

Reading Policy



At Grangetown, we know if a child is able to read fluently and reads widely, a wealth of opportunities can open up for them. As well as aiming to teach children to read fluently, and with understanding, we aim to instil a love for reading in all children.

1. Intent

- Develop a positive attitude towards reading and create a life-long love of a range of literature.
- Develop the skills required to progress from decoding to reading with fluency.
- Enable children to read for a range of different purposes.
- Enable children to approach books and a wide range of texts with confidence.
- Respond to, interact with and extract meaning from a wide range of sources.
- Take appropriate care and ownership of books.
- Experience the pleasure of reading to others and sharing their reading with a wider audience.

2. The teaching of early reading – phonics

Phonics teaching begins in Nursery with the teaching centred around being able to recognise the sounds that they can hear around them – then they move on to teaching the relationship between letters and sounds. In Reception the children begin using the Monster Phonics scheme. New graphemes and phonemes are taught each week as well as high frequency and common exception words. The children are also taught the skills for segmenting and blending.

Monster phonics is followed through into KS1 where the children continue to learn new GPC's on a daily basis as well as reading words containing common suffixes, high frequency and common exception words. Spelling rules are also taught as well as alternate spellings and homophones.

At Grangetown, each class in Reception and KS1 will teach phonics as a discrete lesson every day for 30 minutes and will include phonics as part of teaching and learning throughout other curriculum lessons on a daily basis. Children will stay as a class where possible with smaller groups taking place for those children who need more targeted support. Each member of staff that leads a group is expertly trained in delivering high quality phonics sessions. Nursery children will be exposed to early phonics during group times and play activities.

Our children are provided with a variety of opportunities to develop and extend their phonic knowledge across Nursery, Reception and Key Stage 1. Where necessary, it will also be carried into Key Stage 2 to support those children who do not have the appropriate level of phonic knowledge and skills

3. Phonics check

The children in Year 1 will be expected to undertake the phonics screening check at the end of the year - a short, light-touch assessment to confirm whether individual pupils have fully grasped phonic decoding to an appropriate standard. We are confident in our teaching of phonics and will not put our children under pressure when they are preparing for the check. We will use the check as an assessment tool to identify any children who will require further support to improve their reading skills. Those children will be given extra support and will then be able to retake the check at the end of Year 2.

4. Early Years Foundation Stage

Phonics sessions are taught daily with children grouped based upon the sounds they need to recognise. Each session is led by a teacher or TA and those children who are less confident in recognising sounds work on a 1:4 basis with a teaching assistant throughout the week.

- Daily discrete phonics session in Reception with opportunities for children to practise these further throughout the day
- Children are given the opportunity to explore and enjoy poetry and rhymes
- Children are encouraged to show reading skills through role play
- Learning is often centred around a text which children learn by heart, therefore building up a bank of vocabulary.
- In reception, children will be provided with a reading book and reading home/school diary with the expectation that an adult will hear them read 3 times per week.
- The teacher/TA will listen to each child read on a 1:1 basis on a weekly basis, progress is then recorded.
- Each child is provided with flash cards showing the GPC, HFW and CEW which they need to be able to recognise. These are sent home with the expectation that children practise them around 3 times per week.
- Core texts are read aloud regularly to develop a bank of structures and language models
- Nursery children take the core texts home to share with their adults
- A reading area where stories can be enjoyed, shared reading can take place and independent reading is part of the learning.

5. Key Stage 1

Phonics and guided reading sessions take place in addition to the English lessons throughout Key Stage 1 so that the emphasis on early reading is maintained.

- A reading area where stories can be enjoyed, shared reading can take place and independent reading is part of the learning.
- Whole class guided reading sessions take place twice a week.
- Children will be listened to reading by a teacher or teaching assistant on a 1:1 basis at least once per week.
- Children who require additional support with their early reading will have additional 1:1 reading sessions.

- Throughout the year high quality texts are used to develop a bank of language and structural ideas, this encompasses both fiction and non-fiction texts.
- Children visit the library once a week to choose a book which they are then encouraged to take home to share with an adult.
- Group and individual reading records are kept within reading folders.
- Children are all given a home reading book and home/school diary. They are expected to read at least 3 times per week for 10 minutes.
- Reading at home is encouraged through the whole school Eager Readers scheme where children achieve a prize for reading at home on a regular basis.
- Teachers read aloud to the children daily to share high quality books with children.

6. Key Stage 2

Guided Reading sessions take place in addition to the English lessons throughout Key Stage 2. Teachers deliver whole class guided reading to all children, including those who are still developing their fluency skills. This ensures that all children have a minimum of 5 teacher led guided reading sessions per week. Teachers use the comprehension policy to identify activities which best suit the learning objective for the lesson. Teachers have a good understanding of the text they are teaching and decide which parts they wish the children to have a deeper understanding of; activities are then planned to facilitate this. The aim of these sessions is to deepen the understanding of what children are reading. All children record responses to the guided reading session, whether this is through class discussion, paired work or independent tasks.

- Guided reading sessions utilise strategies from reciprocal reading, where possible. Children are encouraged to make predictions, clarify new vocabulary, question what they have read and summarise a text.
- Children work independently to develop their comprehension skills and apply them to a wide range of texts.
- Children visit the library once a week to choose a book to take home. They are then encouraged to share the book with adults at home.
- Children are all given a home reading book and home/school diary. They are encouraged to read at least 3 times per week for 15-20 minutes.
- Reading objectives are taught throughout the English lessons – children are taught to read a text as a reader, identify features and retrieve information from a text.
- Reading at home is encouraged through the whole school eager readers scheme where children achieve a prize for reading at home on a regular basis.
- Teachers read aloud to the children at least 3 times per week to share high quality books with children.

7. How is reading assessed?

In early years children are assessed against Birth to 5 Matters criteria and Early Learning Goals. Observations are made during carpet time, child initiated play, targeted questioning and 1:1 reading and assessments from Monster Phonics – as the children move into reception. Moderation meetings are in place to allow teachers to finalise their judgements.

Key Stage 1 and 2 Children are assessed formatively using the Grangetown assessment framework for reading. The skill of reading is broken down into five key areas: Themes and Conventions, Comprehension, Inference, Understanding Language for Effect and Word Reading.

Children are also summatively assessed at three points within the year. This may be through short reading tasks or standardised practice tests. Progress is measured throughout the year and those children who are not making the same rate of progress as their peers are identified and supported through additional interventions such as Better Reading.

Children are assessed against statements designed by English leaders, which are linked to the national curriculum but broken into smaller steps. There are a series of statements each half term for fiction, non-fiction and poetry. Teachers must be confident that children can independently show each of the skills on the year group necessities before they are deemed 'Age Related.'

8. Book corners at Grangetown

Book corners are a staple of every classroom at Grangetown Primary School. Children are given the opportunity to spend time in the book corners at least once a week, and access books from the book corner daily.

Book corners will contain the following:

- A range of age related texts (with options that will stretch and challenge as well as some texts that can be accessed by lower ability readers).
- A comfortable space for children to sit and read – this could involve soft seating, cushions, beanbags, rugs etc.
- Something that the children have created – this could be book reviews, class anthologies, reimagining of book covers, etc. These will be added to throughout the year.
- A system for organisation for texts that is appropriate and accessible for the children to use.

9. Home school links

We actively encourage links between home and school and we encourage children to read little and often as we know this has the best impact on children's progress. Children take home a book from Monster phonics and Oxford Reading tree schemes. Children are also encouraged to take home a book from our school library, which they visit on a weekly basis. We celebrate reading at home with our Eager Readers race. Each class has a display which enables the children to see where they are in the race. We also have half termly assemblies to celebrate reading at home, and children are given the opportunity to choose prizes when they reach stage 1, 5 and 10 on the reading race. Children move through the race each time a parent/carer hears them read and signs their home school diary.

10. Supporting children with SEND in reading

We acknowledge that for some children, additional support is required in order to develop reading skills. There are a variety of approaches which we use in order to support the development of these skills. This includes, the 'Better Reading Intervention' and 'Precision Teaching'. Monster phonics intervention also provides additional practise for the children. Those children who have additional needs are grouped into smaller groups to allow for ratios of 1:4 to ensure they have the highest level of support.

S Hunter / N Roberts
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