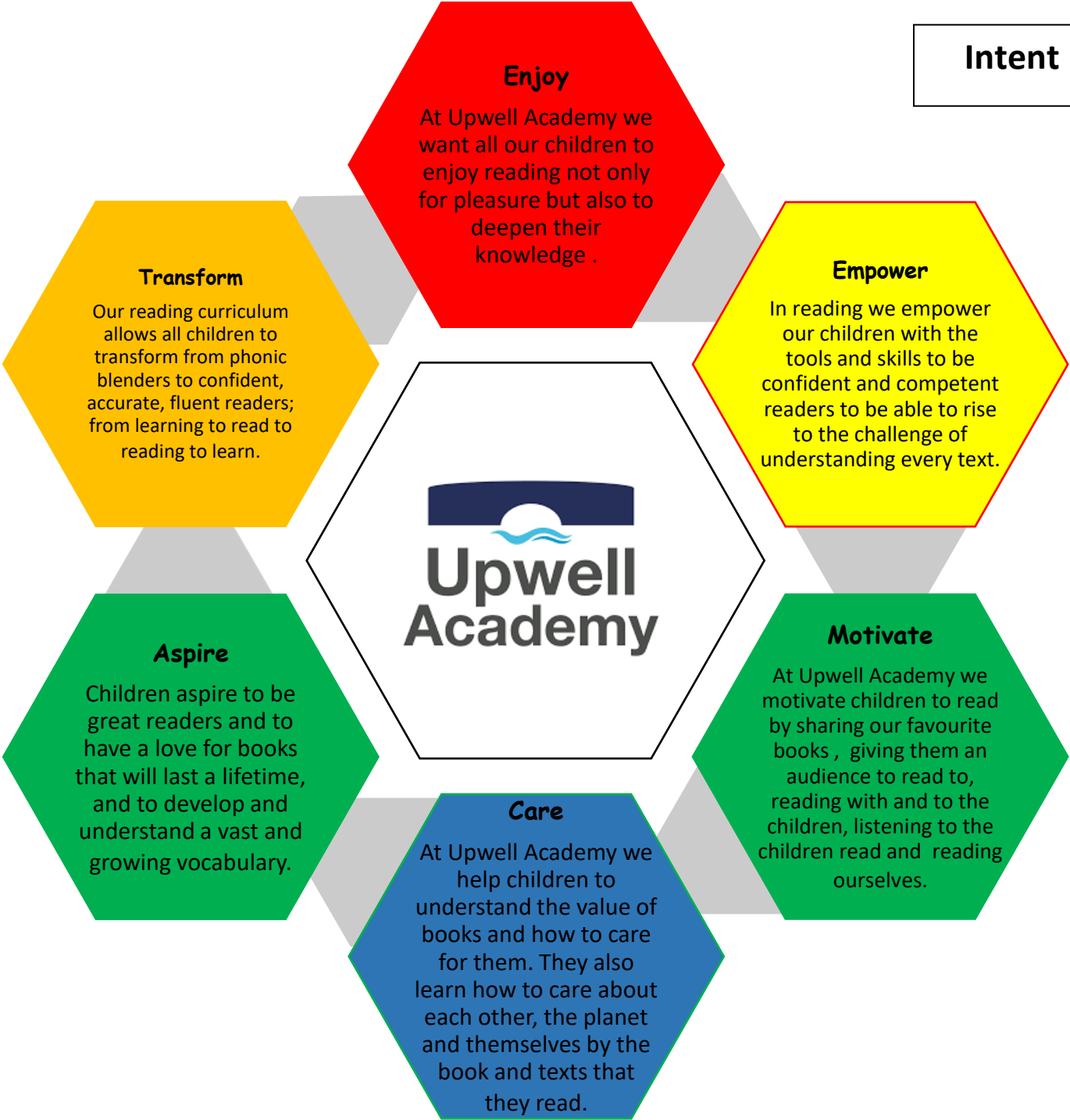


Reading  
Policy

**Intent**



## **Reading Implementation**

While the COVID-19 pandemic has changed many things, our curriculum intent continues to apply. The flexibility our curriculum provides, empowers us to make the decisions needed to provide a curriculum that is adaptable and responsive to the potential diverse needs of individual learners and will be vital during our Recovery Phase.

We use the Read Write Inc program to deliver daily discreet phonics lessons from day one in foundation stage through year 1, enabling children to decode efficiently. This is continued into Year 2 and beyond where necessary.

Teachers model reading strategies during shared reading sessions, whilst children have the opportunity to develop reading strategies and to discuss texts in detail during guided reading sessions. In EYFS and KS1 children also have the opportunity to read 1-1 with an adult in school at least twice a week. As the children move through the school, opportunities to read independently for a sustained period of time are afforded to them.

A range of reading schemes are used to support early readers as well as for guided reading. This includes the 'Read, Write Inc' reading scheme where books match the phonetic knowledge of the child. Teaching assistants support reading activities to ensure that children have more frequent opportunities to read with adults throughout the school day.

All children are given the opportunity to take home two reading books to read at home. For early readers, one is a phonetically matched reading scheme book and the other is a 'reading together for pleasure' book for families to enjoy.

For more confident readers, the two books are usually one fiction and the other is either a non-fiction, poetry or play script text.

Each child has a home school reading record that teachers and parents can use to share information about a child's reading. Parents are encouraged to read with their child regularly. We strongly encourage all readers to share a book at home with their grown-ups. We believe that this not only helps to develop inferential skills, but also supports a lifelong love of reading. Throughout KS2, children become more independent in recording what they have read in their reading records.

Children are encouraged to make suitable and appropriate book choices and skills are taught to enable this to happen independently.

Lessons with a reading focus are regularly taught, where the teacher models good approaches to reading, and comprehension skills are developed.

We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language, enthuse them with a love of books and inspire them as writers. We have regular reading events where children are given the opportunity to listen to different adults reading or telling stories.

SEND - although we use the Read, Write Inc scheme exclusively for all children; for children with significant need or where the scheme is just not working for a particular child we will find an alternative phonic program.

All lessons are differentiated when and where appropriate. Discussions regularly take place with SEND co-ordinator.

### **Impact:**

**By the time children leave EYFS they are:**

- beginning to be confident decoders and blenders.
- confident in their phonics and know all of set 1 and set 2 phonics as a minimum. This early and secure knowledge will help us to reach at least 95% in the Phonic Screening Test.

**By the time children leave year 6 at Upwell Academy, all children will:**

- have transformed from learning to read to reading to learn readers.
- read with confidence, fluency and understanding, using a range of independent strategies.
- with a love of reading and a desire to read for enjoyment;
- with an interest in words and their meanings; developing a growing vocabulary.
- understanding a range of text types, media types and genres;
- having a suitable technical vocabulary to respectfully articulate their responses in any discussion.

**We will ensure this happens by:**

- Having a minimum of 30 minute phonic session every day, with this taking priority, unless on a school trip, in EYFS and year 1.
- Assessing phonics daily, weekly and half termly. 'Phonic Blast' takes place every day in EYFS and year 1, as well as 1:1 phonic intervention and group intervention throughout the school as necessary.
- Salford reading test is given twice yearly to children in year 2, 3 and 4 and where appropriate 5 and 6.
- Holding parents' meeting to inform and encourage reading at home.
- Through our teaching and assessment of reading, we aim for every child in KS2 to have a reading age that is greater than their chronological age.
- Changing 'book bag books' takes place only once the book has been read 3 times.

## Progression in reading

Decoding						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Begin to read simple words by using their phonetic knowledge. To know some common exception words.</p>	<p>Apply phonic knowledge to decode words Speedily read all 40+ letters/groups for 40+ phonemes Read accurately by blending taught GPC Read common exception words Read common suffixes (-s, -es, -ing, -ed, etc.) Read multisyllable words containing taught GPCs Read contractions and understand use of apostrophe read aloud phonically-decodable texts</p>	<p>Secure phonic decoding until reading is fluent Read accurately by blending, including alternative sounds for graphemes Read multisyllable words containing these graphemes Read common suffixes Read exception words, noting unusual correspondances Read most words quickly &amp; accurately without overt sounding and blending</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p>

Range of reading						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listens to a wide range of texts	-listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear read to their own experiences	listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes	listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes	continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes *making comparisons within and across books	continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes *making comparisons within and across books

Familiarity with the text						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Become familiar with nursery rhymes and key traditional stories	becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics *recognising and joining in with predictable phrases	becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales *recognising simple recurring literary language in stories and poetry	increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally *identifying themes and conventions in a wide range of books	*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally *identifying themes and conventions in a wide range of books	increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions *identifying and discussing themes and conventions in and across a wide range of writing	increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions *identifying and discussing themes and conventions in and across a wide range of writing

## Poetry and performance

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Know some nursery rhymes and simple poems by heart	learning to appreciate rhymes and poems, and to recite some by heart	continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	preparing poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognising some different forms of poetry	preparing poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognising some different forms of poetry	learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

## Word meanings

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	discussing word meanings, linking new meanings to those already known	discussing and clarifying the meanings of words, linking new meanings to known vocabulary *discussing their favourite words and phrases	using dictionaries to check the meaning of words that they have read	using dictionaries to check the meaning of words that they have read		

Understanding						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>*checking that the text makes sense to them as they read and correcting inaccurate reading</p>	<p>discussing the sequence of events in books and how items of information are related</p> <p>*drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>*checking that the text makes sense to them as they read and correcting inaccurate reading</p>	<p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>*asking questions to improve their understanding of a text</p> <p>*identifying main ideas drawn from more than one paragraph and summarising these</p>	<p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>*asking questions to improve their understanding of a text</p> <p>*identifying main ideas drawn from more than one paragraph and summarising these</p>	<p>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>*asking questions to improve their understanding</p> <p>*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p>	<p>checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>*asking questions to improve their understanding</p> <p>*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p>

Inference						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>discussing the significance of the title and events</p> <p>*making inferences on the basis of what is being said and done</p>	<p>making inferences on the basis of what is being said and done</p> <p>*answering and asking questions</p>	<p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>

Prediction						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	predicting what might happen on the basis of what has been read so far	predicting what might happen on the basis of what has been read so far	predicting what might happen from details stated and implied	predicting what might happen from details stated and implied	predicting what might happen from details stated and implied	predicting what might happen from details stated and implied

Authorial Intent						
Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning	discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning	identifying how language, structure and presentation contribute to meaning *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	identifying how language, structure and presentation contribute to meaning *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader



## Non-fiction

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Read a range of non-fiction texts of their ability and beyond.	Read a range of non-fiction texts of their ability and beyond.	being introduced to non-fiction books that are structured in different ways	retrieve and record information from non-fiction	retrieve and record information from non-fiction	distinguish between statements of fact and opinion *retrieve, record and present information from non-fiction	distinguish between statements of fact and opinion *retrieve, record and present information from non-fiction

## Discussing Reading

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Participate in discussion about what is read to them, taking turns and listening to what others say *explain clearly their understanding of what is read to them	participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say *explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	recommending books that they have read to their peers, giving reasons for their choices *participate in discussions about books, building on their own and others' ideas and challenging views courteously *explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views	recommending books that they have read to their peers, giving reasons for their choices *participate in discussions about books, building on their own and others' ideas and challenging views courteously *explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views