

Westfield Primary School - Reading Policy

Aims

Our aims at Westfield Primary School are:

- to create a learning environment whereby each child's very individual and unique needs are considered.
- to teach every pupil a range of reading skills to help them to read fluently, accurately and with understanding to the best of their ability.
- to encourage a love of books and a desire to choose reading as an activity.
- to encourage children to talk about books and their reading.
- to offer a diverse range of stimulating and enriching reading materials within school.

General Objectives

Our main objectives are to teach the children:

- to use their knowledge of graphemes and sound symbol relationships in order to read words.
- to use a range of strategies to read unfamiliar words - phonic, graphic, syntactic and contextual.
- to read fluently and accurately.
- to read independently.
- to express likes and dislikes about literature.
- to locate and collate information in non-fiction texts.
- to use inference and deduction with reference to literature.
- to refer to the text to explain their views about the literature.
- to identify key features, characters and themes in literature.

Curriculum Progression

Our school uses the bug club phonics scheme and bug club phonics books to teach early reading

EYFS will progress towards achieving the EYFS goals

Pupils will be taught to:

- continue a rhyming string.
- hear and say the initial sound in words.
- segment the sounds in simple words and blend them together and know which letters represent some of them.
- link sounds to letters, naming and sounding the letters of the alphabet.
- begin to read words and simple sentences.
- use vocabulary and forms of speech that are increasingly influenced by their experiences of books.
- enjoy an increasing range of books.
- know that information can be retrieved from books and computers.

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Early Learning Goals

Comprehension

- demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
- anticipate – where appropriate – key events in stories
- use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems and during role-play

Word Reading

- say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonic knowledge by sound blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including the common exception words

Year One - Word Reading

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.

Year One – Comprehension

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- 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
- 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
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:

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- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- 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.

Year Two – Word Reading

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

Year Two – Comprehension

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- 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
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:

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- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and 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.

Years 3 and 4 – Word Reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in [English Appendix 1 \(Primary National Curriculum\)](#), 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.

Years 3 and 4 – Comprehension

Pupils should be taught to:

- develop positive attitudes to reading and understanding of what they read by:
- 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
- using dictionaries to check the meaning of words that they have read
- 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
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction

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- 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.

Years 5 and 6 – Word Reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in [English Appendix 1 \(Primary National Curriculum\)](#), both to read aloud and to understand the meaning of new words that they meet.

Year 5 and 6 – Comprehension

Pupils should be taught to:

- maintain positive attitudes to reading and understanding of what they read by:
- 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
- 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
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- 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
- understand what they read by:
- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- 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
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, 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, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views.

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Teaching Methods

English

The English long-term plan is written to cover a range of fiction, non-fiction, plays and poetry across the year. All units of work begin by immersing pupils in the particular text type.

Whole Class Guided Reading

From Y1 to Y6, timetabled sessions occur four days a week where the pupils read and discuss books and texts. These books/texts cover a range of literature types including fiction, non-fiction, plays and poetry and also a range of genres. The sessions include daily reading, vocabulary extension work and various comprehension exercises.

Reading to Pupils

Each class has scheduled times each week when they read quality text to the pupils. The aim of this is to enable pupils to hear vocabulary rich text and develop a love of books.

Reading Stamina

Y2 – Y6 classes have scheduled times each week when they are encouraged to read for a sustained period of time to build up reading pace and stamina.

Hearing Children Read

Teachers hear the children for a week each half term to monitor reading book levels and pupils' individual reading ability. During these times, the teacher helps the children to learn to read by teaching reading strategies like picture clues, phonics patterns and contextual clues. They are taught to read with expression and correct intonation and are also encouraged to read at the appropriate pace. They learn to discuss their books in various ways - by summarising the stories, by expressing their likes and dislikes, by predicting the outcomes and by comparing texts. They are also taught higher order reading skills.

Teachers will also select pupils who need extra support as priority readers who are then supported by additional adults.

Reading Challenges

Each half term, pupils are given three reading challenges to be completed at home in addition to their three reads. The aim of this is to encourage pupils to read more widely than the reading scheme.

Organisation of Resources

The Children's Reading Books

Throughout the school, all pupils have a reading book that they take home every day. There is a wide selection of books within the school. Our main reading scheme is Bug Club, but all classes have a range of books. The books are colour coded according to reading ability and the suitability of the text. Parents are encouraged to write comments to the teacher on the reading cards. Pupils are expected to read three times a week or more at home. Certificates are awarded at the end of a half term for pupils who have read three times each week. There is an additional star reader award for the pupil who has shown the most dedication to and enthusiasm for reading in each class.

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Dictionaries and Thesauruses

In all year groups, there is a range of thesauruses and dictionaries that are available for use by the pupils.

The Library Service

The Library Service delivers mobile library books twice yearly. The class uses these books in various ways to encourage reading. The classes also receive topic books from the library service every term in order to provide a wider range of non-fiction material for the pupils to use.

The Environment

The teachers try to encourage reading in the classroom environment. All teachers label equipment clearly, displays are labelled, key words and topic words are always on display. There are reading areas in which children can choose fiction and non-fiction books in every classroom. The children's own written work is displayed all around the school for pupils and adults to read.

Book Fair

The school holds a book fair once or twice a year in order to give the parents and pupils an opportunity to look at and buy a wide range of children's' books.

The Local Library

The school has a good relationship with the local library and different year groups pay visits at different times during the year. The children sometimes have work on display there. All pupils are encouraged to join the local library.

Differentiation

During the reading sessions, the lower ability may be provided with separate work (with text that they can access) which is supported by an adult.

Reading books are colour coded according to reading age and subject matter.

The school is aware of the gender issue when purchasing reading material. Both girls' and boys' tastes are taken into account when buying literature and we try to get a balance between fiction, poetry, plays and non-fiction.

Class teachers continually monitor the progress of all children in reading and track data to identify any children who are not making expected progress. When difficulties in reading are identified, a cause for concern will be raised and concerns shared with parents. The SENCo will ensure tests are given to identify if there are any specific learning needs and advice will be given to the class teacher. Any additional interventions or individual differentiation will be added to their pupil profile. This will be monitored by the class teacher and SENCo.

Assessment

The teachers continually assess the children's ability to read throughout all the reading activities.

For Early Reading, pupils are tracked across the year on their ability to read phase graphemes and words with those graphemes in them.

EYFS – The children are assessed during their first few weeks in school using baseline assessment. Progress is evidenced on Tapestry. Pupil progress is recorded in the Foundation Stage Profile.

Years 1 to 6

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Pupils are assessed as an on-going process on class track. Each term, pupils are then tested using Rising Stars materials and their scores are analysed by SLT in order to monitor progress.

Year Two are also assessed on their ability to read the common exception words.

All parents receive a written report at the end of the year. This includes a summary of their achievements in reading.