



**EAST MORTON CE PRIMARY SCHOOL**  
**Reading Policy**

K. Stockdale February 2021

## Reading Policy

### Mission Statement

All are inspired to achieve their full potential in our loving community of life-long learners, where:

- Everyone is valued;
- Every chance is provided for all to flourish in the security of God's love; and
- Every day brings the enjoyment of life in all its fullness.

### Core Values

At East Morton, 'Love' is our core value and it is from love which all of our six key values flow:

- Hope
- Peace
- Generosity
- Community
- Wisdom
- Justice

### Aim

At East Morton CE Primary School, we are committed to teaching our pupils to become skilled readers who develop a comprehensive understanding of words, language and texts as they move through school. They learn to read and then read to learn. Through using a range of strategies, our aim is to ensure that pupils develop a love of reading so that they can read for purpose and for pleasure throughout their lives. We provide pupils with a range of strategies in order to do this.

### Reading through school

All children at East Morton are given a variety of reading opportunities, including:

- ✓ Whole Class Reading lessons (Reciprocal Reading)
- ✓ Regular independent reading (ERIC)
- ✓ Regular reading time with an adult
- ✓ Class reader time
- ✓ Timetabled allocations for the use of the school library
- ✓ Cross curricular reading

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
L&S phonics programme						
Group reading sessions						
Whole class reading lessons weekly (Reciprocal Reading)						
Individual reading books						
Class reader time						

## **Discrete Phonics Teaching**

To support the teaching of phonics across school, all teachers and class-based staff have annual phonics training. New to school staff, who work within KS1, have the appropriate phonics training on arrival in their new role.

### Reception and Year 1

Systematic synthetic phonics is taught using the Letters and Sounds programme throughout Reception and Year 1 (see appendix 1). This is used to ensure the pupils are taught new phonemes in a particular order using the four-part lesson format: revise, teach, practise and apply. Whole-class teaching takes place on a daily basis in Reception and four times a week in KS1.

A new phoneme taught daily using flashcards and some interactive resources. Lessons are kept fast-paced and usually last between 20- 30 minutes: this is to ensure that all pupils are fully engaged and enjoying their phonics learning. We integrate this into many areas of the curriculum, referring back to sounds and strategies wherever possible.

Children who are falling behind are quickly identified and strategies put in place to ensure they catch up.

Phase 2 phonics teaching starts as soon as the pupils start full-time in Reception. Phase 2 introduces 24 phonemes and we teach 4 a week. During this phase, we begin oral blending and segmenting before moving on to blending and segmenting with letters. Phase 1 is also revisited in the first two weeks of Reception, both in the phonics lessons and in provision areas.

We then move on to teaching Phase 3 which introduces more new sounds, most of which are digraphs and trigraphs. By the end of Phase 3, the pupils will know one way of writing down each of the 44 phonemes.

Once the pupils are secure in applying Phase 3 sounds, we begin teaching Phase 4. This continues to consolidate Phase 3 phonemes and teaches the pupils how to read and spell words with longer word structures e.g. CCVC, CVCC & CCCVC.

In Year 1, pupils continue their phonics learning as soon as they arrive, usually recapping the Phase 3 digraphs and trigraphs. Phase 5 phonics will be covered by the end of the Spring term to ensure they have consolidation time before the screening check in June.

Formative assessment takes place during all phonics lessons, quickly identifying who has and has not picked up a new sound, informing future planning. Knowledge of each sound is checked, as well as the child being able to apply this when reading words. Summative assessment takes place at the end of a phase and in Summer 2 in Reception and phonics screening practice tests occur at the end of each half term in Year 1. The results of these are inputted into EAZMAG and are discussed at Pupil Progress meetings.

## Year 2

Systematic synthetic phonics continues to be taught using the Letters and Sounds programme. The first part of Year 2 is spent revisiting Phase 5. We then move on to Phase 6 and learning prefixes and suffixes. Children are also taught to explore and develop spelling patterns based on their understanding of the root of a word.

### **Discrete Reading Skills Teaching**





#### Group reading sessions

Group reading sessions happen in Reception and Year 1 as an alternative to the whole class reading lessons that happen in Years 2-6. The aim of these group reading sessions is for children to apply their phonic knowledge and develop their fluency by working in small groups with an adult. These group reading sessions happen weekly and children are grouped according to their phonic ability.

#### Whole Class Reading lessons

Whole class reading lessons are taught weekly in Years 2-6. During these lessons, the 'Reciprocal Reading' approach is used. Reciprocal Reading involves dialogue between the teacher and children for the purpose of jointly constructing the meaning of a text. The teacher models a number of effective reading strategies, which the children learn to use for themselves. This then equips them with the necessary skills to be successful readers.

The strategies practised in Reciprocal Reading are: predicting, clarifying, questioning and summarising.

<b>Key Strategies</b>	
<p>Predict</p> 	What are we going to read about in the text?
<p>Clarify</p> 	Which words and phrases do we need to find the meaning of?
<p>Question</p> 	Can we ask questions to help us learn more about the text?
<p>Summarise</p> 	What are the main ideas of the text?

Pupils are explicitly taught each reading skill through a range of high-quality texts chosen by the class teacher, often linking closely with the English focus text or the topic within their class. The consistent approach, when using terminology, helps to ensure pupils have a strong understanding.

The lesson begins with **predicting**. When predicting, the children anticipate what a text will be about or what might happen next, based on prior knowledge or the structure and content of the text. This encourages engagement of the text and allows the children to think ahead.

Following on from prediction, the children **read** the text. The reading stage of the lesson follows a three-step approach: children reading the text for the first time at their own pace, the teacher reading the text to model reading and the children re-reading the text to begin clarifying. Support for weaker readers can be in the form of a higher-ability peer or an adult. By reading the text three times in this way, it allows the children to gain fluency.

When **clarifying**, the children will identify any unfamiliar vocabulary or difficult concepts. These are then discussed as a class or group to allow the children to learn 'fix-it' strategies including re-reading the sentence, using the context of the text or using any similar vocabulary. Once these strategies have been modelled and used, the use of dictionaries are encouraged to allow the children to widen their vocabulary.

The next stage of the lesson is the **questioning** stage. This is when questions can be generated to allow the reader to explore the text in more depth and the answer to any questions that arise can form further class discussion. In KS1, children may find generating their own questions more challenging, and therefore teachers model questions to support discussion.

The final stage is **summarising**. A summary allows children to identify the main or most important information in the text. It allows the children to consider which are the most relevant and least relevant ideas or information.

It is expected that during the Reciprocal Reading lesson, the children complete a written task. This task will be linked to one of the four Reciprocal Reading skills.

## **Individual Reading Opportunities**

### 1:1 Reading

To allow for regular reading with an adult, every class from Reception to Year 6 has a daily timetabled slot between 1pm-1:15pm when adults listen to children read. Any children that have been identified to be working below the expected standard in reading, will read with an adult daily. All other children in each class are expected to read with their class teacher at least once a fortnight, and other adults in school as regularly as possible. Children can choose which book they read from their phonics book, skills book or library book (see below). Reading records are kept in school for every child, which allow us to monitor regular in-school reading with a teacher, TA or volunteer. Only Teachers and TAs make comments on the record as

volunteers are not expected to do this. These records clearly track learners' progress in reading by dating when children have progressed onto the next level of phonics or skills books. These levels are also recorded on EAZMAG half termly.

### Reading books

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics books						
Skills books						
Library books						

Children in Reception, Year 1 and any other children who are still receiving phonics teaching, receive two reading books that are taken home every evening. These are a 'phonics book' and a 'skills book'. Children in Year 2 – Year 6 who are working at Phase 6 and beyond, receive a 'skills book'.

### Phonics books

We do not follow any levelling, banding or colour systems that the publishers may use for our phonics books. Phonics books progress according to the phases in the Letters and Sounds phonics programme used in school. Each book has been checked and placed into our phase progression. In each phase, books progress by introducing new sounds whilst also revisiting previously learnt sounds. Children's phonics books are chosen according to their phonic ability. When adults are listening to children read, they focus on meaning as well as decoding to ensure enthusiasm for reading. All phonics books are fully decodable up to the end of Phase 5 (with the exception of some occasional phase appropriate tricky words and common exception words).

### Skills books

Skills books progress through coloured stages from Pink through to Rainbow (see appendix 2). These books are aimed to provide learners with opportunities to practise their wider reading skills, including fluency, with a wider variety of vocabulary. The skills books are kept in coloured baskets in shared areas to allow the children to have free choice of which book to choose from the coloured level they are currently working at. Teacher assessment in reading is used to assign the coloured skills book level to each child. Parents are notified of their child's reading level progress through a note in their Homework Diaries.

### Library books

Children in all classes are encouraged to take an additional book(s) from the school library and/or their class library to promote reading for pleasure. This is a 'free choice' book which children self-select and are able to take home. Children in Reception class start to access the school library after Christmas half term. These books are not matched to phonics, or skills levels, but are for children to enjoy either individually or with a parent/ carer at home.

## **Creating an effective reading culture within our school community**

### Reading time

Across school, regular reading time is timetabled and prioritised. During reading time, the children will read their phonics, skills or library book and during this time, classroom staff will listen to children read out loud.

In Reception and Year 1, ERIC is used during reading time. ERIC stands for; Everyone Reads In Class and Eric the Elephant is used to promote reading for pleasure during these sessions and to promote independent reading.

### Reading corners

Reading corners are in place in every classroom across school, to provide cosy and inviting places to enjoy a book. This corner includes the class library in which there is a wide range of texts including fiction, non-fiction, poetry and magazines. The children are able to access and enjoy the corner in timetabled reading time as well as being able to access reading in the worship corner.

### Author of the Term

Every class across school has an 'Author of the Term' display to expose children to a wide range of popular authors, and give them opportunities to read a selection of their books.

### Class Reader

Every class across school has a 'Class Reader': a book which is shared with the class at regular times throughout the week. Each 'Class Reader' book will have a link to classroom learning or the class's author of the term.

### Book Baskets

A 'Books we have Read' basket is in place in every classroom, which contains a copy of any book that the class has shared together, either in lessons or class reader time. This provides children with a reference point of books they know and have enjoyed together and access to familiar books that they could read again to develop reading fluency.

### Book Fairs

'Pop-up' book fairs are invited into school for at least two weeks over the year. These book stalls are open each day after school over the week and children are able to bring parents and carers to come and visit them to buy new books. This can provide the school with 'commission' which can then be spent on more books for school.

### Cross Curricular Reading

Books are used through many curriculum areas at East Morton. Topic specific books are available for the children to access in the classroom curriculum areas. Books are

also often used as a stimulus in Collective Worship, PSHCE and P4C sessions as well as books being used as a stimulus for the annual Christmas staff performance for the children.

### Reading book suggestions

A reading book suggestion list for each year is available on the school website for parents and children to access. This gives some suggested books and authors that they could read at home.

### Reading Challenges

To promote a love of reading and to encourage further reading, local 'Summer Reading Challenges' are advertised and encouraged across school as well as a 'Ready, Steady, Read' week. This sponsored read event is run with the support of Usborne Children's books and the children are sponsored to read as much as they can over the week. This exciting reading event also supports the school through raising money and commission for more books for our school.

### Celebrating Reading

In order to encourage both reading at home and at school, children may be awarded individual class reading awards e.g. merits or reading raffles when children have read regularly. 'Reading Star' certificates are also awarded during our regular 'stars' assemblies for children who have shown particular excellence in reading lessons or their individual reading. Children will be chosen for these awards by teachers and the children's parents are informed and invited to the celebration assembly.

### Family Involvement

At the start of the academic year, parent information evenings are held for all classes in school. At these events, parents are informed about how reading is taught at East Morton and guides are given to parents and carers to support them in reading with their children at home; these are also available on the school website. Children are encouraged to read at home with an adult and this should be recorded in children's Homework Diaries.

**Reviewed February 2021 by K.Stockdale. This policy is to be reviewed every 2 years.**

Headteacher:



Governor Approval:



Date:

4<sup>th</sup> March 2021



Appendix 1:

**Phonics LTP 2019-20**

\*Summative assessment points

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Reception</b>	<b>Phase 1</b>  <b>Phase 2</b> Phase 2 assessment	<b>Phase 3</b>  Phase 3 assessment	<b>Phase 3</b>	<b>Phase 3/Phase 4</b>  Phase 3 assessment	<b>Phase 4</b>	<b>Phase 4</b>  Phase 4 assessment Phonics assessment (Past paper)
<b>Year 1</b>	<b>Recap Phase 4</b> <b>Phase 5</b> Phonics assessment (Past paper)	Phonics assessment (Past paper) Bench marking	Phonics assessment (Past paper)	Phonics assessment (Past paper) Bench marking	Phonics assessment (Past paper)	Phonics assessment (Past paper) NFER past papers Benchmarking
<b>Year 2</b>	<b>Recap Phase 5</b> <b>Phase 6</b>	Reading SATs Past Paper		Reading SATs Past Paper	Reading SATs	

Appendix 2:

Level	
Lilac	
Pink	
Red	
Yellow	
Blue	
Green	
Orange	
Turquoise	
Purple	
Gold	
White	
Lime	
Brown	
Grey	
Dark Blue	
Dark Red	
Rainbow	