (EEF) as a model to guide our practice.

Additional reading support for vulnerable children:

- Regularly read 1:1
- Pre-taught vocabulary from the class text
- Complete additional comprehension activities

- Intervention based on Star Assessments data
- Phonics flash cards
- Keep up phonics sessions
- Catch up phonics sessions

Ensuring reading for pleasure

- Each class has a high quality text read with them every term which prompts active back and forth comprehension discussions.
- Teachers supplement curriculum learning with a variety of stories, poetry and information books.
- Through Accelerated Reader, children visit our school library and select a book within their range.
- In celebration assembly, children are awarded certificates for their reading progress or stamina.
- Children who are reading phonetically decodable books additionally chose a book to read for pleasure from either the school library or their class book corner.
- At lunch time, children have access to boxes of books to read on the playground.
- In EYFS, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- Children across the school have regular opportunities to engage with a wide range of reading for pleasure events (book fairs, author's week, national events etc).

Home reading

In EYFS and Year 1 children take home decodable books matched to their developing phonemic knowledge. We also send home weekly support letters with the week's phonics information to enable parents to support us at home.

Children in Year 2 and beyond who are proficient decoders, move on to Accelerated Reader. Children who are still developing their phonetic knowledge continue with decodable books matched to their developing phonemic knowledge. Phonics books are supplemented with additional reading for pleasure books that the children take home for their parents to read to them.

Assessment and Recording

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

- **Assessment for learning** is used:
 - Daily within class to identify children who need additional support and intervention
 - In phonics, weekly review lessons assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
 - Regular Accelerated Reader quizzes are undertaken
- **Summative assessment** is used:
 - In phonics, every six weeks children are assessed to identify gaps in learning that need to be addressed. To identify any children needing additional support and to plan the 'Keep-Up' support that they need.
 - From Year 2 onwards, the children who are phonetically proficient complete termly Star Assessments from Accelerated Reader which informs intervention groups.
 - Children in KS1 and KS2 complete summative reading assessments from Testbase at the end of terms 2, 4 and 6.

National Assessments

- Phonics Screening Check at the end of Year 1
- Phonics Screening Check retake at end of Year 2
- National Curriculum tests (SATs) at the end of Key Stage 2

Impact

As part of the school monitoring cycle, SLT undertake a range of strategies to assess the impact of our Reading curriculum, such as:

- Data analysis to track the progress of intervention groups, individuals and cohorts of children.
- Pupil progress meetings at the end of terms 2, 4 and 6 which provide opportunities to discuss children and implement support strategies.
- Pupil voice to evaluate the class texts and the Accelerated Reader programme.
- Learning walks to observe how children have increased their vocabulary and are able to utilise new words learnt.
- Staff voice to review and evaluate core texts used to teach reading.
- Book and planning looks to agree children's reading abilities and to review the planning and delivery of the reading curriculum.

Equal Opportunities and Inclusion

All children have equal access to the curriculum as expressed in our Equal Opportunities Policy. We will ensure that reading is accessible to pupils by:

- Setting suitable learning objectives
- Responding to the variety of learning styles
- Overcoming potential barriers of individuals and groups

This is monitored by analysing pupil performance throughout the school to ensure that there is no disparity between groups.

Roles and responsibilities

The policy implementation is the responsibility of all staff. Its use and effectiveness will be supported and monitored by the Reading Subject Leader, on behalf of the Head Teacher and Governors.