



Neville's Cross Primary School & Nursery

Reading Policy

Date of policy: January 2023

Review date: January 2025

'Neville's Cross is an inclusive family where all are nurtured to become creative, confident and resilient learners supported to reach their unique potential. Our children develop skills to become active and respectful members of our school, community and society and during their time at Neville's Cross, make memories to cherish.'

Reading Intent

At Neville's Cross, the systematic teaching of reading has a high priority across our school, beginning with phonics in EYFS. We place great importance on providing our children with a variety of high-quality texts which will inspire them to develop as life-long readers. Our texts are carefully chosen by staff to be progressive, varied and engaging so children are regularly exposed to a variety of authors, genres and styles to broaden their wider vocabulary and interests. Texts are embedded across the English and wider curriculum for continuity of learning and children explore and analyse their texts as well as enjoying the simple pleasures of their teacher reading them the class novel every day. We believe that reading is a key tool for life and teaching our children to become articulate readers is integral to what we do at Neville's Cross, ensuring that they possess the essential skills and enthusiasm to learn for the rest of their lives.

This reading policy has been designed as a working document, which reflects the ethos and practice within the school in relation to the teaching of reading. It has been written with due regard to the requirements of the English National Curriculum (2014) and it will be monitored and evaluated according to changes within these documents as and when they arise.

Our Aims:

- To teach the essential skills of reading
- To promote a culture of reading for learning
- To develop a life-long passion for reading
- To facilitate independent learning and progress across the curriculum.

To develop our pupils as readers we:

- Teach them to read accurately and fluently using a range of strategies.
- Help them to understand and respond to what they read using inference and deduction where appropriate.
- Allow the opportunity for children to reflect on and discuss what they have read, including the language and punctuation choices made by the author.
- Enhance their understanding of a variety of text types including non-fiction, fiction and poetry.
- Encourage them to develop a love of reading and become confident, fluent and independent.
- Teach them how to seek information and learn from the written word.
- Use drama and role-play, where appropriate, to engage children in the text.

Our Approach

Early Reading:

At Neville's Cross Primary School and Nursery, we recognise the importance of phonological decoding as the key strategy to develop early reading skills. Alongside a rich reading curriculum, our effective phonics teaching ensures that our children can apply efficient decoding skills to tackle unfamiliar texts in tandem with developing a love of reading. At Neville's Cross Primary School and Nursery Primary School we follow a validated phonics scheme; Essential Letters and Sounds (please see our phonics policy for further information)

Guided Reading:

Once children are secure with their application of the phonics content and are decoding effortlessly, they will move to the school's colour banded reading scheme. The scheme will be used in school for Guided Reading and for children's home reading. Teachers will assess the children regularly and children will progress through the scheme according to both their word reading skills and their comprehension. As children progress through Key Stage 2 and become confident, skilled readers, they will move beyond the school's reading scheme to become an independent 'free reader'. They will choose age-appropriate texts from the school library or class libraries which support their comprehension skills and develop their vocabulary.

Whole class reading skills lessons:

As the children move through Key Stage 2, we move to a whole-class reading skills approach where a class text will be read and comprehension skills are taught and discussed orally. The emphasis moves from word reading to developing higher level comprehension skills such as inference, analysing the effectiveness of a text and developing vocabulary. Within these sessions, our teachers model reading strategies using high quality, age-appropriate texts which are carefully selected by our staff. These are read to or with the children and provide an opportunity to teach children specific reading skills to widen their vocabulary and develop their levels of comprehension, as outlined in the National Curriculum. Questions are planned by teachers in advance to help children develop a greater understanding of a range of reading materials including fiction, non-fiction and poetry materials. We use reading **VIPERS** (based on materials from 'The Literacy Shed') to help support our pupils to understand what a good reader looks like and how to approach answering reading questions covering the different reading content domains as outlined in the National Curriculum.

Progression

Please refer to our specific progression documents for English to see details of the content and skills taught from Nursery to Year 6 in reading.

Assessment

In Reception and Year 1, half-termly phonics assessments are completed in-line with the Essential Letters and Sounds programme. This also includes regular assessment of application of phonics skills into pseudo words in preparation for the Year 1 Phonics Screening Check. Any child in Year 2 or above, who are accessing ELS, will be assessed with these materials. Ongoing teacher assessment drives the planning of Guided Reading and Reading skills, using the Durham Assessment without Levels grids. Teachers are expected to engage with these descriptors when planning Guided Reading sessions and to keep brief notes to support their teacher assessments. Teachers are expected to provide brief assessment feedback to parents regularly within children's planners, comments could include highlighting what the child has been working on, is doing well at or an area to work on.

Regular moderation both within phases and across phases takes place to ensure that staff are accurately assessing reading using the descriptors. At the end of each term pupils in Y1 – Y6 complete a standardised NFER reading test which is used to support a termly teacher assessment judgement. Staff are encouraged to complete informal QLA to identify particular reading content domains or VIPERS skills which require further focus in the following term. Following termly assessments, any child who is identified below ARE (age-related expectations) in reading is identified by the Reading Lead and Strategic English lead and further support/intervention is provided as appropriate.

Home learning - reading at home

Reading at home is an essential part of learning to read and we recognise the crucial role that parents and carers play. Our expectation is that all children across school should read at home daily and parents, carers and older children are very much encouraged to record any home reading completed in planners. As children begin to learn phonics (Reception and Year 1) there will be a focus on practising new phonic sounds and

Harder to Read and Spell Words (HRS words) daily using Essential Letters and Sounds (ELS). The general expectation is that we learn one new sound each day in school (Monday-Thursday) and then children apply this knowledge to reading a carefully matched book containing only the sounds which have been taught so far. We ask parents to support their child at home by spending a short amount of time revisiting the new sound and HRS words within their Sounds Book and then to re-read their reading book four times at home across the week to develop fluency. Children also have the opportunity to visit the library to take home an additional book for pleasure which can be shared with adults at home. Once children are secure within Phase 5 and 6 phonics (usually the beginning of Year 2) they move onto our colour banded reading scheme and can choose their own book within that band to practise their reading at home. Parents are very much encouraged to comment daily in their child's planner on their child's reading. We will continue to send home books to enjoy and children should be encouraged to read books of their own choosing at home for enjoyment too. Across KS2 we continue to encourage our children to read daily. As children move through KS2 they will be encouraged to supplement school allocated books with their own choice of books from our class/school libraries and from home. Parents are still very much encouraged to write in their child's planner daily or encourage children to write in and counter-sign any entries. As children progress through the school, they become more independent in recording what they have read in their planner reading records. We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language, enthuse them with a love of books and inspire them as writers. Parents will be informed through the use of our planners when their child has read with an adult in school. For more information on how to support your child's reading at home, please refer to our NX Parents Reading Booklet, which outlines some key strategies and questions you can ask your child whilst reading together.

Reading for pleasure/enrichment

At Neville's Cross Primary School and Nursery, we encourage a reading for pleasure ethos through daily reading sessions, class story time, outdoor reading, reading challenges, author visits and reading events, such as World Book Day. Children also have independent access to a wide variety of high-quality texts in their classroom reading areas. Our staff use high quality texts in all aspects of their teaching across the curriculum and provide opportunities that extend and enrich the children's learning in their class. When we read for pleasure, our children can choose the books they wish to read and enjoy. They can choose to share a book with a peer, choose to read topic books related to our wider curriculum or listen to an adult reading aloud to them.

Every day our children end their school day by sharing a story in their classrooms; class teachers read a class novel aloud to the children to further promote a love for reading into every school day. We believe in encouraging children to read a wide range of texts and actively encourage our pupils to try new genres and authors regularly. As such, we have developed 'Reading Bucket Lists' of 100 recommended reads for different age phases across school. We would love to hear about the books you are reading at home and would recommend in school.

Equality and SEND

All of our children have equal access to reading lessons and to the resources available. We recognise that some children take longer to develop the necessary skills and we cater for those children by providing additional opportunities for skills development. Children who need specific reading interventions are identified early and the impact of interventions is carefully monitored. Teachers work closely with the SENCO to adapt materials for children with dyslexia and reading difficulties.