



Reading Policy

Our overarching aim for reading and its impact on general literacy is to develop children's love of literature through widespread reading for enjoyment and in turn promote high standards of literacy by equipping pupils with a strong command of vocabulary alongside the spoken and written word.

Reading feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds. It is our aim that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject.

Planning for Reading

Planning for reading is based around the RWI scheme in EYFS and KS1 and the Bug Club Scheme in KS2. Further planning for additional phonics and comprehension lessons is based on ongoing formative assessment and analysis of termly summative assessments. English Leads, Phase Leads and the Senior Leadership Team monitor the planning and effectiveness of the Reading curriculum, across the year.

Teaching and learning for reading

The teaching of reading takes place daily (a minimum of 40 minutes) through a focussed reading session. These focussed reading sessions concentrate across two areas of learning, word reading and comprehension as outlined in the National Curriculum Programmes of Study for Reading:

- **Word reading** involves both the speedy decoding of unfamiliar printed words and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds (phonics) in spoken words. Independent decoding of words is therefore the first phase of reading.
- **Comprehension** (the ability to understand what is being read) draws upon linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of engaging stories, poems and non-fiction.

When teaching reading we ensure that:

- Children are not expected to read aloud in class with a focus on paired reading or the teacher reading to the whole class.
- Think, pair, share is used consistently to gather ideas during discussions. ('Hands up' is not used at Lyncrest.)
- Teachers model fluency of reading when reading aloud from the class text.
- Answers are only shared by children once they have been given time to discuss a question.

Teaching and Learning for Reading in EYFS

In EYFS, Reading outcomes are decided upon with reference to the Development Matters statements. Reading is an important feature inside and outside the classroom. We have a range of ways in which we promote the development of reading:

- Daily Read Write Inc phonics sessions (introduced to Nursery in the Summer term). The children are assessed termly in this to place them in the correct groupings for their level.
- Book corners that are stimulating and accessible, owned and loved by children, indoors and outdoors, with a variety of quality text types and genres.
- Core books are used to plan for children's interests and class topics.

- Using story props, story sacks, role play areas and displays to enhance core books
- Opportunities for children to learn from clearly modelled 'reading behaviours', for example, the recognition that print conveys meaning, the left to right directionality of English text, the purpose of punctuation (each class is read a quality story by an adult daily).
- Reception class undertake a week of Drama for Writing sessions based around a quality text every half term.

Home Reading Expectations in EYFS

- Nursery children are given a library book to take home and share with their family each week. Parents are also invited by the nursery team to access further books from the nursery library when necessary.
- Reception children, on a weekly basis, are given literature from Read Write Inc (blending book or ditty) which allows them to practice the phonics skills they know, independently. All children are also given the opportunity to take a class library book home to share with their family. Our expectation is that all children in reception practise reading, with an adult at home, five times in a week.
- We encourage parents to come once a fortnight to Reading Café, where parents can come into school, choose books from the Reception Lending Library and share these with the children.

Teaching and Learning for Reading at Key Stage 1

Children in KS1 have reading at the heart of their English lessons and across the curriculum, to develop happy, healthy and curious learners who read confidently and independently. In KS1 we have a range of ways that we promote the development of reading:

- Daily Read Write Inc sessions (40 minutes daily). The children are assessed termly in this to place them in the correct groupings for their level.
- In year 1 specifically, daily phonic sound review sessions.
- In year 2 specifically, daily 60 second read challenge (for fluency) and focussed comprehension session (30 minutes total). Focuses for comprehension are decided based on prior learning and end of Key Stage objectives.
- Initial reading phase writing lessons based on quality texts (two texts per term).
- A week of Drama for Writing sessions based around a quality texts.
- A shared class story read to the class by an adult daily, modelling 'reading behaviours'
- The children are assessed using Progress and Assess tests each term, so as to accurately understand their reading level (and if they have finished the RWI program of study, this allows the class teacher to accurately determine which colour banded book the child should access for home reading).
- In year 2, further assessment takes place using past SATS papers in order to ascertain gaps in understanding and relevant teaching point to ensure children meet the KS1 expected standard in reading.

Home Reading Expectations in Key Stage 1

- All children, on a weekly basis, are given literature from Read Write Inc which allows them to practice the phonics skills they know, independently. For those children off of the Read Write Inc programme, they are given a colour banded book to read (the level of which is determined through progress and assess tests). All children are also given the opportunity to take a class library book home to share with their family. Our expectation is that all children in Key Stage 1 practise reading, with an adult at home, five times in a week.
- We encourage parents to come once a fortnight to Reading Café, where parents can come into school, choose books from the Lending Library and share these with the children.

Teaching and Learning for Reading at Key Stage 2

Children in KS2 have reading at the heart of their English lessons and across the curriculum, with the texts progressing to more challenging reads, to develop happy, healthy and curious learners who read confidently and independently. In KS2 we have a range of ways that we promote the development of reading:

- Daily Bug Club sessions (40 minutes daily for four times across the week).
- A weekly comprehension session (planned through formative assessment in Bug Club sessions and through analysis of Progress and Assess tests).
- Initial reading phase writing lessons based on quality texts (two texts per term).
- A week of Drama for Writing sessions based around a quality text.
- A shared class story, read to the class by an adult daily, modelling 'reading behaviours'.
- The children are assessed using Progress and Assess tests each term, so as to accurately understand their reading level and provide them with the correct reading materials to practise and learn from.
- Targeted children in KS2 read to an adult using levelled reading books once a week.

Home Reading Expectations in Key Stage 2

- All children, on a weekly basis, are given literature from Read Write Inc (a book relevant to their stage) if they are still working on this scheme and/ or a colour banded book based on their reading stage. All children in KS2 also have access to class libraries and can borrow books from these class libraries as frequently as they need. Our expectation is that all children in KS2 practise reading, with an adult at home, five times in a week.
- We encourage parents to come once a fortnight to Reading Café, where parents can come into school, choose books from the Lending Library and share these with the children.

The Importance of Developing Reading at Home

We work in partnership with parents, so pupils develop a love of books and reading. Daily reading at home and at school ensures children make good progress in developing reading skills, whatever their age.

Encouraging children to read widely, in and out of school, across both fiction and non-fiction, helps to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. We ensure all children are sent home with adequate reading materials for practise and invite parents to come and discuss with us ways they can support their child with reading.

Assessment Practice for Reading

We use general assessment practices in this subjects (as outlined in the Teaching and Learning Policy at the under the heading 'Meeting children's learning needs through assessment practice'). Additionally, for this subject, we use these specific assessment practices:

- All children on the Read, Write, Inc scheme are assessed by the RWInc manager once a term and grouped accordingly. Data from this is used to create targets for intervention and distributed to class teachers and TAs to complete in class files.
- Each term, all children (in years 1-6) take a recommended test from the progress and assess programme. To be secure in that test, the child needs 80% in key stage 1 and 70% in key stage 2. If a child achieves more than 80%, they take the test above the recommended test. This then refers to the colour book band they read (if they have completed the RWI programme) and if they are on track for secure or greater depth by the end of the year. If a child gets below 70% in the test, they are required to take the test below the recommended test to assess where their level lies. In years 2 and 6, children take a past SATs paper each term to assess where they are in relation to a standardised score. These assessments are used to find areas of weakness and to inform planning of comprehension lessons in the next term, with evidence of this in comprehension books.
- Class teachers also bolster formal test judgements in Reading through listening to groups of children read or listening to individual readers, where necessary.