



Reading at Austrey and Newton Regis CE Primary Schools

Becoming the person God made me to be: living,
learning, loving.

*"I praise you because I am fearfully and wonderfully
made" Psalm 139:14*

TRUST



JUSTICE



FORGIVENESS



HOPE



DIGNITY



COMMUNITY



Spring 2023

Links: How we teach English policy

For the National Curriculum Document, please [click](#) here:

For The reading framework - Teaching the foundations of literacy [click](#) here



Reading Policy

'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)

'The will influences the skill and vice versa.' (OECD 2010)

The aim of these policies is to ensure that a consistent 'whole school' approach is applied to the teaching of reading.

Newton Regis and Austrey primary schools aim to provide secure, stimulating and enriching environments, where there is equal access to phonic knowledge and understanding, reading for meaning, and reading for pleasure. We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

Objectives:

The main objectives for teaching and learning through reading are to enable all children to access a range of different texts at an age appropriate level; that they can read for meaning and are encouraged to develop a love of books from a young age. In order for this to happen it is essential that we ensure:

- ❖ Equal access to the teaching and learning of phonics from the Foundation Stage through to Year 2 for all children including those children who are new to English or those who have SEND.
- ❖ Effective tracking, monitoring and assessment at all stages of the learning journey in reading.
- ❖ All staff are experts
- ❖ Environments are created across the school where children are encouraged to read for pleasure.
- ❖ Book areas are well resourced and maintained (including the library).
- ❖ Access to high quality texts for all children, as part of their learning.

Terminology

There are a number of ways that reading may be taught in schools; these are the main ways we use at Newton Regis and Austrey Primary schools; with a short description of how they work.

Guided Reading

Guided reading is when groups of between three to six children, of a similar reading ability, collaboratively read and discuss a shared text. Each child will have opportunity to read as part of a group. The groups are led by an adult who will use the session as an opportunity to teach the children the next reading skill they need to acquire or will use it as an opportunity for the children to consolidate previously taught skills. Guided reading is used three times a week in Reception - Year 1 to follow the Little Wandle phonics scheme and each session focuses on a different skill. Such skills include; using phonics to de-code unfamiliar words (decoding), reading with expression and intonation (prosody) and checking their reading makes sense, encouraging them to talk about what they have read or making predictions about what might happen (comprehension).

- Adults continuously assess the children's reading ability.
- All children have a text matched to their ability.
- All children are heard through the session (for a short time usually reading in their heads until their turn).

Whole class reading

Whole class reading is where teachers read aloud a chosen text (often the class text) with pupils sometimes following along in their copy/extract. The text is often a whole chapter (or two) of the chosen book. Mostly, this is done without stopping so children experience the text as a whole. Teachers ensure they explicitly teach some of the vocabulary which pupils will encounter in this week's text. A 'thinking aloud' strategy may be used at key points in the text to model thinking.

- This strategy provides the whole class with the same reading experience.
- Builds on vocabulary knowledge.
- Includes all abilities.
- Ensures all children have access to the same quality of text.

Shared reading

Shared Reading is an interactive reading experience that occurs when children join in or share the reading of a book or other text while guided and supported by a teacher. The teacher explicitly models the skills of proficient readers, including reading with fluency and expression. The shared reading model often uses oversized books (referred to as big books) with enlarged print and illustrations.

- This strategy provides struggling readers with necessary support.
- Shared reading of predictable text can build sight word knowledge and reading fluency
- Allows students to enjoy materials that they may not be able to read on their own.
- Ensures that all students feel successful by providing support to the entire group.

Systematic Synthetic Phonics

Please see the separate document: Phonics at Austrey and Newton Regis CE Primary Schools



Reading for pleasure

Reading for Pleasure (INTENT)

'The overarching aim for English in the national curriculum is...to develop a love of literature through widespread reading for enjoyment' (DFE 2014).

Reading is the gateway to all other subjects. Reading is often seen as no more than a set of skills, which if taught systematically will lead to independent readers, however, this is not the case. Children need to balance the skills of being a reader with the will to read. Real readers can read (skill), enjoy it (will), and understand what it is good for (reading for leading). At Austrey and Newton Regis we want all our children to leave the school as independent and life-long readers who have reading preferences and can express their opinions about what they have read.

How we support reading for pleasure (IMPLEMENTATION)

- Children, in all classes, are read to at least three times a week by an adult. This will mainly be 'story time' (which will, for most classes, be at the end of the school day) this also includes non-fiction, poetry and other wider reading sources. This is time to enjoy stories and language for their own sake and is not intended as a comprehension exercise. Teachers do not ask probing questions but just let the children enjoy the experience. The books are chosen purely for enjoyment.
- Children have a free choice library book which they are given time in the school day (free reading time/reading for pleasure time) to enjoy reading it, this may be after dinner or at another designated time in the day. This supports the children to develop their own reading preferences so it is important to let the children choose any book that they would like to read.
- Children have the opportunity to free read twice a week or more. This time is not silent reading, although some children might choose to get lost in a book and read on their own. Others might share stories, jokes, poems and/or information books with other children. These sessions are led by the children's reading preferences and children choose a comfortable place to read, this can sometimes be under a desk, or laying on the floor!
- All classrooms have inviting book corners that encourage choosing a book to read for pleasure, all children have the opportunity to use this throughout the week.

- Children from Nursery/Reception onwards have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school. As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.

The reading framework - teaching the foundations of literacy - July 2021 states "The books themselves are the most important aspect of any book corner. It should be the words of the stories and not the props that transport children to different worlds: the mysterious forest, the dark and dripping cave, the moated castle. Well-chosen books should capture children's imagination to such an extent that they become unaware of whether they are sitting on a beanbag, an ordinary classroom chair or a bench in the book corner... Ideally, every book corner should be a mini-library, a place for children to browse the best books, revisit the ones that the teacher has read to them, and borrow books to read or retell at home. Every child should be able to spend time in their book corner."

- The school's reading ambassadors (key pupils from each year group) ensure that book areas are well signposted and stocked so that there is a range of inviting reading material in each class.
- Teachers will often use reading for pleasure time to read their own book as a model to children

Outcome (IMPACT)

When teachers read with children they deliberately ask them about what they are choosing to read and why they're enjoying it. There is no current expectation that Reading for Pleasure is formally measured but teachers regularly check progress through informal book talk.

Reading comprehension expectations

Reading comprehension can be improved by teaching specific strategies that pupils can apply, both to monitor and overcome barriers to comprehension. These include prediction; questioning; clarifying; summarising; inference; and activating prior knowledge. (Improving Literacy in KS2, Education Endowment Foundation, 2017).

Reading comprehension (Intent)

Readers need to be able to use a range of skills to decode and understand what they have read. These skills are taught explicitly through modelled reading and articulated by the children when discussing what they have understood. The primary skill to become a fluent reader is phonics, however from EYFS onwards children will also be using comprehension skills such as inference, prediction and deduction and discussing stories, texts and pictures.

How we teach reading comprehension (Implementation)

- Reading skills are explicitly taught at least three times a week during reading lessons. Teachers teach and model summarising, sequencing, activating prior knowledge and understanding words in context.
- Once skills have been modelled, book talk is a vital part of developing children's reasoning/inference skills. Reading lessons include both whole class and small group discussions; providing opportunities for children to talk about the questions raised by a text.
- Children are encouraged to formulate their own questions about a text as well as being asked questions by the teacher.

Suggested structure of a comprehension lesson:

Part 1 Teacher Model	The teacher models reading of the chosen text. The teacher then explores key vocabulary, and asks a range of questions based on the text for the children to discuss in small groups or pairs. Using AFL from the previous session the teacher may also teach a specific skill that is needed to address the children's misconceptions.
Part 2 Question & discussion time	More able readers may pair-read or individually read some more of the given text (especially in KS2) without the teacher's model, supporting each other with understanding. Children then answer questions about the text individually or in pairs. Another group of children may then have teacher support to share a text as a small group, reading a page or so each and answering questions verbally to build up their understanding of the text.

Outcome (IMPACT)

Teachers listen to children read at least once a fortnight (KS2) and at least once a week (KS1) to assess against the skills taught including the application of phonics. Comprehension test scores can also be used as an indicator of understanding.