



Intent:

At Norton Primary School we value reading as a key life skill and are dedicated to supporting our pupils to become successful, confident and fluent lifelong readers. We believe that reading is a key component for academic success and achievable through a combination of a clear development of reading skills, teaching of high quality phonics and an approach that instils a reading for pleasure culture.

Research

The Rose Review was an independent review of the teaching of early reading.

<https://dera.ioe.ac.uk/5551/3/5d970d28fc535dc54eb4dee9995bef36.pdf>

It highlighted that high-quality phonics work should be taught systematically and discretely as the prime approach used in the teaching of early reading. The review report provided clear recommendations of what constitutes high-quality phonics work; The 'simple view of reading'.

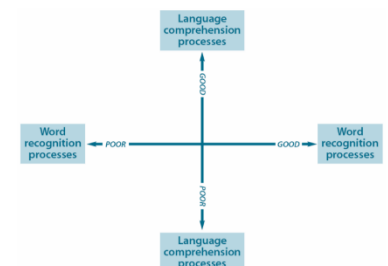
The Rose Report makes a number of recommendations for the teaching of early reading. It makes clear that there are two dimensions to reading: 1. Word Recognition 2. Language Comprehension High-quality phonics teaching secures the crucial skills of word recognition that, once mastered, enable children to read fluently and automatically. Once children are fluent readers, they are able to concentrate on the meaning of the text. Children need to acquire secure and automatic decoding skills and progress from 'learning to read' to 'reading to learn' for purpose and pleasure. The ultimate goal of learning to read is comprehension.'

Implementation of reading:

Reading books

- Children choose books from our varied range of books from the Oxford Reading Scheme.
- All children throughout the school are on a reading level system and are regularly assessed to ensure they are reading books that challenge their comprehension and reading. This thorough benchmarking system ensures any gaps in reading are assessed quickly and support is put in place.

Figure 1: The simple view of reading



Guided Reading

KS1

- Guided reading is an integral part of our reading curriculum and is introduced from the start of Reception. This is then built on throughout school with every child in Reception and across KS1 working with their class teacher to develop their reading skills as part of a guided reading group.

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|-----------|---------------|
| Monday | Prediction |
| Tuesday | Reading |
| Wednesday | Vocabulary |
| Thursday | Comprehension |
| Friday | Questioning |

- Books are carefully chosen by class teachers to teach the appropriate skills, encourage discussion and develop comprehension skills. Within guided reading time some children work independently to further develop and apply their reading skills through targeted reading activities chosen by the class teacher.

KS2

- Children follow the Active Learn Bug Club workbooks in daily whole class sessions. These consist of a variety of activities for the children; clarifying and understanding new vocabulary, questioning and activating prior knowledge, comprehension and questioning, summarising and making predictions.
- Children are exposed to a variety of texts through these sessions, including chapter books, poems and non fiction texts.
- Within the guided reading session, children independently answer questions and are followed by a whole class discussion.

Shared Reading

- To model fluent and expressive reading, teachers read to their class daily. This is a time used to develop story language and ensure children have a secure experience of known stories.
- Children have the opportunity to read with other classes, where the older children will sit with younger children and share stories.

Phonics

- The phonetically based reading scheme ensures our early readers are practising the sounds they have recently learnt.
- Phonics is taught throughout the school to give children a secure word reading base upon which other reading strategies can grow.
- Children who do not pass the Year 1 phonics screening test have access to extra phonics support in Year 2 to fill any gaps and then go on to retake the test in Year 2.

- For those that need further support with phonics, daily phonics lessons are provided for children in KS2.

Class Reading area

- In each class, staff and children work together to create a designated Reading area which is accessible to the children throughout the day. In this area there are a wide selection of books available for the children to read as and when they wish.

Reading at home

- Children take home their reading book and reading record daily, so that parents can help their child to practise reading at home. The reading record provides parents with the opportunity to celebrate and comment on their child's reading and to communicate with teachers on a regular basis.
- Children receive dojo points for regular reading and when they have reached a set amount of days of reading.
- Children have the opportunity to take home books from their class library for a few days at a time.
- Children are able to take home soft toy 'reading buddies' from their class library to read to at home.
- At the start of each academic year we hold reading meetings for parents and provide a parent booklet for each year group with ideas and information on how parents can best support children's reading at home.
- Each class has a 'reading scrapbook' where one child a week takes home and writes/draws about a book they have enjoyed reading. The child then shares their reading scrapbook page with the class.

The impact

Assessment and Monitoring

The assessment of reading follows the school's assessment policy. Strategies used to support the assessment and monitoring of reading include:

- Book level trackers are completed and used by the class teacher to track children's progress through the book bands.
- Termly observations of the delivery of guided reading sessions and phonics are carried out by the subject leaders.
- Phonics is assessed termly and information on the progress of each child is tracked by class teachers and used to plan future phonics delivery and identify any children who may need extra support.
- All children complete teacher assessment judgement statutory tests at the end of Year 2 and the results are shared with parents, staff and governors.
- The phonics screening test is taken by all children in Year 1 and by any children in Year 2 who previously failed the test.

The subject leader is responsible for improving the standards of teaching and learning in reading through:

- monitoring and evaluating pupil progress
- monitoring the provision of reading (including intervention and support programmes, alongside SEND)
- observing the quality of the reading environment
- taking the lead on policy development
- auditing and supporting colleagues in their CPD
- purchasing and organising resources
- keeping up to date with recent reading developments
- ensuring agreed consistencies are being followed across the school

Review:

The policy will be reviewed annually by the writing subject leader(s) and leadership team, then shared with all teachers.

Policy last reviewed: September 2023

Policy to be reviewed: September 2024