



The more that you read, the more things you will know.

The more that you learn, the more places you'll go.

-Dr Seuss

Eversley Primary School's Reading Vision

At Eversley Primary School we recognise the importance of reading **as a life skill** that will **open many doors** for our pupils. We understand the **significant role played by parents, teachers and support staff** in supporting children to read with **enjoyment, fluency and deep understanding**.

The aims of this reading policy:

- To share strategies used to teach reading, including phonics, across the school
- To outline how reading sessions are planned from Reception to Year 6
- To explain how teachers assess reading
- To lay out the provision in place for SEND pupils, disadvantaged pupils and those needing additional support

Phonics and Early Reading

Pupils in Reception and Year 1 learn phonics through the synthetic phonics Read, Write, Inc. programme. The programme is highly inclusive and has a focus on teacher modelling and pupil participation. The decodable books allow children to practise and memorise their learning from phonics lessons, so that they build their accuracy, fluency and confidence with their phonics knowledge. Children benefit from being taught how to talk to a partner, speaking in complete sentences and taking turns as appropriate.

Delivery of Phonics

- Initial sounds are taught in a specific order
- Sounds taught should be 'pure' i.e. 'b' not 'buh'
- Sounds taught are *bouncy*, e.g. 'p' or *stretchy*, e.g. 'f'
- Pupils are taught that the number of graphemes in a word always corresponds to the number of phonemes (which greatly aids with spelling)

- At first, pupils learn one way to read the 40+ sounds and blend these sounds into words
- Pupils then learn to read the same sounds with alternative graphemes

Organisation in Reception

- Daily 20 minute phonics session in class – learning a new sound, focusing on letter formation, blending for reading and segmenting for writing ('word time' also known as 'Fred Talk')
- Initial 1:1 weekly reading session developing to group reading in ability groups with teachers and support staff
- Children use the Ditties to begin blending to read short captions and then sentences
- Pupils use RWI books levels red-grey

Organisation in Year 1

- Daily 20–30 minute phonics session in class - learning a new sound, focusing on letter formation, blending for reading and segmenting for writing ('word time')
- 3-4 x weekly reading sessions in ability groups led by trained members of staff
- 1 x weekly phonics class session with writing focus (dictation)
- Pupils use RWI books until they have completed 'grey level'

Whole Class Reading

Pupils in years 2 to 6 have whole class reading sessions; there may also be children in Year 1 who access these sessions. Year 2 pupils begin whole class reading sessions once they have completed 'grey level' of Read, Write, Inc.

Whole Class Reading ensures all pupils are exposed to a large range of texts and genres and benefit from the teacher's expert explanations, modelling, questioning and feedback. Children will have their own copy of the text being used (or share with a partner if this is not possible).

Whole class sessions focus on the text being used and include the following:

- Teacher modelling reading in the moment
- Language, knowledge and ideas being shared and discussed
- Speculative and inquisitive discussion
- Questions, not skills or strategies, as drivers

Teachers use texts over a 1 – 3-week period, depending on the content of the text and the age of the pupils. The texts used do not need to be linked to other areas of the curriculum

but must be age-appropriate and challenging for pupils. A range of genres are covered each term.

Reading sessions are interactive and include:

1. Reading aloud
2. Re-reading
3. Close reading (comprehension monitoring, summarising)
4. Paired reading
5. Echo reading
6. Choral reading

While exploring the texts, pupils will also focus on the following reading skills:

- Predicting
- Visualising
- Clarifying
- Inferring
- Making connections
- Asking questions
- Summarising
- Evaluating

Developing Fluency

We believe that fluency is bridging the gap between word reading and language comprehension.

Word reading – pace, accuracy, automaticity

Language comprehension – Prosodic elements (stress, pace, volume, intonation), taking notes of clues from the author, tone

Below are some of the ways in which we develop fluency:

- Listening for pleasure
- Echo reading
- Children reading aloud
- Texts 'that sing'
- Paired reading, including interviews and poems for 2 readers
- Fluency exercises

Additional Support in Reading

Staff are determined to help pupils keep up from the beginning but we recognise that some pupils will need extra support from the start of their phonics learning. All pupils will be part of the school's phonics programme, with adaptations to the pace of instruction, based around the individual pupil's unique needs and profile.

At Eversley, pupils who need extra support with their reading, including those pupils identified as being in the bottom 20% of readers in the year group, are supported in a variety of ways. Pupils who are struggling with decoding will take part in 1:1 tuition with trained members of staff, using RWI resources. Pupils may also read with an adult 1-1 or in smaller focus groups to build reading miles.

Pupils who are fluent decoders but are still having difficulty in comprehension are supported through inference based intervention sessions using the reading strategies as a scaffold to understanding a text.

The following resources are used:

RWinc and Freshstart phonics resources- Ruth Miskin

Inference text extracts- Improving Reading Comprehension and enjoyment- a training resource for primary and secondary schools 2016 edition- Leicester City Inference Project

Class and school library books according to the child's interests- guidance for appropriate levels is taken from RWInc banded book levels or once the child is a "free reader" their ZPD (Zone of Proximal Development taken from the AR bookfinder system).

Parent workshops are held to share information with parents/carers and to support them in working at home with their child.

Reading and SEND

Staff are determined to help pupils keep up from the beginning but we recognise that some pupils will need extra support from the beginning of their phonics learning. All pupils will be part of the school's phonics programme, with adaptations to the pace of instruction, based around the individual pupil's unique needs and profile.

Story Time

In all classes, story time takes place at least 3 times a week for a minimum of 10 minutes. This is a really special time and helps pupils to develop reading for pleasure. We know that giving children regular opportunities to listen to stories enables them to encounter vocabulary they are unlikely to hear in everyday speech. Pupils will also hear a wider range

of sentence structures which not only supports their grammatical understanding, but also the bank of sentences they can draw from when they come to speak or write.

As well as the regular teacher modelling in whole class reading sessions, story time provides additional opportunities for teachers to model reading skills such as pace, expression and intonation.

During these sessions, pupils are also being explicitly taught what good listening is like, both through direct instruction and through teacher modelling.

Pupils will sometimes be involved in the selection of texts and a variety of different genres will be read across the year.

Poetry Time

Like any form of reading, poetry can introduce children to new words. Poetry is unique in that it typically follows a rhythm. When children read sentences and phrases that have a cadence, it introduces them to new words in new contexts.

In order to prioritize exposure to poetry, we have a weekly 'Poetry Time' focus in Reception and Key Stage 1. This is planned out so that each term, the children study a variety of different poems and have opportunities to recite and learn these by heart.

Reading at Home

Parents and carers have a vital role in supporting reading and developing children's love of books. As outlined in our homework policy, we ask that the sharing and reading of books happens every day for a minimum of 10 minutes a day for children in Reception, Years 1 and 2, 15 minutes a day for children in Years 3 and 4 and 20 minutes a day for children in Years 5 and 6.

Children in Reception and Year 1 will bring home two Read, Write Inc books or banded books (depending on their reading stage) to read on a weekly basis.

Once children have completed RWI 'grey level', they will begin to take home Oxford Owl banded books and the children's progress through the bands is closely monitored by class teachers.

Once children are able to read the higher level banded books fluently and with a good level of comprehension, they become 'free readers'. They will choose books of interest from the class reading area and/or read books from home.

All children are encouraged to take home books from their class reading area to share with parents/carers/siblings at home. These books can be changed as often as required.

Assessment of Reading

Formative Assessment

Teachers assess the children in their daily reading sessions and in reading across the curriculum. Every child is also heard read on a 1:1 basis with their class teacher during the first week of every half term and a minimum of once a fortnight with their teacher or TA. Reading 'I Can' statements are used to ensure pupils are being assessed in line with the National Curriculum and teachers keep individual reading records for the children in their class and/or reading group.

Summative Assessment

Children in Years 1 to 6 complete half-termly 'Rising Stars' summative assessments in reading. Teachers then analyse the responses from these assessments to identify strengths and areas for development which then informs future planning of reading sessions for the class.

Children in Years 2 and 6 will also complete assessments using past SATs tests from the Spring Term and the statutory SATs tests in May (Year 6).

The School Library

Each class has a timetabled weekly half hour visit to the school library. The children learn how a library runs and spend time enjoying the large variety of texts while there. They also borrow a book which they keep for up to a fortnight before returning it and borrowing another.

Class Reading Areas

The books themselves are the most important aspect of our reading areas. Well-chosen books should capture children's imagination.

Ideally, **every reading area should be a mini-library**, a place for children to browse the best books, revisit the ones that the teacher has read to them, and borrow books to read or retell at home.

Every child should be able to spend time in their reading area. Reading areas are an inviting and uncluttered space to enjoy reading a book.

Our Reading areas include sets with multiple copies of the same book- Children will want to share books with others, especially if they are 'books in common' that they know their friends have heard before.

Every book in a reading area should be worth reading aloud.

Our reading areas focus on what would make the biggest difference to children's reading habits, including:

- not displaying too many books at once
- refreshing the display
- making the books attractive and easy for children to find.
- using outward facing shelving and tables, so children can find new books easily.

The 'decodable' books matched to the school's phonic programme are stored separately so that teachers can select from them, both for children's reading in class and to take home.

Date: September 2023

Review: September 2024