



Henbury View First School

Every Child Matters, Every Moment Counts

Reading Policy

Intent

At Henbury View First School we foster an environment that encourages our pupils to become independent, lifelong learners. We aim for excellence in all of our school activities and encourage all pupils, whatever their ability, to achieve the best they possibly can. We believe that providing pupils with a well-balanced, enriching and engaging English curriculum will aid them in developing into self-assured communicators.

The National Curriculum (2014) clearly states that teaching the English language is an essential, if not the most essential role of a primary school.

'Teachers should develop pupil's spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.'

Our school will ensure that in reading lessons, children's knowledge and experiences are deepened through the use of high-quality texts, and in writing lessons, opportunities are provided for children to apply skills and produce outcomes for different audiences and purposes. We endeavour to broaden and deepen a child's knowledge and understanding rather than pushing higher achievers on to the next year group's objectives.

Implementation

English provision at Henbury View First School follows the National Curriculum Programmes of Study for each year group and planning outlines clear and progressive learning journeys.

Reading provision

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

At Henbury View First School, teaching focuses on developing pupils' competence in both areas.

Phonics Teaching

In EYFS and Key stage 1, reading lessons are predominantly weighted towards decoding and skilled word reading. Children learn how to read through discrete phonics lessons followed by a reading lesson that is matched explicitly to their phonics teaching. At Henbury View First School, we expect children to be fluent readers at the end of Key Stage 1 in order to access learning in other curriculum areas, experience higher level texts, and broaden their knowledge of the wider world. In order to do this, we follow the **Read Write Inc scheme for phonics**. For further guidance, please refer to our Phonics and Early Reading policy.

1:1 Reading

This will take place to teach and practise reading fluency with teachers, TAs or school volunteers. Every child will be read with at least once per half term to track their reading fluency and to assess their current reading band level. After Year 1, any child who is not yet fluent will be heard on a 1:1 basis three times a week.

Whole class reading lessons

While children in EYFS and Key stage 1 complete daily Read Write Inc phonics and word reading sessions, we also recognise the importance of experiencing rich text discussion and comprehension questioning. At Henbury, we strive to ensure all of our children have access to a wide range of exciting and engaging texts and ensure EYFS, Year 1 and Year 2 have at least three 15 minute whole class guided reading sessions each week. These sessions are mainly discussion based with some recording when appropriate. They are focused on developing and discussing rich vocabulary, fostering a love and excitement for reading while exploring children's higher level thinking during inference and retrieval from texts. Group reading lessons may also occur where a teacher wants to develop fluency or vocabulary with a group of children with similar needs.

During Key Stage 2, the weighting of taught reading shifts towards comprehension. Reading comprehension skills are taught as a whole class model, providing children with the opportunity to experience high-quality discussion with the teacher, as well as from exploring and discussing a range of fiction, poems and non-fiction texts.

Teachers across both Key Stages will refer to our Henbury reading symbols when planning, teaching and questioning in comprehension lessons. These symbols match the VIPERS strands and ensures that all children become proficient across all of the National Curriculum reading domains.

VIPERS:

- Vocabulary
- Infer
- Predict
- Explain
- Retrieve
- Sequence (KS1) /Summarise (KS2)

Reading stems are provided to support rich discussion as well as providing teachers with a bank of progressive starters to support task design and written work for guided reading journals. Across both Key stages, classrooms dedicate a display to a reading 'working wall' where the use of these symbols and impact of high-quality comprehension sessions can be seen. Please refer to appendix 2 for a detailed reading provision from EYFS to Year 4.

Interventions

Where a child needs to make accelerated progress, they will take part in interventions to enable them to catch up with their reading milestones (see below). Interventions may have a focus on fluency or comprehension, dependant on ongoing teacher assessment, half termly Read Write Inc reading assessments and analysis of NTS data. These will be implemented by the class teacher in liaison with SEND coordinator if required.

Reading at home

All children at Henbury have a purple learning folder to contain their learn, shared and love to read books, their reading record, spelling logs and any other resources provided by teachers to support learning at home. It is expected that children enter three logs of home reading in their reading records per week and these are signed by a parent or guardian. Reading logs will be checked weekly by the class teacher or teaching assistant.

In EYFS and Key stage 1, children take home a 'Learn to read' book that explicitly matches the phonics teaching they have completed that week in school. (Read Write Inc black and white paper copies.) They will also take home a 'shared reader' book that closely matches but may need some support to share and read together. Parents will

be supported to ensure they feel confident to help their child with reading. All children visit the library once per week to take home a 'Love to read' book, we strive to foster a love of reading in all of our children and encourage as many opportunities to share books at home as possible.

In Key stage 2 (and Year 2 when children have completed the Read Write Inc programme), children will take home their 'Learn to read' book, which is an Oxford Reading Tree colour banded book. We have banded books throughout the whole of Key stage 2 as we believe these books ensure children experience breadth and challenge in their reading. Children will also visit the library to take out their 'Love to read' book. In Key stage 2, children also have selected books at their tables for independent reading time. Key stage 2, classrooms have dedicated areas in their reading zone for these books and children are able to select these freely.

Common exception words

Common exception words for each year group are listed in the National Curriculum programme of study and can also be found in the appendix documents attached to this policy. The reading of these words is tracked for each child termly.

If a child is able to read the word, it is highlighted.

- Autumn term – green
- Spring term – pink
- Summer term – yellow

Reading for Pleasure

Reading for pleasure has been associated not only with increases in reading attainment but also with writing ability, text comprehension, grammar, breadth of vocabulary, attitudes, self confidence as a reader, pleasure in reading in later life, general knowledge, a better understanding of other cultures, community participation, a greater insight into human nature and decision making (Clark & Rumbold 2006; Howard 2001; Wigfield and Guthrie 1997).

At Henbury View First School, we strive to foster a love of reading and believe we create many opportunities for children to read and experience reading for pleasure.

Storytime

Story time will happen daily in each class across the school for a minimum of ten minutes. Books will be selected to support curriculum content as well as expose children to a wide range of literature and foster a love of reading.

Stories on the Meadow

Children have access to a wide range of books during their lunchtimes and playtimes. Year 4 librarian monitors hold weekly reading sessions in the story telling area on our meadow.

Library

All children at Henbury visit the library once per week to select their 'Love to read' reading book.

Reading Milestones

By the end of the academic year, the following milestones should be reached:

EYFS

The Early Learning Goals for reading:

"Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read."

Foundation pupils should be reading **RWI Purple books**.

Year 1

Pupils will have secured all the Y1 statutory requirements stated in the National Curriculum in both Word Reading and Comprehension.

They should be reading **RWI Blue books**.

Year 2

Pupils will have secured all the Y2 statutory requirements stated in the National Curriculum in both Word Reading and Comprehension.

They should be reading **RWI Grey books** fluently by Christmas and **ORT Stage 11** by the end of the academic year.

Year 3

Pupils will have secured all the Y3/4 statutory requirements stated in the National Curriculum in both Word Reading and Comprehension.

They should be reading **ORT Stage 13** fluently.

Year 4

Pupils will have secured all the Y3/4 statutory requirements stated in the National Curriculum in both Word Reading and Comprehension.

They should be reading **ORT Stage 15** fluently.

Impact

Assessment

The following assessments of reading will take place:

EYFS Assessment	Frequency
Read Write Inc Phonics	Half termly reading assessments to colour group using Read Write Inc assessment sheets
Common Exception Words	Read termly and highlight words read accurately
Reading Early Learning Goal	Ongoing with a formal assessment at the end of the Summer term

Key stage 1 Assessment	Frequency
Read Write Inc Phonics <i>To include additional sounds not included in the RWI sets.</i>	Half termly reading assessments to colour group using Read Write Inc assessment sheets
Word reading assessment AREs for Y2	Termly
Common exception words for each YG	Read – Termly
ARE Comprehension skill statements for year group	Continuous assessment which informs the termly data drop (<i>guided reading journals</i>)

NTS Reading tests	Termly
Y2 Teacher Assessment against Teacher Assessment Framework for Reading	Ongoing with a formal assessment at the end of the Summer term

Key stage 2 Assessment	Frequency
Read Write Inc Phonics for children who are not fluent in reading Or alternative scheme e.g. Rapid Readers	Continuous assessment until milestones are reached Rapid Readers – Miscue benchmarking assessment
Word reading assessment AREs for each YG Common exception words for each YG	Reading (<i>word reading</i>) – Termly Read – Termly
ARE Comprehension skill statements for year group	Continuous assessment which informs the termly data drop (<i>guided reading journals</i>)
NTS Reading tests	Termly

Record Keeping

All of the above assessments will be kept in the class purple reading files. Coloured Read Write Inc half termly assessments will be kept in the corresponding colour groups teaching box. The full list of assessment forms can be found in appendix 3. Overall reading progress is collected termly on Bromcom.

Leadership and Monitoring

The English Leader and members of the SLT will monitor the teaching and learning of reading in the following ways:

- Observations of phonics, reading lessons, independent reading, library times and story time
- Monitoring of planning
- Monitoring of record keeping

-1:1 reading where the English Lead or member of SLT listens to a child read to establish the accuracy of the level of the reading material

-Learning walks to establish whether reading has been given a high profile within each classroom (e.g. updated use of reading working wall, tidy and organised book organisation, celebration of focus high-quality texts being explored in writing and reading sessions)

-Reading intervention

-Pupil conferencing/pupil voice to assess engagement and learning of reading

Links with other policies

For specific details about possible related practice refer to the following policies:

- Phonics and Early Reading Policy

Procedures for policy monitoring and dissemination

People responsible:

- Sally Wall (Headteacher)
- Dan Saunders (Assistant Headteacher)
- Laura Dawson (English Lead)

Signed.....

Date.....

Chair of Governors

Document Name Version Number	Nature of Change	Date Agreed by Gov. Body

Appendix 1
Classroom Organisation and Procedures

Individual Reading

Children should take their reading folders home every day. Their ‘Learn to Read’ books will be their RWInc books that they have read in school during that week, giving them an opportunity to share their confident reading at home. Children will also be given a ‘shared reader’ book which is an alternative colour banded book that closely matches their RWInc book. Parents will be supported with how they can read this book with their children. These books will be changed weekly.

Parents will be encouraged to read with their children at least 3 times per week and write in their reading records to share this reading. It is important that reading records are checked weekly so that teachers can acknowledge parental support. Key stage 2 children may write in their own reading records and ask parents to sign them.

Children who read at least 3 times a week will be celebrated. Children who do not read regularly at home should have opportunities to read 1:1 with an adult in school.

Independent/Paired Reading (ERIC time)

Children will have opportunities to read their 'Learn to Read' books independently or with a partner. In key stage 1 partnered reading work takes place daily as part of Read Write Inc lessons and in key stage 2 children have 'basket books' that they place underneath their baskets to easily grab when ERIC time takes place. Teachers ensure children have at least 10 minutes ERIC time at least 3 times per week.

Books in the Classroom

There should be a variety of age-appropriate fiction, non-fiction and poetry in class which children can select when they have the opportunity. Teachers will circulate and edit books in this collection regularly to ensure children remain engaged in the texts offered and may take out selections of books from the library to do this.

Library Time/Storytelling Meadow

The library should be visited weekly and children should have the opportunity to change their library book during this time. The storytelling meadow should be visited for story times and to engage reading sessions when appropriate, depending on availability.

Appendix 2

Reading Provision from EYFS to Year 4

Key Stage 1

EYFS		
In school provision	Time allocation	Home learning expectation
Teaching of reading through phonics sessions	20 mins daily <i>(Builds from 10mins daily at start of Aut 1)</i>	Aut Term – Use of phonics games on website, handwriting letter formation sheets, Lilac/pink ORT books to share together (parents supported with how to do this) After Aut Term - Children heard reading 'Learn to Read' RWInc book and 'Shared Reader' book at least x3 times per week and record in reading record.
Teaching of reading – further decoding with books	20 mins daily <i>(Builds from 10mins daily at start of Aut 1)</i>	Children have copy of Red, Green and Purple 'Red words' in the back of their reading records and encouraged to read them regularly with their child.

<i>(Begins with WordTime! green words before books and ditty masters are introduced)</i>		
Teaching of reading – comprehension Whole class VIPERS sessions	15 mins x 3 per week	Parents supported with different question styles they can ask their child at home linking to VIPERS.
Shared reading opportunities – story times with teacher reading	10 minutes x 3 per week minimum	Children take home their ‘Love to Read’ books to share at home. Parents encouraged to share these with their children at bedtimes.
Library time	30 mins per week	
Year 1		
In school provision	Time allocation	Home learning expectation
Teaching of reading through phonics sessions	20 mins daily	Children heard reading ‘Learn to Read’ RWInc book and ‘Shared Reader’ book at least x3 times per week and record in reading record.
Teaching of reading – further decoding with books	20 mins daily	Children have copy of all ‘Red words’ in the back of their reading records and encouraged to read them regularly with their child.
Teaching of reading – comprehension Whole class VIPERS sessions	15 mins x 3 per week	Parents supported with different question styles they can ask their child at home linking to VIPERS.
Shared reading opportunities – story times with teacher reading	10 minutes x 3 per week minimum	Children take home their ‘Love to Read’ books to share at home. Parents encouraged to share these with their children at bedtimes.
Library time	30 mins per week	
Year 2		
In school provision	Time allocation	Home learning expectation

Teaching of reading through phonics sessions	20 mins daily (Aut term)	Children heard reading 'Learn to Read' RWInc book and 'Shared Reader' book at least x3 times per week and record in reading record.
<p><i>Please note: From the start of the spring term, Year 2 children will continue to complete 20min spelling sessions without the additional phonics sessions. The focus in these sessions will shift to the word reading of the Y2 focus rules and words and they will begin accessing longer whole class guided reading sessions.</i></p>		Children have copy of all 'Red words' in the back of their reading records and encouraged to read them regularly with their child.
Teaching of reading – further decoding with books	20 mins daily (Aut term) <u>Spr term</u> Continue with RWInc for focus children as part of school stream daily	
Teaching of reading – comprehension Whole class VIPERS sessions	15 mins x 3 per week (Aut term) 30 mins daily from Spr term onwards to replace RWInc streamed sessions	Parents supported with different question styles they can ask their child at home linking to VIPERS.
Shared reading opportunities – story times with teacher reading	10 minutes x 3 per week minimum	
Library time	30 mins per week	Children take home their 'Love to Read' books to share at home. Parents encouraged to share these with their children at bedtimes.

Key Stage 2

Year 3 & 4

In school provision	Time allocation	Home learning expectation
Teaching of reading – comprehension Whole class VIPERS sessions	30 mins daily	Parents supported with different question styles they can ask their child at home linking to VIPERS.
Teaching of reading – decoding	RWinc as part of school stream as well as x3 pw tutoring sessions. Alternative schemes also used for reading as appropriate.	Children heard reading their ‘Learn to Read’ coloured banded book at least x2 times per week and record in reading record. Children have copy of all ‘Red words’ in the back of their reading records and encouraged to read them regularly with their child. Children take home their ‘Love to Read’ books to share at home.
Class reading book	CT reads novel daily	
Independent (ERIC) reading time	10 mins x3 per week minimum	
Library time	30 mins per week	

*A long term overview displaying the range of high-quality texts children experience at Henbury will be added half termly to the website from September 2022.

Appendix 3

Record keeping proforma list

- Reading Folder cover
- Class reading record
- Class home reading log
- Individual 1:1 reading records
- Common Exception (Red Word) progression for word reading assessment
- EYFS Comprehension overview
- Year 1 comprehension overview
- Year 2 word reading assessment
- Year 2 comprehension overview
- Year 3 word reading assessment
- Year 3 comprehension overview
- Year 4 word reading assessment
- Year 4 comprehension overview

Paper copies

-Read Write Inc half termly green word assessment sheets