

# Reading Policy

DUKE OF NORFOLK CE PRIMARY SCHOOL



Approved by:	Full Governing Body	Date: Dec 2022
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# Contents

<b>1. Our Policy Aims</b> .....	<b>3</b>
<b>2. Teaching and Learning</b> .....	<b>3</b>
2.1 Systematic Phonics .....	3
2.2 Phonics Expected Levels/Colour Bands by Term.....	4
2.3 Language Development .....	4
2.4 Independent/Paired Reading .....	4
2.5 Individual Reading to an Adult .....	4
2.6 Children At Risk Of/Falling Behind (ARFB).....	5
2.7 Whole Class Reading Lessons - Book Talk.....	5
2.8 Reading for Pleasure .....	6
<b>3. Progression in Reading</b> .....	<b>6</b>
3.1 Foundation Stage and Key Stage 1.....	6
3.2 Key Stage 2.....	7
<b>4. Text Selection</b> .....	<b>7</b>
4.1 Book Spine .....	7
4.2 Selecting Individual Reading Books.....	8
4.3 Curriculum Texts.....	8
<b>5. Role of Parents and Carers</b> .....	<b>8</b>
<b>6. Special Educational Needs and Disability</b> .....	<b>9</b>
<b>7. English as an Additional Language</b> .....	<b>9</b>
<b>8. The Learning Environment</b> .....	<b>9</b>
8.1 Classrooms .....	9
8.2 School Library .....	9
8.3 Glossop Library.....	10
<b>9. Reading Incentives</b> .....	<b>10</b>
<b>10. Assessment</b> .....	<b>10</b>
10.1 Assessing Book Talk/Comprehension.....	10
10.2 Assessing Phonics and Early Reading .....	10
<b>11. Monitoring</b> .....	<b>11</b>
<b>Appendix 1: Sequence and Structure of RWI Phonics Teaching</b> .....	<b>12</b>
<b>Appendix 2: RWI Expected Banding Level by Half Term</b> .....	<b>13</b>

## 1. Our Policy Aims

Our reading policy covers all of the statutory expectations as set out in the [National Curriculum for England 2016](#) (DfE). It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#). In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

Our school aims to:

- > Provide all children with the skills and strategies to read with confidence, fluency and understanding
- > Provide all children with phonological understanding to read words accurately
- > Inspire a love of books where children choose to read for pleasure
- > Encourage an interest in words and what they mean to enable children to develop an increasing oral and written vocabulary
- > Use a growing technical vocabulary with which to engage in 'Book Talk'
- > Ensure all children read widely and experience a range of genres in fiction, non-fiction and poetry, and are able to discuss some of the ways in which narratives are constructed
- > Develop critical appreciation of what they read
- > Develop study skills so that the children can select appropriate fiction and non-fiction books from the library
- > Develop research skills using library and class texts, in conjunction with the computing system
- > Encourage care and ownership of books

This policy should be read in conjunction with:

- > Duke of Norfolk School Reading Curriculum Map
- > Duke of Norfolk School Reading Spine
- > Duke of Norfolk School Reading Provision Map

## 2. Teaching and Learning

Specifically, we intend for our pupils to develop the two aspects of reading:

- Word Decoding (Phonics)
- Language Comprehension

### 2.1 Systematic Phonics

We give children the best start in reading from the very beginning of school by providing a systematic and structured phonics education delivered by expert staff. Every member of staff in the school is trained in the Read Write Inc. (RWI) approach to phonics. Daily phonics teaching in EYFS and KS1 (and KS2 where necessary) ensures children learn phonemes and their grapheme representations in order to read accurately and fluently. Reading leaders assess the children every six weeks, and daily one-to-one intervention is swiftly put in place for any child at risk of falling behind to ensure children keep up with the learning at the expected level.

Children in KS2 falling behind age related expectations are also assessed using RWI phonics screening, and where necessary, age-appropriate, regular RWI (1-to-1 or small group) intervention is put in place to ensure learning is caught up. In addition to this, KS2 children who are on Blue Band or below, join KS1 sessions for daily phonics lessons. Those KS2 children on Grey Band join KS1 for daily Speedy Reading phonics sessions in the afternoons in place of Book Talk (see Reading Provision Map).

## 2.2 Phonics Expected Levels/Colour Bands by Term

Year Group	Term End Expected Level					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YR	Group B	Group C	Ditty	Red	Green	Green - Purple
Y1	Purple	Pink	Orange	Yellow	Yellow	Blue
Y2	Blue	Blue	Grey	Grey	Comp	Comp

## 2.3 Language Development

Classrooms are language-rich environments where adults use talk to support language development. Songs, rhymes and nursery rhymes are learned by heart and banks of vocabulary are developed through the use of books and children’s learning experiences. Teachers specifically plan for language and vocabulary learning in their wider teaching across the whole school.

All teachers complete a daily session of ‘demonstration reading’ called **‘10 Magical Minutes’** where they read and ‘think out loud’ to model reading thinking, as well as story and language comprehension. This also helps to develop a love of reading/books.

## 2.4 Independent/Paired Reading

Reading is not restricted to English lessons. Many opportunities are provided for pupils to practise and extend their independent reading in other subjects and during reading for pleasure time. Reading for pleasure and enjoyment is given a high priority and time is set aside for children to enjoy a range of texts. We encourage cross-phase paired reading, where the children in older classes share books with younger children and engage with their reading buddies.

Children are also encouraged to borrow a library book to share at home alongside their school scheme books (for those children still working on the RWI scheme) or their ‘Reading Book’.

## 2.5 Individual Reading to an Adult

- > In EYFS and KS1, we aim for an adult to hear children read at least twice per week, once with the class teacher (except for children at risk of, or falling behind – see 2.6)
- > In KS2, we aim for an adult to hear a child read once per week, regularly with the class teacher (except for children at risk of, or falling behind – see 2.6)

## 2.6 Children At Risk Of/Falling Behind (ARFB)

Children at risk of or falling behind year group expectations will have an individual plan put in place which will be shared with parents. These children will read with an adult to three times per week, to work on their targets, at least once with the class teacher. This intervention is intended to be short-term to help a child catch up, so intervention should be evaluated regularly to assess its impact and effectiveness.

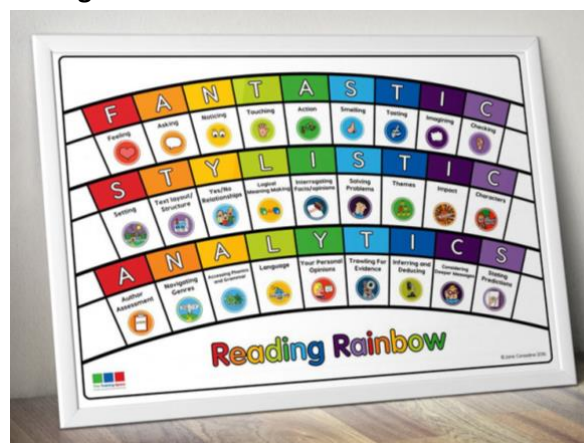
Where there are gaps in phonics, children will receive regular one-to-one phonics intervention at the appropriate level (at least three times per week). See 2.1 for details about phonics provision for children ARFB.

## 2.7 Whole Class Reading Lessons - Book Talk

'Book Talk' is a systematic way to teach reading comprehension strategies to children in KS2 and for those in KS1 who have completed the RWI programme and can generally read with fluency (at approx. 90 words per minute).

Book Talk is underpinned by certain guiding principles; these are outlined below:

1. Pupils are organised into reading attainment groups but access the same text (with certain exceptions).
2. Texts are chosen carefully for their appropriate challenge. These can be extracts and short texts, but children should also have experience of some longer, whole texts.
3. Pupils engage in whole class reading each day. This is made up of: three 30-minute 'Book Talk' sessions per week, one session of Demonstration Comprehension (DC), and one session of Independent Comprehension (IC).
4. The session is structured with whole class questions to tackle the three layers of the reading rainbow lenses. These also cover different reading domains: **vocabulary, inference, retrieval, prediction, and summarising.**



5. Differentiation is accomplished through the use of scaffolds for support, and further challenge questions.
6. A hallmark of Book Talk sessions is on developing reading for meaning and oral comprehension techniques.
7. Book Talk, DC and IC is structured with three 'reasons to read'. The 'reasons to read' are taken from 'The Reading Rainbow'. One reason is taken from the top layer of the rainbow under

FANTASTIC. The second reason is taken from the STYLISTIC layer. The third reason is taken from the ANALYTICS layer.

8. Demonstration Comprehension is purely the teacher modelling their reading thinking related to the three questions. Children get a chance to apply this learning in Independent Comprehension during the same week.
9. Book Talk sessions work best if they operate like conversations about books and 'hands up' is not used so there is a natural flow of talk about what they are reading.
10. During Book Talk pupils could be 'reading around the group', reading in pairs or reading to themselves and the teacher will direct them in these different organisational ways.

## 2.8 Reading for Pleasure

Reading for pleasure is woven into every aspect of our approach to reading, as is evidenced in this policy.

Our ultimate aim is for our children to become **confident and independent readers** with high levels of **enjoyment and comprehension**. To promote enjoyment of reading, we aim to provide the children with a variety of opportunities, including:

- Events during annual World Book Day
- Visits to Glossop Library
- Visits to the school library
- Competitions in school and in conjunction with Glossop Library, such as the Summer Reading Challenge
- Regular book clubs
- Junior librarians
- Reading for Pleasure Newsletter
- Funding to buy disadvantaged children their own books to keep
- Heavy investment in classroom texts
- Promotion of reading as an important and pleasurable experience
- Regular monitoring and response to pupil voice surveys on Reading for Pleasure

## 3. Progression in Reading

### 3.1 Foundation Stage and Key Stage 1

The systematic teaching of phonics plays a crucial part in the teaching of reading at these stages through daily phonics lessons. Children learn to blend and read words, including common words with phoneme/grapheme correspondences that they may not have learned yet (e.g. was, want etc.). We assess our children regularly (six-weekly) and use these assessments to group children for phonics teaching. Children will take one RWI scheme book home each week, but will only have a reading book with sounds they have met in their lessons in school. We structure and sequence our phonics teaching carefully from EYFS to KS1 to ensure children make good progress (see appendix 1).

Regular shared reading and Book Talk sessions enable children to apply their phonic decoding skills, as well as to read for meaning. Children consolidate their phonic knowledge and comprehension at home by taking home an individual reading scheme book and/or library book.

In Year 1 children listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. They become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. They learn to appreciate poems and learn some by heart.

In Year 2 children are introduced to non-fiction books that are structured in different ways. They retell a wider range of stories, fairy stories and traditional tales and continue to build up a repertoire of poems learnt by heart. Word reading and decoding skills that promote fluency continue to be explicitly taught. Children take part in discussions about a range of texts and explain their understanding. Their comprehension skills are developed through careful questioning, enabling them to show that they have fully understood the text by locating specific words or phrases, or by using what they have read to create viable answers.

### 3.2 Key Stage 2

In Key Stage 2 children build on the good reading habits and reading fluency established at Key Stage 1. The teaching of reading skills is still addressed through English lessons or Book Talk sessions. Proficient readers are encouraged to extend their experiences and are guided by their class teacher in their book choices. Children who require support to develop their reading skills may use small group phonics work and/or phonic based reading scheme books. The principles of the Read, Write Inc. programme is still endorsed throughout this Key Stage with intervention strategies put in place to support all children in becoming confident and competent readers. By the end of Key Stage 2 we expect all children to be 'free readers' and use the library regularly to make their own independent book selections.

In Years 3 and 4 children read books that are structured in a variety of ways and continue to listen to and discuss a wide range of fiction, poetry, plays and non-fiction. Children identify new vocabulary and check the meaning of words using dictionaries. They recognise different forms of poetry and prepare play scripts and poems to read aloud. Children demonstrate their understanding of what they have read independently in a variety of ways.

In Years 5 and 6 children continue to read an increasingly wide range of text types and recommend books that they have read to their peers, giving reasons for their choices. Children continue to prepare poems and play scripts to read aloud to an audience and learn a wider range of poetry by heart.

## 4. Text Selection

### 4.1 Book Spine

The school has developed a Book Spine for each phase of learning to ensure that children are exposed to high quality texts, both contemporary and classics, covering a wide range of genres, themes, and styles, and are diverse in their representation of people, places and cultures.

**In EYFS**, the book spine presents a large number of picture books, non-fiction texts, and poetry/rhyme to support the curriculum themes. Teachers should select from these texts and read these regularly and repeatedly to the class, so they become familiar, well-known, and well-loved texts. There is an

additional 'Reading for Pleasure' spine that teachers can select from, ensuring that the books are well matched to the age range.

**In KS1**, there is a move towards combining picture books with chapter books appropriate to the age. Teachers will now read allocated chapter books as their half-termly class reader. These should be supplemented with books from the Y1/2 Reading for pleasure spine. Children should also have the opportunity to revisit favourite books from the previous stage. Teachers should also select from the poetry spine to read to the class. Non-fiction texts should be used to support the curriculum and should be available in the book corner for children to select from.

**In KS2** teachers will read the allocated chapter books as their class reader. These should be supplemented with the non-fiction and poetry/playscript spine. The non-fiction spine has been selected to support curriculum themes, but these texts could be used through Boot Talk sessions, as could the poetry/playscript spine.

The spine is reviewed and updated regularly to ensure it includes new and fresh texts, keeping it interesting and relevant to children.

## 4.2 Selecting Individual Reading Books

Children on the RWI scheme will be given one book per week linked to their reading level. This will be allocated by the classroom staff.

Children on Free Readers can select a text from the library, the book corner, or from home. **However, teachers will monitor this to ensure that these texts are appropriately challenging in terms of their language, themes, and contexts.** Teacher can use the curriculum text level criteria to support judgements about challenge (see 4.3).

All children can select an additional library book for pleasure, which is entirely their choice, however adults will do their best to direct children towards books with content appropriate to the age.

## 4.3 Curriculum Texts

Our English (writing) curriculum is based on high quality texts and is included within our Book Spine. We ensure the texts used are appropriately challenging for the age range by applying a criterion scale. We regularly review the texts used to ensure they continue to meet the requirements of the curriculum and remain interesting and relevant to the children.

## 5. Role of Parents and Carers

Parents and carers are strongly encouraged to be actively involved in their children's reading routines at all ages by listening to their children read, reading to their children, and by promoting a home environment where reading is valued. Information sessions are also provided for parents of pupils in the Foundation Stage and Key Stage 1, where parents are advised on ways of supporting their child's reading to enhance the reading and comprehension process. All parents and carers are provided with examples of questions that can be asked to enable children to show their understanding of the books they read at home. Teachers regularly monitor the frequency that a child reads at home by checking comments in reading records. When the frequency falls below a reasonable level (at least several

times per week), teachers will contact parents directly. If the frequency does not improve, additional efforts will be made in school to give the child opportunity to read to an adult more frequently.

## **6. Special Educational Needs and Disability**

While the majority of pupils will be functioning well at their appropriate Key Stage, it is acknowledged that some pupils will require additional support. Provision for this will be arranged initially by the class teacher and additional support will be provided through appropriate interventions to address gaps in learning.

Literacy is as important for children with SEND as it is for their peers, and teachers are ambitious about teaching them to read. Children with additional needs have to navigate the same written language, unlock the same alphabetic code, learn the same skills, and learn and remember the same body of knowledge as their peers. All children, including those with SEND, need to master the alphabetic code (although those with Learning Difficulties may need longer). School leaders and special educational needs coordinators are responsible for making sure of this.

We enable access to appropriate phonics instruction for children with complex needs. Under the Equality Act 2010, we are required to make reasonable adjustments to enable pupils with disabilities to have full access to the curriculum and to be able to participate in it.

## **7. English as an Additional Language**

Children learning English as an additional language will be assessed by the class teacher as soon as possible once joining the school. Once assessments have been carried out, any further special provision will be made with the support of the SENCO.

## **8. The Learning Environment**

### **8.1 Classrooms**

All classrooms have well-stocked and appealing book areas with fiction and non-fiction titles. All EYFS, KS1 and LKS2 classrooms have dedicated books matched to the RWI stages, for children to enjoy independently at the stage of their phonics learning. Class teachers take care to ensure that a wide range of texts are available in terms of content, form and genre, e.g. texts that are accessible and challenging, show cultural diversity and avoid stereotyping of race, gender and class. Different books are introduced to book corners gradually, including those the children will have heard during story-time. Ideally, books the children have listened to recently should be displayed at their eye level on outward-facing shelves. At the start of the school year, teachers include around 20 of the children's favourites from the previous year.

### **8.2 School Library**

Every class has the opportunity to visit the library weekly for pleasure, to follow more structured research and to develop library skills. Pupils have ample opportunities to browse and make personal selections, in addition to learning how to locate specific texts.

### **8.3 Glossop Library**

All children (given parental permission) have a local library card and visit the library with their class every term where they can select books to borrow and take home. They also have the chance to explore the different parts of the library and develop their love of reading by hearing books being read aloud.

## **9. Reading Incentives**

The frequency of every child's reading is monitored weekly. House points are awarded to children for reading at home. The Reading Fairy visits classes and randomly gives prizes for children who have their reading records signed.

## **10. Assessment**

### **10.1 Assessing Book Talk/Comprehension**

Assessment is used to inform planning and teaching. Book Talk planning and assessment forms are used to monitor children's reading progress during weekly guided reading. Teachers use assessment against year group statements to update the school assessment tracking system. This assessment will inform future planning for reading sessions.

Summative assessment takes place at the end of each term in reading for children reading more than 90 words per minute.

Year 6 children sit a statutory reading test in the summer term. Individual results are reported to parents in end of year reports. School results are also published by the local authority, by the government, and on our school website.

### **10.2 Assessing Phonics and Early Reading**

In Early Years and KS1, children's reading skills are monitored and assessed through 1:1 reading sessions and phonics tracking.

A phonics screening assessment takes place every half term for those on the RWI scheme and is administered by reading and phonics leads. This assessment informs teaching, groupings, and interventions for the subsequent term and is designed to ensure children who begin to fall behind, are caught up quickly.

The phonics tracking document is used in EYFS, Years 1, and Year 2 to monitor progress of the cohorts and individuals.

In June each year, Year 1 children sit the Statutory Phonics Screening Check. Y2 children who did not meet the standard in Year 1, retake the check at this time. Individual results are reported to parents in end of year reports. School results are also published by the local authority, by the government, and on our school website.

## 11. Monitoring

The Reading subject leader(s) will monitor the quality of teaching and learning through Book Talk observations, phonics observations, reading folder scrutiny and pupil interviews. By assessing whole school reading progress, the Reading subject leader(s) will set targets appropriate to individual classes to address learning gaps where appropriate.
























Review: The policy will be reviewed every year by the Reading subject leader(s).

Policy written by Kellie Wilson (DHT) on Oct 28<sup>th</sup> 2022

Policy last reviewed: November 2022

Policy to be reviewed: November 2025

## Appendix 1: Sequence and Structure of RWI Phonics Teaching

Group		In Speed Sounds lessons, teach children to:	Through the day:	To progress into the next group children should be able to:
Set 1 Sounds Group A		Read first 16 <b>Set 1 sounds</b> Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers	Fred Games Pinny Time Speed Minutes	Read first 16+ Set 1 sounds
Set 1 Sounds Group B		Read 25 Set 1 single letter sounds Blend orally Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers	Fred Games Pinny Time Speed Minutes	Read 25+ sounds Blend sounds into words orally
Set 1 Sounds Group C	 	Read 25 Set 1 single letter sounds speedily Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.4 Spell using Fred Fingers	Fred Games Pinny Time Speed Minutes	Read all Set 1 single letter sounds speedily Read Word Time 1.1 to 1.4 words with Fred Talk
Ditties PCM	 	Read <b>Set 1 Special Friends</b> Read words with Special Friends: Word Time 1.5 and 1.6 Read Word Time 1.1 to 1.4 Read 3-sound nonsense words Spell using Fred Fingers	Fred Games Pinny Time	Read all Set 1 Sounds speedily including Special Friends Read Word Time 1.5 to 1.6 words (words with Special Friends) with Fred Talk Read 3 sound nonsense words with Fred Talk
Red Ditty Books	 	Review Set 1 Sounds (reading only) Read 4/5 sound words: Word Time 1.6 and 1.7 Read Word Time 1.1 to 1.5 Read 3/4 sound nonsense words Spell using Fred Fingers	Fred Games Pinny Time	Read Word Time 1.6 and 1.7 words (4/5 sounds) with Fred Talk Read 3 and 4 sound nonsense words with Fred Talk
Green	 	Read <b>Set 2 Sounds</b> and matching Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers	Afternoon Speed Sounds lesson Pinny Time	Read Word Time 1.6 and 1.7 words speedily
Purple	 	Read Set 2 Sounds and matching Phonics Green Words Read Set 1 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers	Afternoon Speed Sounds lesson Pinny Time	Read the first six Set 2 Sounds (ay, ee, igh, ow, oo, oo) speedily Read these sounds in Phonics Green Words and nonsense words with Fred Talk Read Word Time 1.6 and 1.7 (words with 4/5 sounds) speedily
Pink	  	Read the remaining Set 2 Sounds and matching Phonics Green Words. Then start to read <b>Set 3 Sounds</b> and matching Phonics Green Words  Read Set 1 and 2 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: focus on Set 2 words	Afternoon Speed Sounds lesson Pinny Time	Read all Set 2 Sounds speedily Read these sounds in Phonics Green Words and nonsense words with Fred Talk Read Word Time 1.6, 1.7 and first six Set 2 sounds in words speedily
Orange	 	Read Set 3 Sounds and matching Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: focus on Set 2 words	Afternoon Speed Sounds lesson Pinny Time	Read Set 2 Sounds in nonsense words Read Word Time 1.6, 1.7 and Set 2 Phonics Green Words speedily
Yellow	 	Read Set 3 Sounds and matching Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words and build speed Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Afternoon Speed Sounds lesson Pinny Time	Read Set 3 Sounds: ea, oi, a-e, i-e, o-e, u-e speedily Read these sounds in Phonics Green Words and nonsense words Read a passage at 60-70 words per minute, attempting intonation to show comprehension
Blue	 	Read Set 3 Sounds and matching Phonics Green Words Read Set 1, 2 and 3 Phonics Green Words speedily Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Afternoon Speed Sounds lesson Pinny Time with Speedy Green Words	Read all Set 3 Sounds speedily Read Set 3 Sounds in Phonics Green Words and nonsense words Read a passage at 70-80 words per minute, attempting intonation to show comprehension
Grey	 	Read Set 1, 2 and 3 Sounds and Phonics Green Words speedily Read multi-syllabic words Read nonsense words Spell using Fred Fingers: multi-syllabic, Set 2 and 3 words	Afternoon Speed Sounds lesson Pinny Time with Speedy Green Words	Read all Set 3 Sounds in nonsense words Read multi-syllabic words speedily Read a passage at 80-90+ words per minute with intonation that shows some comprehension

## Appendix 2: RWI Expected Banding Level by Half Term

Year Group	Term End Expected Level					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YR	Group B	Group C	Ditty	Red	Green	Green - Purple
Y1	Purple	Pink	Orange	Yellow	Yellow	Blue
Y2	Blue	Blue	Grey	Grey	Comp	Comp