

Panshanger Primary School Reading Policy

“The more that you read, the more things you will know. The more that you learn, the more places you'll go.” — Dr. Seuss

*“If you don't have time to read, you don't have the time (or the tools) to write. Simple as that.”
— Stephen King*

Intent

Using the EYFS curriculum, the National Curriculum and Animaphonics as our basis, we have built a curriculum which we believe is right for Panshanger Primary School.

English at Panshanger is a rich, inspiring curriculum in its own right, but also provides skills which open the door to the depth and breadth of our curriculum as a whole.

Intent

At Panshanger we want our **children** to;

- Read confidently and fluently and seek to acquire knowledge independently.
- Develop a lifelong enjoyment of reading, taking genuine pleasure from what they read.
- Develop the reading skills they need to access all areas of the curriculum.
- Understand the meaning of what they read and what is read to them.
- Read critically to ascertain what the truth is in a statement so that they may gain a balanced understanding of local, national and international issues.
- Make responses to what they read justifying those responses
- Become immersed in other worlds...both real and imagined!

At Panshanger, we consider ourselves a community of readers. Therefore, we expect all **adults** to model and communicate their love of reading in the following ways:

- By planning regular sessions when everyone in class is reading simultaneously
- By planning engaging shared and guided reading opportunities.
- By planning class participation in school and national literacy events which promote reading e.g. visits from authors and storytellers, World Book day, whole school 'Take one Book' sessions etc.

Implementation

Reading is not simply 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 both literal and inferential.
- 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 make possible improvements.

The Reading Curriculum

Reading is taught daily throughout the school. We do recognise that reading is a highly interconnected subject, so teachers, therefore, consider links between areas of reading in their planning across the curriculum.

Our Reading curriculum follows the National Curriculum 2014. This is taught in blocks which have been designed with support from the statutory and non-statutory guidance from the National Curriculum, and our phonics scheme - Animaphonics. The length of time spent on individual objectives is informed by teacher knowledge of the children's needs.

Content is designed to be progressive and challenging for all. Teachers will plan to support children where necessary and challenge children who grasp the curriculum quickly.

Phonics Teaching

At Panshanger we use Animaphonics, a full synthetic phonics programme accredited by the Department of Education. In Reception, Year 1 and 2 there are daily phonics lessons.

Phase One – covered during Nursery

This is the stage when pupils learn aural discrimination. Through songs, games and other practical activities, they learn to hear the individual sounds in words and discriminate rhyme. They are not formally introduced to letter formation or to recognise the letter symbols at this stage as the ability to hear the sounds is the most important early skill.

Phase Two, Three and Four are covered during Reception

At this stage, pupils are introduced to a range of sounds, which they learn to blend together to read words and segment to spell. They are also introduced to whole words 'tricky words' which are not decodable at the phase in which the pupil is learning.

Phase Two Sounds:

- s a t p
- i n m d
- g o c k
- c k e u r
- h b f ff l ll ss

Phase Two tricky words:

- the, no, to, go, into, I

Phase Three Sounds

- j v w x
- y z zz qu
- ch, sh, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

Phase Three tricky words:

- he, she, we, me, be, was, my, you, they, her, all, are

Phase Four Sounds:

- No new phonemes
- Reading adjacent consonants.

Phase Four tricky words:

- said, so, have, like, some, come, were, there, little, one, do, when, out, what

Phase Five is covered during Year One

• The same phoneme can be represented in more than one way. At the end of Reception and into Year One, the children learn alternative graphemes.

- rain say cake
- light tie time
- cat kennel choir

Some graphemes also have alternative pronunciations.

- c – cat and cent

- g – get and giant
- ow – cow and blow

Phase Five tricky words:

- oh, their, people, Mr, Mrs, looked, called, asked, could

Phase Six is covered throughout Year Two

By this stage, pupils should have a good command of the letters and sounds of the English Language and be competent at blending and segmenting. Phase 6 focuses on the rules of grammar and spelling which help prepare pupils for our Key Stage Two Grammar, Spelling and Punctuation programme.

Small Group Guided Reading

This method of teaching is used in Reception once the children know enough sounds and can blend sufficiently well. It is then used throughout Key Stage One and can be used in Key Stage 2. For small group guided reading the class is divided into small groups of similar reading ability. The teacher / teaching assistant works with a group while the other children may be working on follow-up or text related activities, SPAG or handwriting activities. Texts will be carefully selected at instructional level for the group and plans for each session should reflect a specific teaching focus appropriate to the group. Objectives for guided reading should be shown on weekly plans and linked to the key questions and resources used. In EYFS the children move towards working in a guided reading group as their reading, listening and concentration abilities develop.

Whole Class Guided Reading

This is a whole class activity which may be used in Key Stage Two. It typically takes place during Literacy lessons although opportunities should be taken to in other curriculum subjects. During whole class guided reading the children can access a text which may be challenging to them individually as they are supported. The teacher should model the reading skills, strategies and recognition of words appropriate to NC expectations for their year group. Teachers should also 'think aloud', modelling their thought process and how they have reached conclusions. Discussion should help the children to reach a deeper understanding of the text. Whole class guided reading should have a specific focus and all abilities should be included in discussions by differentiated questions.

Children at Panshanger are encouraged to develop a love of reading, there are regular reading sessions in each classroom where everyone (including staff) are given time to read a chosen book quietly. If support is needed to find a suitable book staff will offer suggestions to the pupils.

The whole school regularly takes part in 'take one book' weeks when ALL children are reading the same text and responding to it in different ways relevant to their age and reading ability. A book spine is being constantly developed for the school establishing a list of recommended books for each year group. Staff choose a class novel (KS2 classes) or read daily stories in FS / KS1 ensuring all children are being subjected to quality literature.

Assessment Foci in reading are organised as follows:

- **AF1 word reading:** use a range of strategies including accurate decoding of text to read for meaning
- **AF2 Identify and retrieve key information from texts:** understand, describe, explain select & use quotation & reference to text
- **AF3 Deduce, Infer & Predict**
- **AF4 Understanding structure and organisation of texts**
- **AF5 Writers' choice and use of language**
- **AF6 Purpose, Viewpoint and personal responses**
- **AF7 Social, cultural & historical traditions**

Questions to develop children's understanding should promote thinking at three levels:

Literal questions ask children to recall information that is directly stated in the text.

Deductive or inferential questions ask children to work out answers by reading between the lines, by combining information found in different parts of the text and by going beyond the information given.

Evaluative or response questions ask children to go beyond the text by, for example, thinking whether the text achieves its purpose, or making connections with other texts.

Independent Reading

Children need to be given the opportunity and encouragement to read independently in order to build confidence, stamina and fluency, as well as develop their experience of a range of books and authors. From Year 1 onwards there will be timetabled opportunities for periods of silent reading or paired reading several times a week.

The Reading Environment

Classrooms and all school areas should provide a print rich environment to promote the importance of reading. Reading displays should form a part of that environment. EYFS and KS1 classes should have welcoming book corner and KS2 classes have an area in the classroom which contains reading books at their level of reading and topic-themed collections of non-fiction books.

Reading in the curriculum

Our curriculum is rich in opportunities which help develop reading skills and our book store is being constantly reviewed to encompass our curriculum. Teachers should take every opportunity to develop reading skills in the wider curriculum and curriculum medium term plans reflect this. Furthermore, the curriculum itself gives the children contextual knowledge which then allows them to access books with challenging vocabulary

Support

Individual class teachers will devise intervention programmes based on the needs of individual pupils. Children may be assigned 1:1 time or work in small groups based on their targets. Consultation with the school SENDCO is essential to ensure children are placed on programmes appropriate to their needs.

SEND

As an inclusive school, we try to remove barriers to learning so that all children can achieve and make progress. When progress falls significantly outside the expected range (above and below the age related expectations), a child may have special educational needs. When assessing this, a range of factors is considered including classroom organisation, teaching materials, teaching style and differentiation so that additional or different action can be taken to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Reading is taught to all children whatever their ability. Reading forms part of the school's curriculum to provide a broad and balanced education to all children. We provide learning opportunities matched to the specific needs of children and we take into account the targets set for individual children in their individual needs e.g. Learning Plans and information from outside agencies

Teachers take account of the three principles of inclusion that are set out in the National Curriculum:

- Setting suitable learning challenges.
- Responding to the diverse learning needs of pupils.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

There are children of differing ability in all classes. Suitable learning opportunities are planned for all children by matching the challenge of the task to the ability of the child. This is achieved through a range of strategies including:

- setting common tasks that are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty where not all children complete all tasks;
- grouping children by ability and setting different tasks for each group;
- providing a range of challenges with different resources;
- using additional adults to support the work of individual children or small groups.

Equal Opportunities/ Inclusion

It is the responsibility of all teachers to ensure that children irrespective of ability, race, gender, age, faith, sexual orientation, and disability are given full access to the reading curriculum and make the greatest

possible progress in accordance with recent legislation. Please refer to the schools Equal Opportunities Policy.

Feedback

Teachers may offer immediate feedback as well as challenge and support during the session. Children may also self or peer assess during a lesson with reference to their learning objectives and success criteria.

Teachers can set next steps for children to indicate targets for making progress in their learning. They may pose questions to extend children in their thinking if they have a secure understanding of the objective or provide support to address misconceptions and correct errors.

Assessment

- In the EYFS and KS1 children have regular phonic and common exception word assessments to keep track of their progress. This continues into Key Stage 2 for pupils who are still working at the phonic stage.
- Children working below their current year groups targets will be assessed on the previous year's NC statements or pre-key stage standards.
- Anima phonics assessments are used at regular points during the school year plus informal (formative assessment) occurs during each teaching session
- Reading comprehensions are used to assess pupils' response to text in line with the expectations for the end of Key Stage Two.

Parents as Partners

Co-operation and support from parents is paramount if a child is to become a successful and competent reader and we strive to develop and encourage a strong partnership between home and school. It is our policy to send reading books home regularly and to encourage parents and carers to practise reading at home as well as reading favourite bedtime stories.

Home Reading Books

Children working in phases 1 to 5 of phonics will take home books which are linked to the phonics scheme. The book matches where the child is in the reading scheme, i.e. it is matched to their ability in phonics.

They are also encouraged to choose another book for parents to read to them at home.

Thereafter, book banding is used to group books according to the ability and interest levels of the pupils.

Staff keep an overview of pupils' selections to ensure that they are diversifying in their book choices and to be an encouraging role model. Pupils can also borrow a book from our non-fiction collection which is organised around the class curriculum.

Pupils take their reading book home together with their reading record book and read it to their parents/carers who will sign it as proof that it has been read. There should be a space for comments from parents and teacher when appropriate. Regular comments from teachers should guide the focus of parents at home. Comments are also placed onto Tapestry for children in FS / KS1.

Impact

We monitor the impact of our Reading approach through:

- End of EYFS, KS1 and KS2 statutory assessments and the Year 1 phonics check.
- Termly assessment tracking information being shared with SLT (including key areas of concern).
- Learning walks and observations.
- Pupil enjoyment and confidence in reading.
- Pupil progress meetings with members of the SMT discussing cohorts and individual children who may be making less than expected progress and those who are rapidly moving forward.
- Head Teacher and SMT monitoring.