

Box CE VC Primary School  
Reading Policy and procedures April 2021

### **Rationale**

Reading is an essential life skill and at the heart of the school curriculum. Children who enjoy reading progress well in school as it unlocks the entire curriculum; reading increases a child's knowledge and vocabulary and widens their view of the world. We are determined to find ways to enable all our children to enjoy reading to enable them to have access to the entire curriculum.

### **Intent**

#### **Our vision for reading**

In Early Years Foundation Stage, children will engage actively in stories, non-fiction, rhymes and poems, and will then be provided with extensive opportunities to use and embed new words in a range of contexts.

As they journey through school, children will develop the knowledge and skills to:

- read accurately, confidently and fluently with good understanding
- read widely and often, both for pleasure and for information
- acquire a wide vocabulary and foster a curiosity about words and phrases.
- discuss and express opinions, explain techniques and justify preferences about a wide range of
- develop an appreciation of our rich and varied literary heritage.
- explore cultural, emotional, intellectual social and spiritual issues through reading.

### **Implementation: what and how**

#### **Word reading and phonics**

"Along with the enjoyment of books, knowledge of the alphabetic code and the important phonic skill of blending sounds are fundamental to developing early reading successfully." (Phonics: getting the best results, Oxford School Improvement.)

Our approach to word reading and phonics is underpinned by the following principles:

- 1. A clear and consistent programme**
- 2. High quality planning and teaching of phonics**
- 3. Effective assessment, grouping and intervention**
- 4. Well matched resources to support reading**
- 5. Involving parents and carers in supporting reading**

These are explained in detail below.

#### **A clear and consistent programme**

As a school, we follow the 'Unlocking Letters and Sounds' programme of study. This provides a high quality, systematic programme of synthetic phonics\* as the prime approach to decoding print.

\*Synthetic phonics is hearing the sounds (phonemes) within words and processing these sounds (synthesising) in order to read and spell words. This enables children to start acquiring phonic knowledge and skills on entry to school, with the expectation that children will be fluent readers, having secured word recognition skills by the end of key stage one.

#### **High quality planning and teaching of phonics**

We are committed to ensuring that phonics knowledge is embedded as quickly as possible. The teaching of phonics begins on day 1 of the autumn term and all children in Early Years and Year One and Year Two.

Children learn grapheme/phoneme (letter(s)/sound) correspondences in a clearly defined, incremental sequence based on phonics phases and reading milestones. (see appendix 1)

**Structure of the daily phonics lesson:**

1. Introduction: clear objectives and criteria for success.	
2. Revisit and review	Practise previously taught graphemes and phonemes.
3. Teach	Teach new phonemes/graphemes Teach one or two tricky words*
4. Practise	Practise blending and reading words with a new grapheme/phoneme correspondence Practise segmenting and spelling words with a new grapheme/phoneme correspondence
5. Apply	Read or write a caption or sentence using one or more tricky word and words containing the graphemes
6. Assess	

\*Each phonics phase has a number of tricky words. They are tricky because they are either not decodable using phonics alone or the grapheme/phoneme correspondence applies to a more challenging phonics phase. (See appendix 2)

Each lesson will contain:

- The accurate articulation of phonemes (see appendix 3)
- A demonstration of how to blend the sounds in words in order, all through the word, in order to read that word
- A demonstration of how to segment words into their individual sounds to spell them
- Teaching at a pace to cover all the required content
- Multi-sensory learning
- Praise
- High expectations
- Active participation for all, e.g. word building on magnetic boards, writing words/sentences/using phoneme frames etc.

**Effective assessment, grouping and intervention**

Phonics groupings are flexible and are reviewed regularly. Children are assessed on an ongoing basis within phonics lessons and also at key milestones within and at the end of phases. Children who are not reading accurately at an age appropriate level will receive swift, teacher-led reading intervention which is carefully attuned to overcoming barriers in their phonological development.

**Well matched resources to support reading**

Reading books are sourced from a number of reading schemes including Ransom Reading Stars, Big Cat Phonics, Big Cat Letters and Sounds and Songbirds. These schemes are aligned with the different phonics phases and are fully decodable using phonics within that particular phase.

An accurately matched book is a reading book that a child can read independently with an accuracy of 90%.

### **Involving parents and carers in supporting reading**

The support from parents and carers is vital if a child is to progress in phonics and early reading. Curriculum workshops are run regularly to support parents with this. There is also a PowerPoint on your child's class page on the school website.

### **Teacher assessment of phonics**

Phonics is assessed informally within each phonics lesson and teaching is adjusted based on the needs of the children. The school's phonics tracker will be completed every six weeks so that progress against key milestones can be measured and any relevant changes made to provision and intervention. In addition to this, Year One children will be assessed three times yearly based on a sample of words from the phonics screening check (see below). Reading progress and reading targets will be shared with parents three times each year. (See Assessment Policy for more detail).

### **Phonics screening**

Each June, all children in Year One will be assessed in line with the national phonics screening check. This requires each child to use their phonics knowledge to read 40 words made up of real and nonsense words; an accuracy rate of 32 out of the 40 words is needed in order for a child to meet the required standard (this accuracy rate changes annually). The check is administered one-to-one by a familiar teacher. Any child in Year Two who did not achieve the required standard as a Year One will complete another screening check as a Year Two. The results of the phonics screening check will be provided to parents. Any child who is at risk of not passing the phonics screening check will receive intensive support in order to embed knowledge.

### **One-to-one reading and guided reading**


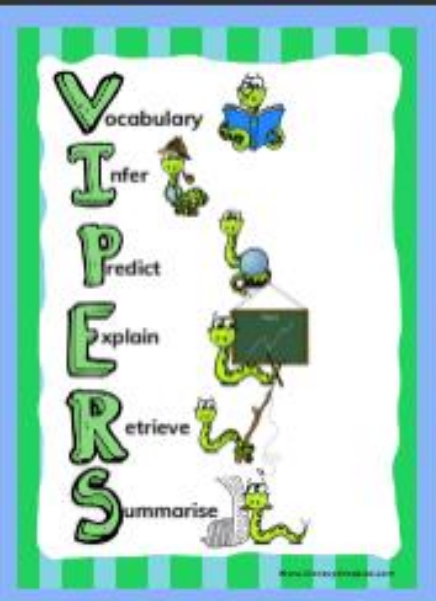
Reading in school in the Early Years and Year One will be a combination of one-to-one reading and group guided reading sessions (once the children are ready).

### **Phonics and reading at key stage two**

Should a child need further phonics support for reading at key stage two, their specific needs will be assessed and a tailored programme of intervention will be planned. This may be the 'Boosting Reading' intervention programme and/or additional one-to-one or group guided reading sessions using carefully targeted reading materials. Phonetically regular, age appropriate reading schemes are available, e.g. Ransom Big Stars, Big Cat Progress, Project X, Barrington Stoke; key stage two children needing further phonics support will be given books from these schemes. The reading material is designed specifically to appeal to the interests of the children, with different books being available for children in lower key stage two and upper key stage two. If a child is reluctant to read books from these schemes, the class teacher will get in touch with parents and discuss a way forward. This may be for a child to read two books simultaneously - a scheme book for independent reading and a more challenging book to read jointly with an adult.

### **Progression through the reading scheme**

Reviewed September 2022

KS1 comprehension skills	KS2 comprehension skills
 <p>A poster for KS1 comprehension skills. It features a vertical list of skills: Vocabulary (with a book icon), Infer (with a detective icon), Predict (with a snake icon), Explain (with a green lizard at a blackboard icon), Retrieve (with a green lizard holding a stick icon), and Sequence (with a green lizard at a computer icon). The letters V, I, P, E, R, S are large and green, with the corresponding skill names written in smaller green text next to them.</p>	 <p>A poster for KS2 comprehension skills. It features a vertical list of skills: Vocabulary (with a book icon), Infer (with a detective icon), Predict (with a snake icon), Explain (with a green lizard at a blackboard icon), Retrieve (with a green lizard holding a stick icon), and Summarise (with a green lizard at a computer icon). The letters V, I, P, E, R, S are large and green, with the corresponding skill names written in smaller green text next to them.</p>

Once children become fluent in applying phonics to decode books, they are encouraged to read widely and select books independently. A number of specially selected texts are available to manage this transition in our Year Two and Three class (Willow) and our Year Three and Four class (Beech), including the Project X scheme. After this, children are encouraged to select 'quick reads' from the school library to develop their confidence and resilience in reading lengthier texts before accessing books from the general fiction library. Throughout Key Stage Two, children increasingly develop preferences for authors and genres and recommend books to others. Often we encourage children to read two books, a 'quick read' that they can access independently at school and a trickier read that they can share and read alongside an adult at home.

### **Implementation: Reading comprehension (reading for meaning) what and how**

#### **Teaching of reading comprehension**

*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 non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds. (National Curriculum for England and Wales)*

As a child becomes more accurate and fluent with word reading, the focus of teaching changes to reading comprehension; this is how children build their understanding of a text using a combination of background knowledge, vocabulary, language structures, and inference. The teaching of comprehension will take place either as a group guided session or a whole class session and will focus on developing the key skills below.

(Source: Literacy Shed)

See appendix 4 for further information about reading comprehension

## **Assessment**

Comprehension is assessed formatively through a child's oral and written responses. Summative tests (NfERs) are completed three times yearly and results communicated with parents. Reading targets are also set and reviewed three times each year; these are also shared with parents.

## **Reading environment and culture**

We promote a positive reading culture where reading is valued and support children in reading for pleasure and seeing themselves as readers. Classes are well-stocked with a wide range of quality reading materials and the key stage two fiction library includes audio-books, poetry, stories from other cultures, picture books and graphic novels. These are grouped into 'quick reads', general fiction and challenging reads (by content) which are available for children in years five and six to access. The school's non-fiction library is grouped into topics and themes. World Book Day is celebrated every year and children across the school are regularly read to by their teacher. Accessing libraries is promoted, including participation in the annual Summer Reading Challenge. Reading materials, including non-fiction and topic books, are further supplemented and refreshed through the Wiltshire and Swindon Library Resources service.

## **Reading communication between home and school**

In Early Years and key stage one, a record of a child's reading is kept in a small book where reading at home and reading at school is noted. In key stage two, each child has a reading diary where they log their daily reading, identify any new words and also complete a reading review (a variety of questions are included at the front of the diary). We encourage parents to provide regular feedback as to how their child is engaging with reading at home. Full details are provided each September in the initial parents' meetings.

## **Supporting reluctant readers**

Some children find reading a chore and need to be supported in overcoming this barrier. In order to foster a love of reading, our strategies include sharing stories and picture books with children, encouraging reads based on their interests and experiences, using audio books and online books, valuing the reading of comics, annuals, non-fiction texts, graphic novels, children's newspapers, developing comprehension through pictures and film etc. Have a chat with your child's class teacher if you would like some specific ideas.

## **Same language subtitling**

There is growing research to suggest that exposure to subtitles which match the audio directly, contribute to reading development and language acquisition. It works because subtitling triggers automatic eye-tracking and reading behaviour. Using subtitles is most effective in reading development when they are used consistently and they are matched with TV programmes that the children are most engaged with. This is equally effective for children who are keen, reluctant or struggling readers.

## **Impact**

**Quality of Education:** The vast majority of learners will make progress in line with, or better than, children nationally so that they can read at the nationally expected standard for their year group. Children are given a wide range of opportunities which allow them to develop confidence and enjoyment in reading. These include promoting reading events (e.g. World Book Day, the Bath Children's Literature Festival) sharing recommendations for authors, providing a wide range of reading materials that are

kept up to date, providing opportunities to read aloud (church and assembly readings, Mid Somerset Festival prose and play performances etc.)

**Behaviour and attitudes:** Learners approach new learning and texts with confidence and pleasure. They are able to ask and answer questions with confidence.

**Personal development:** Learners are given the tools which enable them to acquire new knowledge and build on existing knowledge. They are able to discuss cultural, moral, social and spiritual issues.

### **Links to other policies**

Please read in conjunction with our:

- Spelling Policy
- Writing/handwriting Policy
- Assessment Policy
- Curriculum Policy
- Early Years Foundation Stage Policy

### **Reference material**

- National Curriculum for England and Wales
- Statutory Framework for the Early Years Foundation Stage
- Letters and Sounds: <https://www.gov.uk/government/publications/letters-and-sounds>
- Phonics Getting the Best Results (Oxford School Improvement):  
[https://cdn.oxfordowl.co.uk/2017/04/21/10/07/03/500/bp\\_osi\\_phonics.pdf](https://cdn.oxfordowl.co.uk/2017/04/21/10/07/03/500/bp_osi_phonics.pdf)
- Ofsted Reading by Six: <https://www.gov.uk/government/publications/reading-by-six-how-the-best-schools-do-it>
- [Supporting reading comprehension by the Hampshire School Improvement Service](#)
- <https://turnonthesubtitles.org/research/>

## Appendix 1: Phonics phases and reading milestones

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Phase 2	Phase 3	Phase 3	Phase 4	Revision	Revision
Reception	Wk 1: s,a,t,p Wk 2: i,n,m,d Wk 3: g,o,c,k Wk 4: ck,e,u,r Wk 5: h,b,f,ff,l,ll,ss Wk 6 and 7: phase 2 revision	Wk1: j,y,w,x Wk 2: y,z,zz,qu Wk 3: ch,sh,th,ng Wk 4: ai,ee,igh,oa Wk 5: oo,ar,or,ur Wk 6: Revision of above	Wk 1: ow,oi, ear Wk 2: air, ure,er Wk 3: revision phase 3 Wk 4: revision phase 3 Wk 5: revision phase 3 Wk 6: revision phase 3	Wk 1: cvcc words Wk 2: ccvc words Wk 3 and 4: adjacent consonants Wk 5 and 6: revision	Revision phase 3 Revision phase 4	Further revision and consolidation (Phase 5 may be introduced, dependant on the nature of the cohort).
Foundation Stage Reading milestones	Phase 2 completed by October half term		Phase 3 completed by February half term	Phase 4 completed by Easter		
	Phase 5	Phase 5	Phase 5	Phase 5	Phase 5 + revision	Revision/phase 6
Year 1	Wk 1: ay, ou, ie, ea, oy Wk 2: ir, ue, aw, wh Wk 3: ph, ew, oe, au, ey Wk 4: split digraphs a,e,i,o,u,  Alternative pronunciation of: Wk 5: a,e,i,o,u Wk 6: ow, ie, ea, er, ou Wk 7: y, ch, c, g, ey	Alternative phonemes for spelling: Wk 1: ai,ei, ey, a-e Wk 2: ee, ea, e-e, ie, ey Wk 3: igh/ie/i-e,y Wk 4: oa, ow, oe, o-e Wk 5: oo, ue, u-e, ew Wk 6: u/oo/ou/o-e Wk 7: ow	Alternative phonemes for spelling: Wk 1: oi Wk 2: ur/ear/or Wk 3: or/a/our/augh Wk 4: w/wh Wk 5: ph/f Wk 6: i/y Wk 7: ch/tch/ct	Alternative phonemes for spelling: Wk 1: c/k/ch/qu Wk 2: j/g/dg Wk 3: m/mb Wk 4: n/gn/kn Wk 5: r/wr Wk 6: s/st Wk 7: z/s	Alternative phonemes for spelling: Wk 1: ear/ere/eer Wk2: air/ere/ear/are Wk 3: sh/ci/su/ch  PHASE 5 REVISION	PHASE 5 REVISION (3 weeks)  PHASE 6 - 3 weeks Introduction to suffixes: s/es/ed/ing
Year 1 Reading Milestone					Phase 5 completed by mid June	
Year 2	Phase 6	Phase 6	Phase 6	Phase 6	Phase 6	Phase 6
Reading into spelling: see Spelling Recovery Curriculum						

## Appendix 2: First 100 High Frequency Words in Phases including tricky words

Aa	Bb	Cc	Dd	Ee	Gg
and	but	can	<b>do</b>		<b>go</b>
a	<b>be</b>	<b>come</b>	down	<b>Ff</b>	get
at	big	children	dad	for	got
<b>all</b>	back	came	don't	<b>from</b>	
<b>are</b>	by	<b>could</b>	day		
as		<b>called</b>			
about					
<b>asked</b>					
an					
Hh	Ii	Jj	Mm	Nn	Oo
<b>he</b>	in	<b>just</b>	<b>my</b>	not	of
his	<b>I</b>		mum	<b>no</b>	on
had	it	<b>Kk</b>	<b>me</b>	now	<b>out</b>
<b>her</b>	is		<b>Mr</b>		<b>one</b>
<b>have</b>	it's	<b>Ll</b>	made		<b>oh</b>
him	<b>into</b>	<b>like</b>	<b>Mrs</b>		old
house	I'm	<b>little</b>	make		<b>off</b>
<b>help</b>	if	<b>looked</b>			
here		look			
Pp	Ss	Tt	Uu	Ww	Xx
<b>people</b>	<b>said</b>	<b>the</b>	<b>up</b>	<b>was</b>	
put	<b>she</b>	<b>to</b>		with	<b>Yy</b>
	<b>some</b>	<b>they</b>	<b>Vv</b>	<b>we</b>	<b>you</b>
<b>Qq</b>	<b>so</b>	that	very	<b>what</b>	your
	see	<b>there</b>		went	
<b>Rr</b>	saw	this		<b>were</b>	<b>Zz</b>
		them		<b>when</b>	
		then		will	
		their			
		too			
		time			
<b>Phase Two</b>	<b>Phase Three</b>	<b>Phase Four</b>	<b>Phase Five</b>	<b>Bold – Tricky words</b>	

Each phonics phase has a number of tricky words. They are tricky because they are either not decodable using phonics alone or the grapheme/phoneme correspondence applies to a more challenging phonics phase.

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## Appendix 3: Articulation of phonemes

# How to say the sounds.....

### Pronouncing phonemes

1.	f	l	m	n	r	s	sh	v	th	z	x
2.	c	p	t	ch	h						
3.	b	d	g	w	qu	y					

**Line 1** - pronounce phonemes by continuing them fffff, lllllll, mmmmm, rrrr, ssss, vvv

**Line 2** - pronounce without voice p/h by panting like a dog

**Line 3** - these are difficult, pronounce them as cleanly as possible

Consonant phonemes, with sample words		Vowel phonemes, with sample words	
1. /b/ – bat	13. /s/ – sun	1. /a/ – ant	13. /oi/ – coin
2. /k/ – cat	14. /t/ – tap	2. /e/ – egg	14. /ar/ – farm
3. /d/ – dog	15. /v/ – van	3. /i/ – in	15. /or/ – for
4. /f/ – fan	16. /w/ – wig	4. /o/ – on	16. /ur/ – hurt
5. /g/ – go	17. /y/ – yes	5. /u/ – up	17. /air/ – fair
6. /h/ – hen	18. /z/ – zip	6. /ai/ – rain	18. /ear/ – dear
7. /j/ – jet	19. /sh/ – shop	7. /ee/ – feet	19. /ure/ <sup>4</sup> – sure
8. /l/ – leg	20. /ch/ – chip	8. /igh/ – night	20. /ə/ – corner (the ‘schwa’ – an unstressed vowel sound which is close to /u/)
9. /m/ – map	21. /th/ – thin	9. /oa/ – boat	
10. /n/ – net	22. /th/ – then	10. /oo/ – boot	
11. /p/ – pen	23. /ng/ – ring	11. /oo/ – look	
12. /r/ – rat	24. /zh/ <sup>3</sup> – vision	12. /ow/ – cow	

## Appendix 4: Strategies to support reading comprehension

Reading comprehension is ...

"A process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relationship to the text." (Pardo, 2004)

Successful teaching of reading comprehension includes a combination of the following strategies:

### 1 Demonstrate the range of strategies to children (modelling)

Strategies	What the strategy involves
Predicting	Making a logically plausible guess as to what will happen next.
Questioning	Asking questions to expose different layers of meaning.
Clarifying	Checking how specific words and phrases have been understood.
Summarising	Stating the main events, actions, or ideas in the text.
Thinking aloud	Reading a few sentences or a paragraph and verbalising what has been understood. Then repeating this activity across a text.
Noting the text structure	Highlighting the main linguistic features of a specific text-type.
Visualising	Developing a visual image of a written text.

### 2 Pre-reading

Pre-reading opportunities allow children to explore texts before a teaching session. Pre-reading may involve work to familiarise pupils with the context of a text, teach key vocabulary or allow for independent exploration before a guided session.

### 3 Questioning

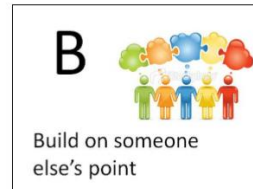
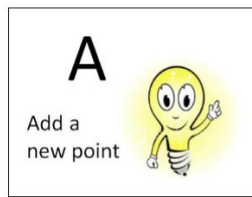
There are 3 levels of questioning:

**Exposition** - literal questioning (looking questions)

**Exploration** - inference/deduction based on the text (clue questions)

**Expansion** - evaluative/opinion questions, often linked to experience of the wider world. (thinking questions)

## 4 Dialogic talk



Talk stems to support dialogic talk

<i>In my opinion...</i>	<i>I agree and would like to add that...</i>	<i>Could you explain...?</i>
<i>Building on what ___ said...</i>	<i>Is there evidence that...?</i>	<i>I can make a link to...</i>
<i>Another point of view could be...</i>	<i>I disagree because...</i>	<i>Have you considered...?</i>
<i>Do you think that...?</i>	<i>Is that similar to....?</i>	<i>What if...?</i>

Resources from Hampshire School Improvement Service

Reviewed September 2022