



CAWOOD CHURCH OF ENGLAND (VA) PRIMARY SCHOOL

Reading policy 2018 - 2020

Document Status			
Date of next review		Responsibility	Teaching and Learning Committee
Date of Policy Creation	June 2014		
Date of Policy Adoption by Governing Body		Responsibility	Chair of Teaching and Learning
Policy updated 14.1.19		Signed	
Method of Communication			
Website, Server			

Rationale:

“Reading is one of the fundamental building blocks of learning. Becoming a skilled and adaptable reader enhances the chances of success in life, opening up a world of opportunity and pleasure”

‘The literacy trust.’

Aim: To enable children to develop a life long love of reading, to read fluently, accurately and with understanding.

Guidelines:

1. Our pupils learn to read and write effectively and quickly using the *Read Write Inc. Phonics* programme.

The programme is for:

- pupils in Year R to Year 2 who are learning to read and write

We teach pupils to:

- decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- read ‘tricky’ words on sight
- understand what they read
- read aloud with fluency and expression
- write confidently, with a strong focus on vocabulary and grammar
- spell quickly and easily by segmenting the sounds in words
- acquire good handwriting.

2. Children learn the 44 common sounds in the English language and how to sound-blend words for reading (decoding) at the same time as developing handwriting skills and spelling (encoding). Crucially, they read lively storybooks and non-fiction books with words they can decode, so they achieve early success in reading.

3. This programme is based on the simple view of reading, which was recommended in the Rose Report (2006). Children need to have both good word recognition and good oral language comprehension in order to read. We recognise the fact that good word recognition is dependent upon decoding rapidly. Good oral language comprehension is dependent upon deliberate use of talk. As readers, we need to decode rapidly.
4. The Rose Report makes the distinction between two phases in a child's academic life: 'Learn to read' and 'Read to learn.' We believe that by the age of seven all children should be out of the 'learn to read' phase so they can access a greater variety of reading material.
5. Read Write Inc has five underlying principles-the five Ps:
 - Pace
 - Praise
 - Purpose
 - Participation
 - Passion

Children are regularly assessed on their phonic understanding and ability to blend and are grouped according to ability.

6. In EYFS2 we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings – 'red words'/ common exception words [LR1].
7. We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the 'tricky words'. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding. Alongside this, the teachers read a wide range of stories, poetry and non-fiction.
8. By the end of Key Stage 1, pupils are able to read aloud age-appropriate texts accurately and with sufficient speed. This means that we can focus on developing comprehension, preparing them well for transition to Key Stage 2. Their good decoding skills mean that they have a sound strategy for decoding unfamiliar words when they come across them at whatever stage or in any subject, even into secondary school.
9. We work quickly through the RWI programme ensuring that the children have completed RWI by the end of the Autumn term in year 2. Pupils who are making slower progress usually complete the programme by the end of Year [LR1]. We support pupils who have identified special educational needs for however long it takes until they can read. For example, we identify those who are at risk of falling behind their peers immediately – whatever their age. Provision is put in place for them to have 10 minutes every day, using the *Read Write Inc.* one-to-one tutoring programme.

10. Throughout the school we strive to ensure that all children enjoy reading and will read for pleasure, we do this by:
 - Creating a stimulating reading environment with high quality texts in print and on screen. These are attractively and appropriately displayed to encourage children to find pleasure in reading.
 - Promote wider reading, through sharing of books, setting reading tasks as homework, story time, story club.
 - The importance of reading is reinforced through special events such as book week, book fairs, reading breakfasts and library club.
 - The library is promoted at every opportunity.
 - Ambitious expectations for reading at home are set.
11. Throughout the week, children who are off the RWI programme participate in a number of reading groups: whole class, guided reading, group reading, paired reading, individual reading, quiet reading, story time and, on occasion, shared reading with children from different classes. Children are given opportunities to read aloud. We encourage them to read audibly, fluently and with expression.
12. The library is used to promote learning and is regularly used by all classes. All classes have an allocated budget for reading books so provision matches the need of the class. This provides the children with a wide range of relevant texts to support current teaching and learning throughout the school
13. We teach the children to become increasingly self reliant in finding and extracting information confidently and efficiently from a variety of sources.
14. Links across the curriculum are made when effective.
15. Homework

In EYFS2 and KS1 we use the Read Write Inc resources. Speed sound sheets and phonic booklets are taken home as the sounds are introduced to the children, additional speed words sheets are used as necessary. When the children start to read the red ditty book, pupils take home black and white versions of the books that they have already read in the read Write Inc lesson [LR1] This means that they are confident to read at home from an early age. Read Write Inc books, which are not used during the programme, are used for further phonic practice in the classroom or at home as appropriate. Additional supplementary books (not RWI) are also available. In KS2 children are set reading homework weekly, encouraging children to read 5x a week. Children are also asked to complete reading challenges within their reading journals regularly.
16. In EYFS1, a language rich environment supported with strategies recommended in Letters and Sounds phase 1 materials 'tuning into sounds' is a priority. This is supplemented with Read Write Inc. terminology/strategies and set one sounds when appropriate. Emphasis is placed on developing children's early [LR1] vocabulary and encouraging talk at every opportunity. Books are shared daily [LR2] and every opportunity is taken to share a love of books.
17. The children off the Read Write Inc. programme use a wide range of books for reading, these include, Collins Big Cat, Rigby, First news, high interest/lower ability and whole class texts and reading explorers materials. The children have a wide selection of books in the classroom and the library as further reading material. We

encourage children to talk about what they are reading and to recommend books and authors to others.

18. We promote a close relationship between home and school. Parents/carers are kept informed of their child's reading through individual reading records, interim reports, end of year reports, parents meetings, reading journals, appropriate correspondence etc...
19. The children's reading is continuously monitored and tracked by the class teacher. A range of summative and formative assessments are used in every year group to ensure children are making good progress in reading. Reading ages are tracked termly until the children reach a reading age of 11 years. Reading fluency is also tracked, starting in KS1 and continued until the children can read at least 100 words per minute.
20. During reading sessions emphasis is placed on comprehension. We recognise the fact that good comprehension draws from linguistic knowledge and on knowledge of the world. We develop these skills through ensuring high quality discussions take place regularly with the class teacher and other adults as well as from reading and discussing a range of stories, poems and non-fiction. Emphasis is placed on the teaching and understanding of vocabulary, by encouraging children to become 'word detectives'. Children at the start of the early years are taught new and ambitious vocabulary which is continued throughout the school, teaching and exploring words through strategies such as word of the week. The application of grammar is also reinforced through reading.
21. We teach reading comprehension strategies thorough modelling and supported practice. These skills include: prediction, questioning, clarifying, summarising, inference and activating prior knowledge. These strategies are described and modelled before pupils practise the strategies with feedback, gradually reducing support when appropriate as children are expected to take increased responsibility. Texts are carefully selected to support the teaching of these strategies.
- 22.
23. We use a range of strategies to ensure discussion is of high quality, these include: reading circles techniques, reading journals, speech and thought bubbles, as well as booktalk.
- 24.
25. Regular story time is an essential time in the day for all classrooms. From an early age key stories, fairy tales and traditional tales are shared and learnt so they become very familiar to the children and often retold by them. Key texts have been identified in each class that we ensure our children are exposed to over the year.

Updated January 2019