



Reading Policy - Stenson Fields Primary Community School



Aims

At Stenson Fields Primary Community School, we whole-heartedly believe that reading is of vital importance to all children. We believe that it is our moral duty to ensure that all of the children in our care are taught how to read and how to understand what they have read; linking it to their own lives and experiences. We aim to foster a love of reading for pleasure as we provide a range of experiences and texts for the children to enjoy.

We do this through teaching both word recognition and comprehension skills alongside each other. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and nonfiction. Our aim is that the majority of the word recognition skills are taught in EYFS and KS1 so that, by the time the children start Year 3, they are fluent readers able to access and decode a range of texts.

All pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. All pupils are encouraged to read at least 10 minutes per day at home. Reading within class will be seen across all subject areas and include a wide variety of materials.

Reading widely and often, increases pupils' vocabulary as they encounter words they would rarely hear or use in everyday speech. Within the class, children are given the opportunities to explore word meanings and encouraged to use these words within their own speaking and writing where possible.

Expectations

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education. To achieve this the children are expected to achieve milestones throughout their time at school:

- Achieving phase 4 in phonics by the end of EYFS;
- Achieving phase 5 in phonics by the end of Year 1.

Children who do not achieve these milestones are then targeted to catch up.

It is the expectation of the school that every class will have an established reading corner. This needs to be a safe and stimulating area. These books will include fiction and non-fiction texts, poetry, topic books and newspapers (in UKS2). The reading area will include comfortable places to sit and where appropriate, questions to encourage the children's thinking. The books in the reading corner should be forward-facing where possible to support the children to choose appropriate books. It may also include children's own reviews of books or pictures of their favourite books.

Reading for Pleasure

Reading for Pleasure is an important part of the reading curriculum at Stenson Fields and the children are given the time to read, and most importantly, discuss the books they like. The teachers and other staff members will model this process and encourage the children to reflect on their own reading and share their opinions as much as possible.

Guided and Whole-class Reading

The children's taught reading sessions will be a mixture of guided group and whole-class sessions.

EFYS	Guided Reading Shared Reading using Bug Club as a whole class
Year 1	Whole Class Reading Sessions using Bug Club (modelling the use of phonics) Book/author study each term planned by teacher and delivered by TA OR Book Spine books read daily
Year 2	Whole Class Reading Sessions using Bug Club Whole Class Reading with books to be introduced during Spring Term 2 Guided Reading sessions for targeted groups
KS2	Whole Class Reading – regularly – (2 x weekly) Guided Reading sessions for intervention groups

Whole-class reading uses **DERIC** as a structure and focus for questioning although decoding would be expected in KS2, so it would not be a whole-class reading focus. Examples for each letter are as follows:

D - Decode. The reading of words, beginning with phonics when the children start their schooling, moving on to more complex words, patterns and etymological roots.

E - Explain. Looking at the meaning of words, and how their use can impact the whole meaning and feel of a sentence or text.

R - Retrieve. A key part of reading - if a child cannot retrieve information, have they properly understood what has been read? Retrieval questions can always be answered if the children carefully read the text in front of them.

I - Interpret. This is an area where the children's own thoughts and ideas are important, and their understanding will be bettered as they read more regularly. As they move through the school, the children would be expected to explain their interpretations by referring to the text or image they are using.

C - Choice. This explores the choice made by the author, illustrator or director. It might be about vocabulary, or deliberate ways of writing sentences; it could be about an image - how it has been drawn, or the colours used within. It could also explore the reasons that an author has actually written something - what is their opinion?



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If required, guided-group sessions enable the member of staff to focus on key skills they know a specific group of children need whilst the whole class sessions allow all children (regardless of their personal word recognition and phonics skills) to access, experience and discuss high-quality texts. Therefore, promoting high standards of language and literacy. Guided reading sessions should be used for intervention purposes only.

Guidelines:

- The objectives will be taken from the National Curriculum and EYFS curriculum with an emphasis on the reading domains. Teachers will use ongoing assessment to aid their planning.
- In EYFS and KS1, teachers will ensure pupils can sound and blend unfamiliar, printed words quickly and accurately, using their phonic knowledge. Discussion of books to strengthen the children's understanding. A phonics workshop is run annually for parents, at the beginning of the year, to support them with their child's reading at home.
- In KS2, further development of phonic knowledge will be taught when necessary, for those children who still need to consolidate these skills.
- Children will be taught comprehension skills through high-quality discussion as well as reading and discussing a range of stories, poems and non-fiction.
- In KS2, for whole-class reading, children will record independent work in a reading journal -this will be marked in line with the school's marking policy.
- In Year 2, staff will make a professional judgement, based on the cohort as to if and where their word should be recorded.

EYFS

Guided reading is taught in a small group with the teacher at least once a week.

Children read individually to either the teacher or the TA, at least once a week.

The session consists of reading and understanding the text. Application of phonics will be consolidated.

The children then take these books (and a phonetically decodable book- at the correct level) home for the week to read. They must be in school every day for 1:1 reading.

A phonics workshop is run by the EYFS Team at the beginning of every year to support the parents' understanding of phonics and ensure they are able to help their children. Frequent talks with parents and carers are held, when needed, to support individual children.

Independent Reading

EYFS	Phonically decodable books, chosen with a member of staff; Grapple books for discussion and exposure to high-frequency words; to develop understanding of story language, plot and characters; Library books – weekly (Independent choice that could be read with/by an adult at home) – From Spring Term; Reading diaries – to record home reading of book banded (phonics or grapple) books.
Year 1	Phonically decodable books, chosen with a member staff; Book banded books (phonics or grapple) for discussion and exposure to high-frequency words; to develop understanding of story language, plot and characters; Library books – weekly (Independent choice that could be read with/by an adult at home); Reading diaries – to record home reading of scheme books.
Year 2	Book banded books (Turquoise and beyond); Library books – weekly (Independent choice that could be read with/by an adult at home); Phonically decodable books, chosen with a member staff (for extra support/children who did not pass the Phonics Screen); Reading diaries – to record home reading of scheme and personal books.
LKS2	Library books – weekly (Independent choice that could be read with/by an adult at home); Reading diaries to record personal reading; Book Banded books for children who need further structure and support.
UKS2	Library books – given the opportunity to change weekly (Independent choice that could be read with an adult at home); Star chart (within Reading Journals) to record personal reading; Book Banded books for children who need further structure and support.