



# Reading Policy

February 2022

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## Knowle CE Primary Academy

Kixley Lane, Knowle, Solihull B93 0JE

Tel: 01564 776209

[www.knowle.solihull.sch.uk](http://www.knowle.solihull.sch.uk)

Email: [office@knowle.solihull.sch.uk](mailto:office@knowle.solihull.sch.uk)

Principal: Miss J Godsall

Vice Principals: Mrs E Clarke & Mr M Stonehill

Business and Facilities Manager: Mrs E Lynch

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## Our Academy Aims

# Preparing Children for the Future

### Be Healthy

We aim to empower each child to become physically, mentally and emotionally healthy in order that they can learn effectively and choose a healthy lifestyle.

### Embrace Christian Values

We aim to empower each child to develop socially, morally, ethically and spiritually by experiencing and sharing in our Christian beliefs and values

### Stay Safe

We aim to develop and sustain a happy and secure environment in which children become self-confident, articulate, emotionally aware, socially adept, literate and numerate in order to make the right life choices and, therefore, be inherently safer.

### Make a Positive Contribution

We aim to empower children to actively engage in the planning of their learning experiences, and have the confidence to express themselves in discussion and in writing in order that they will choose to engage positively in social and community roles, becoming global citizens.

### Enjoy and Achieve

We aim to empower each child to experience the joy of learning and to achieve success, developing their capacity to learn independently and interdependently in order that they choose to be engaged in lifelong learning

### Achieve Economic Well-being

We aim to empower each child to develop a positive attitude, become self-motivated, and develop key academic and social skills, which enable them to think creatively and choose to impact on, influence and shape the world they live in.

# Learning for Life

Person responsible for leading policy development: English Subject Leader

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## **Introduction**

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At Knowle CE Primary Academy, we believe that reading underpins all aspects of education. A fluent, confident reader can unlock understanding of any subject matter. Our overarching aim is that, by the end of their primary education, all of our pupils are able to read fluently, and with confidence, in any subject, to enable them to meet their potential during their secondary education and beyond.

To accomplish this, we need to develop children's word reading skills, comprehension skills and also to foster a love of literature that will enable them to become enthusiastic and confident readers.

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## **Specific Aims**

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- All pupils will make substantial and sustained progress in reading, developing excellent knowledge, understanding and skills, considering their different starting points.
- Disadvantaged, SEND and lower attaining pupils will therefore receive appropriate support to enable them to achieve their potential in reading and make excellent progress.
- Pupils will read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age.
- Pupils will develop a rich and varied vocabulary.
- Pupils in Year 1 will achieve highly in the national phonics screening.
- Pupils will be able to read fluently, at an age-appropriate level, by the end of Key Stage 1.
- Reading will be taught with a rigorous, sequential approach to facilitate skill acquisition, assessment and effective intervention where required.
- Pupils will be exposed to a wide variety of high-quality literature that will help them develop a love of reading and a greater appreciation and awareness of the world around them.
- Partnerships with parents and carers will be developed to ensure children are able to both practise reading, and share in the enjoyment of reading, at home.

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## Provision

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The reading provision at Knowle CE Primary academy can be summarised as 4 key areas: Structured reading; reading for pleasure; reading at home and reading intervention.

<p><b>Structured reading:</b></p> <p>Phonics sessions          Reading Skills lessons - whole class          Individual/Group reading          Model texts in writing lessons          Reading across the curriculum</p>	<p><b>Reading for pleasure:</b></p> <p>Access to high quality books in library areas          Story time - teacher reading to class          Reading Bingo/Reading Monopoly</p>
<p><b>Reading at home:</b></p> <p>Books sent home matched to phonics knowledge/reading ability.          Wider/banded books to be shared with parents          Free choice library books          Reading Bingo/Monopoly.</p>	<p><b>Intervention:</b></p> <p>Targeted interventions to develop fluency and comprehension</p>

### Structured Reading:

Both word reading and comprehension (listening and reading) skills need to be taught; it is essential that teaching focuses on developing pupils' competence in both dimensions and different kinds of teaching are needed for each. Independent comprehension of text cannot take place if a pupil's word reading skills are not sufficiently secure.

### Phonics:

Phonics is taught in EYFS and Key Stage 1 using the 'Sounds Write' synthetic phonics programme. It is taught systematically, progressively and for a minimum of 20 minutes per day. All teachers in EYFS/KS1 will receive Sounds Write training to enable them to deliver and assess the programme effectively.

Pupils and teachers will use the Sounds Write and Dandelion Reader reading books for reading teaching, reading at home and reading practice, which are linked to the Sounds Write scheme and which provide a progressive reading experience for the pupils, matched to the phonemes they have been learning. They will continue to read these books until they have completed the 'extended code' - at which point they should be reading fluently at an age-appropriate level.

### **Phonics/Spelling in Key Stage 2**

From Year 3, pupils recap their phonic knowledge and develop their understanding of spelling through the 'No Nonsense Spelling' programme.

### **Developing our reading partnership with parents and carers**

From the outset of a child's journey through the school, the importance of parental involvement in their reading development is established and emphasised.

In EYFS, parental workshops take place to:

- explain the teaching and practice of reading to parents
- demonstrate the way our phonics scheme is delivered
- model the process of supporting children's reading at home

In Key Stages 1 and 2, regular communication with parents takes place regarding the importance and support of reading at home, including information workshops, year group meetings and individual meetings where appropriate.

### **Children's home reading books**

The books that children take home from school are carefully matched to their phonic knowledge, from reading schemes that are either produced by, or directly correspond to, our phonics scheme in school, until the point that they are able to read fluently and no longer need the phonic-linked texts.

- In Reception, children are provided with two phonics-linked reading books per week.
- In Year 1, children are provided with two books per week - 1 phonics-linked to practise decoding and a banded book for sharing with adults.
- In Year 2, children are provided with three books per week, which are banded and matched to the children's reading ability. Children who are still not confident with

the expected phonic knowledge are provided with two phonics-linked books for decoding practice and a banded book to share.

- In Year 3, children continue on a banded scheme for the first term and then continue (if applicable) or move on to free choice reading from the school reading areas. They start to take part in the Key Stage 2 reading challenges from January onwards.
- In Years 4, 5 and 6, children will receive banded books linked to their ability if applicable, but will generally read for pleasure using books of their own choice from the school reading areas or outside school. They all take part in the reading challenges to encourage them to read more broadly. Parents are introduced to the reading challenges and are encouraged to support their children to participate as fully as possible.

## **Reading Records**

All children record their reading at home in a reading record. In EYFS and Key Stage 1, this is used by both teachers and parents to record their children's reading progress and to provide feedback.

In Key Stage 2, children record their reading and tasks relating to reading challenges or reading homework in their reading records, which are checked weekly by class teachers.

## **Parent Helpers for reading**

The school invites, annually, parents to come and support reading in school. Our parent volunteers play an important part in supporting the reading progress of our children.

## **Reading in the Foundation Stage**

### **Nursery - Foundation 1**

In Nursery, we use the Development Matters framework, which is the non-statutory curriculum guidance for the Early Years Foundation Stage. This supports the delivery of the Early Years Foundation Stage learning and development requirements. The focus is primarily around developing children's spoken language and communication which underpins all seven areas of learning and development. Children are immersed in high quality conversations throughout the day in a language and print rich environment which is crucial in forming the foundations for language and cognitive development. Spaces to talk and communicate, displays, pictures and resources are carefully selected or created alongside the children to stimulate and instigate conversation. Echoing back what the

children say and adding new vocabulary effectively builds on the children's language while in the Nursery setting. Reading nooks provide the children with a library of carefully selected texts that take into consideration the children's interests and learning experiences. As well as having a range of meaningful, enjoyable reading experiences being either planned for or initiated on a weekly basis.

Children are engaged actively in stories, non-fiction, rhymes and poems on a daily basis, with the aim to encourage a lifelong love of reading. This also provides the children in our care with extensive opportunities to use and embed new words in a range of contexts, giving them the opportunity to thrive. Children are motivated to look at and talk about the texts that they select encouraging them to be intellectually curious, inspire problem solving, promote empathy, increase self-esteem, and help them to understand the world and connect with people around them. Adults model how to handle and care for books, introducing children to the front and back cover, the title, blurb, illustrations, author, and illustrator. The children are also introduced to turning the pages correctly and demonstrating how we read from left to right, instilling the concept that print carries meaning. Children also step inside stories through play, role play, small world, and puppets, and learn to retell stories and join in with repeated phrases through the Talk for Writing approach. Through all of these activities children are given the opportunity to share their ideas with support and modelling. Sensitive questioning enables the children to elaborate, which in turn ensures that they become comfortable using a rich range of vocabulary and language structures during the day. During the Spring term children select a book from our weekly book share sessions and take these home to be shared with their family.

Time each morning is dedicated to Phase 1 of 'Letters and Sounds', a systematic phonics resource published by the Department for Education. This concentrates on developing children's speaking and listening skills and lays the foundations for the phonics' work which starts in Reception. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills. Phase 1 is divided into seven aspects, with each aspect containing three strands: tuning into sounds, listening and remembering sounds and talking about sounds. The aspects in Phase 1 are:

Aspect 1 - General sound discrimination - environmental,

The aim of this aspect is to raise children's awareness of the sounds around them and to develop their listening skills.

Aspect 2 - General sound discrimination - instrumental sounds,

This aspect aims to develop children's awareness of sounds made by various instruments and noise makers.

Aspect 3 - General sound discrimination - body percussion,

The aim of this aspect is to develop children's awareness of sounds and rhythms.

Aspect 4 - Rhythm and rhyme,

This aspect aims to develop children's appreciation and experiences of rhythm and rhyme in speech.

#### Aspect 5 - Alliteration

The focus of this aspect is on the initial sounds of words.

#### Aspect 6 - Voice sounds

The aim of this aspect is to distinguish between different vocal sounds and to begin oral blending and segmenting.

#### Aspect 7 - Oral Blending.

In this aspect, the main aim is to develop oral blending and segmenting skills.

### **Reception Year - Foundation 2**

As children progress into Foundation 2, an emphasis of phonics teaching will support children's understanding that letters represent sounds in spoken words which will support their decoding of the printed word. This then links with the 'Sounds Write' philosophy of teaching sound-spelling correspondences. 'Sounds Write' will be used as a basis for a daily phonics session and every child will read with a qualified member of the teaching team at least once a week, individually, using books that match their phonic knowledge.

Each child takes home two such reading books every week to share with their families. Parents are encouraged to support their children by re-reading books to develop fluency and confidence.

An interest in books is developed by sharing songs, stories and rhymes, fostering opportunities to talk and re-enact stories or follow children's interests through information books. Books are shared with the children daily and children are motivated to look at and talk about story and information books in their child initiated play by utilising books in all areas of the provision.

Throughout child initiated learning time children have the opportunity to explore books of their own interest in quiet and inviting book corners and the children have the opportunity to choose reading books for pleasure from the school library.

### **Reading Skills Lessons (Y1-6):**

Reading Skills are taught, as a whole class session, for a minimum of 1 hour per week.

At Knowle, we deliver a skills-based comprehension curriculum that develops the key areas of reading comprehension. Findings from the Education Endowment Foundation • Improving Literacy in Key Stage 1 & KS2 reports:

- Exemplary practice: *The explicit teaching of strategies forms the core of reading comprehension teaching. A consistent approach is used between year*



*groups that gives greater responsibility to pupils as they develop. Pupils have extensive opportunities to use the strategies. Scaffolding is carefully matched to pupils' current capabilities and is strategically withdrawn so that pupils can use the strategies with increasing sophistication and independence.*

Extensive evidence suggests that:

- *Reading comprehension can be improved by teaching pupils specific strategies that they can apply to both check how well they comprehend what they read, and overcome barriers to comprehension. These include: **prediction; questioning; clarifying; summarising; inference; and activating prior knowledge.***

**We have divided the different skills and outcomes of the reading curriculum into different 'reading roles': Decoder, Performer, Retriever, Explorer, Reviewer and Reading Detective. Our reading progression document uses the 'reading roles' as ways for the children to understand the skills they are developing. The individual skills are taught with reference to the long term overview for each year group, then the 'Reading Skills Progression Document' provides the year-group specific objectives that are covered.**

#### **Structure:**

Per week, EVERY CHILD is entitled to:

- One whole class comprehension input session (driven by 1 key skill - see below)
- AT LEAST one guided/ individual reading session alongside an adult in KS1/LKS2 (UKS2 fortnightly)
- Opportunities to apply taught skills over the course of the week
- At least one opportunity for reading for pleasure
- To regularly listen to a class teacher reading a whole class book

#### **Comprehension Skills Lesson Structure:**

1. RED introduction - an engaging starter image/text or video about which the children have to answer Retriever, Explore and Detective questions to consolidate key comprehension skills.	<b>At relevant stages during the lesson,</b> Vocabulary work will need to be carried out. <i>These skills will have been introduced/revisited at the start of the year so they can be used regularly and confidently throughout the rest of the year.</i>
2. Introduction of skill (simple/ visual)	<b>Introducing/tackling new and unfamiliar words:</b>
3. *Teacher modelling and pupil rehearsal (on simple/visual	Can we use the context of the sentence

<p>stimulus)</p> <p>4. Pupil application of skill</p> <p><i>*repeats with more challenging content or context (Mastery)</i></p>	<p>to work it out?</p> <p>Can we think of an easier synonym that makes sense?</p> <p><b>Possible ideas:</b></p> <p>Do you want/need to provide children with a definition?</p> <p>Can you use it in your own sentence?</p> <p>Share 3 sentences in which one uses the word incorrectly- which sentence is it used correctly in?</p> <p>Ranking suggested synonyms - which is the best/worst/weakest/most appropriate?</p> <p><b>New/powerful vocabulary should be harvested and displayed on the wall with synonyms!</b></p>
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## Long term Reading comprehension lesson plan sequence (skill focus and linked 'Reading Role'):

The specific objectives covered in each year group linked to the LTP skill focus are to be taken from the Reading Progression document for each year group.

### Year One

Autumn 1	Baseline Assessment- focus on decoding Retrieval - Retriever Sequencing of information - Retriever
Autumn 2	Inference - Reading Detective Prediction - Reading Detective Features of Text - Explorer
Spring 1	Words in Context - Decoder Retrieval - Retriever Sequencing/Summarising - Retriever
Spring 2	Inference - Reading Detective Prediction - Reading Detective Features of Text/Themes of a text - Explorer
Summer 1	Words that capture reader's imagination/Words in context - Explorer/Decoder Retrieval- Retriever Sequencing/Summarising - Retriever
Summer 2	Inference - Reading Detective Prediction - Reading Detective Features of Text/Themes of a text - Explorer

### Year Two

Autumn 1	Words in Context - Decoder Retrieval - Retriever Sequencing of information - Retriever
Autumn 2	Inference - Reading Detective Prediction - Reading Detective Features of Text - Explorer
Spring 1	Words that capture reader's imagination - Explorer Retrieval - Retriever Sequencing/Summarising - Retriever
Spring 2	Inference - Reading Detective Prediction - Reading Detective Features of Text/Themes of a text - Explorer
Summer term	Combined skills taught and practised.

### Year Three

Autumn 1	Words in Context - Decoder Retrieval - Retriever Summarising - Retriever
Autumn 2	Inference - Reading Detective Prediction - Reading Detective Features of Text - Explorer
Spring 1	Words that capture reader's imagination - Explorer Retrieval - Retriever Summarising - Retriever
Spring 2	Inference - Reading Detective Prediction - Reading Detective Themes and Conventions - Explorer
Summer 1	Words that capture reader's imagination Retrieval - Retriever Summarising - Retriever
Summer 2	Inference - Reading Detective Prediction - Reading Detective Features of Text / Themes and Conventions - Explorer

### Year Four

Autumn 1	Words in Context - Decoder Retrieval - Retriever Summarising - Retriever
Autumn 2	Inference - Reading Detective Prediction - Reading Detective Features of Text - Explorer
Spring 1	Words that capture reader's imagination - Explorer Fact and Opinion - Retriever/Explorer Summarising - Retriever
Spring 2	Inference - Reading Detective Prediction - Reading Detective Themes and Conventions - Explorer
Summer 1	Words that capture reader's imagination - Explorer Fact and Opinion - Retriever/Explorer Summarising - Retriever
Summer 2	Inference - Reading Detective Prediction - Reading Detective Features of Text / Themes and Conventions - Explorer

## Year Five

Autumn 1	Words in Context - Decoder Retrieval - Retriever Summarising - Retriever
Autumn 2	Inference - Reading Detective Prediction - Reading Detective Features of Text - Explorer
Spring 1	Words that capture reader's imagination - Explorer Fact and Opinion - Retriever/Explorer Making Comparisons - Explorer
Spring 2	Inference - Reading Detective Prediction - Reading Detective Themes and Conventions - Explorer
Summer 1	Words that capture reader's imagination - Explorer Retrieval / Fact and Opinion - Retriever/Explorer Summarising / Making Comparisons - Retriever/Explorer
Summer 2	Inference - Reading Detective Prediction - Reading Detective Features of Text / Themes and Conventions - Explorer

## Year 6

Autumn 1	Words in Context - Decoder Retrieval - Retriever Summarising - Retriever
Autumn 2	Inference - Reading Detective Prediction - Reading Detective Features of Text - Explorer
Spring 1 onwards	Combined skills taught and practised.

## Vocabulary

Vocabulary acquisition is key to understanding all subject areas. Vocabulary is taught specifically across the curriculum: keywords are highlighted in medium term planning in different subject areas and are taught/displayed during lessons. In reading lessons, the understanding of vocabulary is a high priority and words are considered in context or specifically taught to ensure pupils understand them and broaden their own vocabulary.

Specific skills to enable children to understand unfamiliar vocabulary in context are taught at the start of every year

### **Assessment**

In addition to ongoing teacher assessment and statutory assessments, the following assessments in reading are carried out on a termly basis:

1. Reading speed/fluency on an age-appropriate text.
2. Reading comprehension (Y2-6)
3. Annual GL Assessment of English (Reading, spelling, grammar)
4. Termly phonics assessments in YR-2.

**Policy review date: February 2024**