



Reading Policy

Document Management

This document was adopted by the SLT: May 2024

This document is subject to annual review in May 2025

Document Control

This document is mastered on (location) Staff shared area (V:) /POLICIES/2023-2024

All other copies of this document are considered 'uncontrolled' and users should ensure that any printed copies reflect the current status.

Reference	Description	Date
Clancy Haynes	Document reviewed SLT	September 2021
Ben Mander	Document reviewed by SLT	September 2023
Ben Mander	Document reviewed by SLT	May 2024

For clarity throughout this policy the words Franche Community Primary School, school and/or setting refer to all childcare services provided on the Franche Community Primary School site. Including: Children's Centre, TOTS@Franche, Holiday Club and Breakfast/After School Club.

Aims:

This policy aims to explain:

1. **Our Curriculum intent for reading**
2. **Implementation:** How we ensure there are consistent approaches to the teaching and learning of reading and a broad range of opportunities for reading development
3. **Impact:** How we know reading attainment and progress scores are improving and attitudes towards reading are increasingly positive

1. Our Curriculum intent for reading

At Franche Community Primary School we recognise that a rigorous approach to the teaching of reading will develop pupils' confidence and enjoyment in this subject. As part of an exciting and engaging creative curriculum, we encourage all pupils to read a wide range of stories, poems, rhymes and non-fiction to develop a wider vocabulary, language comprehension skills and love of reading.

Reading is often described as 'a gateway into another world' and for many pupils their world view is indeed shaped by the books that they read. In view of this, we wish to give each child the opportunity to explore social and moral issues and promote the British Values by providing access to relevant high-quality texts for both teaching and reading for pleasure. Reading at Franche Primary is defined as:

Reading for pleasure

Pupils' development in reading for pleasure is shown by their:

- choice of texts they independently read
- recommendations of texts to others
- engaging in discussions about texts

Word reading

Pupils' word reading development is shown by their:

- ability to use phonemic awareness to decode and blend words containing known graphemes
- ability to read confidently books of their own reading level

Comprehension

Pupils' comprehension skills development is shown by their:

- fluent reading, including appropriate stress and intonation
- improved knowledge of vocabulary
- ability to engage in discussions about text with others

2. **Implementation:** How do we ensure there are consistent approaches to the teaching and learning of reading and a broad range of opportunities for reading development?

Reading for pleasure

At Franche Primary we encourage pupils to develop the habit of reading widely and often, for both pleasure and information. The school library has a wide range of fiction and non-fiction books by well-known authors as well as developing a bank of new, award winning texts by less familiar writers.

In addition, the library has a "poetree" containing a range of classical and contemporary poems. Displays in the library provide information to help pupils make choices based on what they have previously enjoyed. Each Key Stage 2 class

has weekly library time, where pupils can return books and browse the shelves for a new choice. Class teachers attend these sessions, discuss choices with pupils and suggest books to read.

Branching out

Our **'Branching out'** initiative encourages children to read a wider range of diverse authors. In addition to suggestions from staff, ("if you like that, then try this..") these books are identified by stickers on the front cover with familiar authors and series of books e.g. Diary of a Wimpy Kid, David Walliams, Harry Potter. Pupils have the opportunity to take a book home from the library and can access the library at lunchtimes and at specific 'sibling reading'" times.

Book babble

Each class has a comfortable and inviting book corner within it or an area within its vicinity for children to read in. This is organised and contains carefully selected texts. Pupils can access the area during **'Book babble'** sessions, which take place three times a week. In these, pupils independently read books of their own choosing. At the end of each session, pupils engage in a short discussion with teaching staff and/or peers about their chosen text, expressing their thoughts and opinions as well as making recommendations. Recommendations can be displayed in the book corner and can help to influence pupils' choice during the next session. One of these Book babble sessions is a parent reading session, where parents have the opportunity to come into class and read with their child once a week. Examples of activities to be used can be found here: *V:\ENGLISH\English 2023-24\Reading\Book Babble and Reading Journals*

Reading journals

Once pupils have finished reading a book, they are encouraged to respond to the book in the back of their reading journal. Pupils have free choice over how they would like to respond: this may be a review, a picture, a sequel idea or they may just choose to start a new book and get back to their reading. There are examples of activities found here: *V:\ENGLISH\English 2023-24\Reading\Book Babble and Reading Journals\Resources for books*

Reading Champions

During the year, pupils are encouraged to take part in a variety of events, such as World Book Day celebrations, National Poetry Day, Battle of the Authors/Books votes and visiting (in person or remotely) authors. Each class from years 2-6 have an elected **'Reading Champion'** who help to plan, organise and deliver these events. Additionally, the Reading Champions form a book club, which meets each half term. As part of this, the children read a new book, share it with their class and then add the book to their class' library for their peers to read. As we develop this, children will be encouraged to suggest their own books to read as part of the club.

Guided reading

Guided reading at Franche Primary is taught through high quality, topic-related texts, following National Curriculum Objectives and using 'VIPERS' skills to inform questioning. VIPERS is a range of reading prompts designed to improve comprehension skills.



Skills are planned into each session, with the icons used to ensure that pupils are aware of the individual skills being taught. Learning objectives are taken from those provided for each year band by on-line assessment tool 'Educater', which align with National Curriculum objectives, ensuring a rigorous and sequential approach to the reading curriculum. Reception and Year 1 follow Reading Practice sessions prescribed by the Little Wandle Letters and Sounds Revised SSP scheme while Years 2-6 are taught whole class. More information on these sessions can be found here: <https://www.littlewandlelettersandsounds.org.uk/whats-included/support-for-reading/>

Reception and Year 1 have 3 x 20 minute guided reading sessions per week that teach children to decode, read with prosody and comprehension. The children read in small groups matched to their phonics ability with an adult guiding each group. Our assessment guidance supports teachers to match children’s secure phonic knowledge to appropriate decodable books. Children read the same book all week and have access to this book at home via eBook (they can also choose a second book to take home to read that is matched to their phonics ability). Adults rotate around the group to listen to each child read independently.

Years 2-4 have 3 x 30 minute guided reading sessions per week. These follow the same three session teaching sequence, with Session 1 focusing on introducing the text/extract and discussing new vocabulary, Session 2 introducing the VIPERS skill being taught and Session 3 providing an opportunity for pupils to demonstrate that skill. Year 5 and 6 have 4 x 30 minute sessions per week, with the additional session used to focus on a second VIPERS skills.

Each week, the guided reading text changes and includes fiction, non-fiction and poetry texts. We are in the process of developing a guided reading spine, which is both challenging for each year group and celebrates diversity. All guided reading sessions in years 2-6 use the same SMART planning format, including use of the school’s teaching and learning policy and visual VIPERS prompts. These planning templates can be found here: *V:\ENGLISH\English 2023-24\Reading\Whole class guided reading\Whole Class Guided Reading SMART Planning Masters* . Additionally, each pupil has a Reading Journal where they are encouraged to annotate that week’s text, jot down their thoughts and reactions and complete any text-related activities to demonstrate the depth of their understanding.

Individual reading- fluency

Daily readers

Reception

The lowest 20% of pupils, ‘spotlight’ pupils (pupils identified as at risk of falling behind) and children assessed as needing extra support will practise daily grapheme flashcards and have additional classroom support matched to their phonic ability. These will be assessed daily and groups adjusted accordingly after half termly phonic assessments. All children have daily phonics input (see phonics policy).

In Year 1 and Year 2, any pupil assessed as below ARE will read daily with an adult. Books are matched to their phonics ability and changed on a regular basis. While reading 1:1, the adult will listen to the child read, note SPLAT words (unknown tricky words) and then practise them with the child. The words they have been practising are assessed at the end of the week and changed when the children can read them confidently.

In Years 3-6, pupils who have been assessed as below ARE read 1:1 with an adult every day. The books they read are closely matched to their reading ability and are tracked using *book band trackers*, which are regularly updated and saved here: *V:\ENGLISH\English 2023-24\Reading\Assessment\Book band trackers* .

Drawing from the research by the EEF <https://educationendowmentfoundation.org.uk/news/eef-blog-shining-a-spotlight-on-reading-fluency>, pupils read the same extract every day with the focus of each session following the same sequence over the week:

Monday:	Accuracy- identification, clarification and assessment of unknown (SPLAT) words
Tuesday:	Automaticity- revisiting SPLAT word, assessment of words read per minute and practice
Wednesday:	Prosody- revisiting SPLAT words, assessment of expression, pacing and intonation, then practice
Thursday:	Independent assessment of all three skills
Friday:	Free reading session with pupil’s free reading book

The teaching assistant delivering the intervention follows clear steps for teaching and assessing each step of the sequence with regular use of modelling, choral and echo reading. These sessions are recorded on individual proforma for each child and kept in daily reading folders. Documents are found here: *V:\ENGLISH\English 2023-24\Reading\Fluency- RED clipboards* Using these, pupil’s book bands are regularly reviewed and updated by teachers to ensure the right level of support or challenge for individuals.

Weekly readers

In Reception and Year 1, each child will read with an adult on a 1:1 basis at least once per week.

This is the same for Year 2, who are taught following the daily reading objectives from Years 3-6 (see above) with one objective focussed on each week.

In Years 3-6, each pupil will read with an adult on a 1:1 basis once per week to support their reading fluency, reading books that connect closely to their phonics knowledge and reading ability. This follows guidance set out by the EEF <https://educationendowmentfoundation.org.uk/news/eef-blog-shining-a-spotlight-on-reading-fluency>. These readers are taught and assessed against the Zutell and Rasinski fluency rubric (1991) with the children being taught and assessed against one aspect of the rubric each week. The sessions all follow the same format:

Pupil reads the same extract during intervention 50-200 words (2 mins)

1. Pupil reads extract: Self-correction or prompted correction of vocabulary.
2. Teacher models extract with a focus on assessed skill.
3. Teacher reads first half of the extract with the reader echoing back or choral reading the first half of the extract together.
4. Pupil finishes the extract independently demonstrating skill to be assessed, which is then logged on the weekly reading proforma (in the RED clipboard) by the teacher.
5. Teachers or teaching assistants also record the page pupils have read up to and set them individualised targets to be read by the following week. They also provide bespoke reading recommendations for independent reading following assessment.

Reading Every Day (R.E.D.)

Additionally, pupils are encouraged to read every day at home in our 'R.E.D' (Reading Every Day) initiative, with participants being celebrated in each classroom and rewarded with 5 Dojo points.

Assessment

Formative assessment:

- Completed activities in 'Reading Journals'
- Class weekly Reading Records 'RED clipboards'
- Daily reading record 'RED folders': all documents found here: *V:\ENGLISH\English 2023-24\Reading\Fluency-RED clipboards\Master copies*

Summative assessment:

- Termly NTS tests (Years 1,3,4,5)
- Termly past SATs papers (Years 2,6)
- Book band trackers: *V:\ENGLISH\English 2023-24\Reading\Assessment\Book band trackers*

Interventions

Pupils who have been assessed as below ARE will read with an adult on a daily basis, providing them with opportunities to achieve a secure application of phonics as well as building confidence and fluency.

See phonics policy (*V:\ENGLISH\English 2023-24\Little Wandle Phonics\0.KEY DOCS for 23-24*) for support for children who have not passed the phonics screening (Little Wandle's 'Keep up' intervention). Children throughout Key Stage 2 receive phonics interventions matched to their reading ability.

Staff work closely with the SALT team to put in place individual interventions to improve phonological awareness and vocabulary knowledge.

SMSC and British Values

We encourage pupils' Spiritual, Moral, Social and Cultural development and their appreciation and respect for Fundamental British Values by providing opportunities for pupils to explore the different facets of these subjects through reading. This may be through studying texts from different cultures and faiths or that present relevant and appropriate moral and social issues for pupils to discuss.

A reading spine (*V:\ENGLISH\English 2023-24\Reading\Reading Spine*) has been created for each year band to include range of books that reflect diversity and inclusivity. All books have been published recently and the spine will be updated and reviewed yearly to ensure that pupils always have access to new and exciting books at an appropriate age-level of challenge.

6. **Impact: How we know reading development is improving and having an impact upon learning?**

The English faculty, together with members of the SLT and the SEND team, work together to monitor the impact of reading in various ways over the academic year, including:

- Evidence from termly NTS/SATs tests
- Evidence from intervention documentation
- Learning walks to monitor the presence of reading across the school
- Planning trawls: Reading lead and SLT to monitor consistency and quality of planning
- Evidence from Lesson Observations
- Evidence from 'Reading Journal' book scrutinies
- Evidence from pupil interviews and staff questionnaires
- Evidence from RED folder, daily reading folders and book band trackers.

Monitoring will take place termly to ensure a high quality of teaching and learning is maintained.

Date of last review: September 2022

Date of next review: September 2024