

# Guilden Sutton Church of England Primary School



*'Love and Justice for All'*

*'And what does the Lord require of you? To act justly and to love mercy and to walk humbly with your God.'* Micah 6:8.

*through the teachings of Jesus all can flourish spiritually, emotionally and academically throughout life, living out love and justice for all.*

## Reading Policy

<b>Staff member responsible</b>	Mrs C. Cawley
<b>Governor/Other responsible</b>	Charlotte Williams
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## **Reading at Guilden Sutton Church of England Primary School**

At Guilden Sutton Church of England Primary School, we aim to create life-long learners who have a passion for reading for the rest of their lives. We believe that the passion begins with us and we recognise the importance of this being constantly modelled by the staff within our school community (Appendix 1). Reading for pleasure is a key aspect of our curriculum and the basis for teaching children to read. We begin by working with parents and carers to enable children to read; once this is mastered, we then provide children with the skills they need to become a 'reader'. Fluency, comprehension and enjoyment of reading is our ultimate goal. We surround children with exciting books which include books that celebrate gender, race, culture, LGBT and difference. These high quality texts promote an array of vocabulary, contexts and plots beyond their own reading.

### **Reading in EYFS**

We believe that early experiences with books both at home and in school have the potential to significantly affect future reading performance. Therefore, as soon as children enter Reception, we begin to inspire a love of reading, a deep-rooted appreciation and a recognition of books as worlds just waiting to be opened. We continue building upon the exposure that our children have already had to early reading skills through stories, rhymes and song time at every opportunity.

We believe that learning phonics provides young readers with the most direct route to skilled reading. We use the Letters and Sounds (DfES) programme to enable children to begin successfully decoding words using synthetic phonics. Phonics is taught daily through whole-class, short and highly interactive sessions and is then reinforced and applied across the EYFS curriculum.

Children begin taking wordless reading books home to develop their speaking and listening skills before moving on to a fully decodable book. These books are informed by half termly assessment and tracking and are personalised to match their current phonic knowledge. These books provide direct practice of blending and segmenting with quick success. They ensure long term enthusiasm for reading as well as helping children to read with greater accuracy and independence. We encourage children to read at home every evening. Reading Records are provided to all children as a way of communicating between parents/carers and teachers about reading ability as well as advising parents/carers as to how they can support their child at home.

### **Reading in Key Stage One**

Children enter Key Stage 1 with a growing knowledge of Phonics and the foundations of a range of reading skills. As children continue to learn the complex skill of reading, we help them recognise that when they read, they use skills of word recognition to develop reading fluency and to make sense of the text.

Phonic and Spelling sessions (Year 2) are taught daily and are planned meticulously to develop phonic knowledge as well as comprehension skills that will equip children to become more confident and fluent readers.

Children continue to engage with phonically decodable books, informed by half termly assessments and tracking. In addition, non-decodable books are introduced once teachers have enough evidence that children have sufficient letter-sound knowledge and decoding skills that they can apply independently.

For those children who have successfully mastered Early Reading skills, our children move towards refining their accuracy, fluency and comprehension through more challenging texts, organised by colour (Turquoise - Grey). We use PM Benchmarking, alongside teacher assessments, to provide children with age-appropriate books which expose them to new concepts, ideas and vocabulary and provide opportunities to unpick texts on a deeper level.

We continue to place great emphasis on children reading at home. Reading Records are provided to all children as a way of communicating between parents/carers and teachers about reading ability as well as advising parents/carers as to how they can continue to support their child at home.

At the end of Year 1, children complete the statutory Phonics Screening Check. This check is used to ensure that children are making sufficient progress in their phonics skills and are on track to become fluent readers who enjoy reading for pleasure and learning. Additional support is provided to all children who perform below national standard and they are retested in Year 2.

At the end of Key Stage 1, children complete a national test (SATs) to assess their understanding of different fiction, non-fiction and poetry texts. Children complete two papers which are centred around decoding and comprehending text.

## **Reading in Key Stage 2**

As children progress into Key Stage 2, the teaching of comprehension becomes the primary element of reading and takes precedence over word reading. Teachers use children's prior knowledge of decoding to direct their teaching and to ensure children become independent, fluent and enthusiastic readers who read widely and fluently.

We recognise that although the comprehension skills across Key Stage 2 are similar, the vast selection of age appropriate, high quality texts we have available are not only provided to instil a love of reading but to ensure the complexity of what is read provides the correct level of challenge for all our children, whatever their barriers may be.

Children continue to be encouraged to read at home for a minimum of 20 minutes per night. We recognise that children will begin to want to read more and more independently but stress the importance of parents/carers listening to their child. Reading Records provide examples of effective questioning which encourages children to think deeply about what they have read.

At the end of Key Stage 2, children complete a national test (SATs) to assess their understanding of different fiction, non-fiction and poetry texts. Children complete a reading paper containing

comprehension questions based on fiction, non-fiction and poetry. Other year groups mirror this process to monitor the progress of all children and intervention is provided accordingly.

### **How we support reading at Guilden Sutton Church of England Primary School**

As children begin their reading journey, they are listened to read on an individual basis before moving on to small group guided reading sessions. Children then progress to whole class guided reading sessions. These sessions are taught as a way of expanding children's vocabulary and deepening their understanding of the texts they read. Texts are selected to be challenging and accessible for all children. Teachers are flexible with their choice of text depending on the children within the class and they ensure that they make meaningful cross-curricular links where possible.

We closely monitor the highest attaining 10% of children and provide them with 1:1 reading opportunities. These experiences provide challenge and reinforce the development of higher order reading skills.

We believe that to fulfil our aim, it is essential that those children who struggle with their decoding and comprehension skills are provided with appropriate interventions, for example, Early Literacy Support, Rapid Phonics, TRUGs, Magic Belt. We recognise that it is essential for children who require additional support with decoding and comprehension to be provided with the support to fulfil our ambition to make them 'readers'. Rigorous assessments and tracking of the lowest attaining 20% of children, allow teachers to match children to the most appropriate interventions we offer. We ensure that the interventions we offer promote our 'keep up, not catch up' incentive which means that these children still continue to access their year group programme of study whilst bridging the gaps from previous years.

For children whom dyslexia is a barrier to their reading progress, we have an onsite Dyslexia Teacher who personalises teaching to ensure all children have the tools they need to become confident 'readers'.

## **Appendix 1**

How do we show our passion for reading?

### **Visible**

- Dazzle Corner – engaging and inviting.
- Appealing reading areas in every classroom.
- Attractive books that are well cared for.
- Classroom reading corners/libraries and related role play spaces.
- Dedicated library space (in staff room).
- Wide range of book styles.
- Topic books embedded into planning.
- Dyslexia-friendly books.
- Our data/levels.
- Vocabulary walls (related to teaching)
- Recommend a book, question prompts in reading areas.
- Book review on website/class blog.
- Attractive displays, changed regularly.
- Books updated on a regular basis and inspired by our school community.

### **Philosophy**

- Culture of loving books and reading.
- Talking to children about books, stories, characters.
- Time to read each day for pleasure, children read by choice.
- High expectations of reading.
- Children and adults recommend books to each other.

- Own poetry work published in books.
- Reading in all media (newspaper, paperback, hardback, kindle device).
- Comprehension and guided reading sessions embedded into timetable.
- Break the text down so it is accessible for all children to understand and enjoy.
- Share/celebrate books brought in from home - during 'show and tell' or story time in KS1.
- Pupils' aspirations to become authors when older.
- Comprehension reading tests.
- Read class story at the end of the day.
- Reading/writing competitions (Young Writers Poetry Patrol National Writing Competition – 3rd place)
- Sense of ownership/autonomy when choosing own book from coloured baskets.

#### **People**

- Reading buddies across year groups.
- Specialist support – Dyslexia Teacher, ELSA Teacher
- External interaction – Beanstalk, mobile library, book fair.
- Parents come in to volunteer with 1:1 readers.
- Authors/illustrators come in to visit, or school trips to authors (Storyhouse).
- Reading logs/records used daily between school and home, parental interaction and support.

## **Appendix 2**

Why do children enjoy reading at Guilden Sutton?

### **Attitude**

- Books are seen as special – Dazzle Corner, exciting build-up revealing new books
- Reading is viewed as downtime/time out/enjoyable
- Sense of escapism/mindfulness
- Books are celebrated – whole school story shared in communal area
- Dedicated space in each classroom.
- Adults share their own love of books and recommend books to children

### **Skills**

- Builds confidence
- Helps with writing
- Independence
- Thirst for knowledge, curious learners, want to know more.
- Challenge to think of meanings beyond the literal.
- Use imagination
- Demonstrate how to 'magpie' to improve/inspire own writing

### **Texts**

- Dazzle Corner books
- Variety of texts – poetry, non-fiction, class stories, rhythm/rhyme
- Texts across the school to celebrate gender, LGBT, culture, diversity and difference
- Catering for different interests
- Enjoy using non-fiction for research

- Class texts are carefully selected to suit class.
- Cross-curricular links, carefully selected books.

### **Experience**

- Given the opportunity and time to read.
- Reading by example.
- Silent reading in quiet times.
- Becoming the characters, acting out scenarios they have read during play
- Talking about stories at home.
- 1:1 time with adult (parent, staff, volunteer)
- Can choose their own book – more autonomy
- Enjoy progressing through the levels, motivated to move onto the ‘next basket’
- Encouraged to read with parents at home – adults are role models.
- Role play in class linked to books – character development.
- The way books are shared – cliff hangers, physical/visual clues about a new book or what happens next.
- Enjoy sharing work with peers, reading aloud own work to others.
- Children bring in books as ‘show and tell’

### **Knowledge**

- Gives greater understanding of a story – going ‘further into’ the text.
- Using books to gain understanding, e.g. topic research, especially boys.
- Broadens understanding of different cultures and places in the world.
- Use books as links to the curriculum.
- Broaden their vocabulary.

## Events

- Interesting and relevant authors/illustrators coming in as visitors, reading aloud, Q&A.
- World Book Day activities.
- Book swap – valuing books, not thrown away.
- Texts ‘brought alive’ through creative activities and opportunities.
- Visiting book fair and mobile library
- Links to Storyhouse

Uncontrolled copy