



## **Rationale**

There are four main purposes to this policy:

- to establish an entitlement for all pupils;
- to establish expectations for teachers of this subject;
- to promote continuity and coherence across the school;
- to state the school's approaches to this subject in order to promote public, and particularly parents' and carers', understanding of the curriculum.

## **Purpose of study**

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to write and speak fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

The ability to read is fundamental to pupils' development as independent learners.

Reading development is closely related to that of writing, for it is by reflecting upon and talking about the texts they encounter that pupils come to understand how writers write and the special relationship which exists between author and reader. It is through their critical and imaginative engagement with texts that pupils' reading of fiction, poetry and non-fiction texts enables them to make sense of the world and their place in it.

## **Strategy for implementation**

The programme of study for English and the National Literacy Strategy Framework for teaching are closely related. The framework provides a detailed basis for implementing the statutory requirements of the programmes of study for reading and writing. The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Much of the Programme of Study needs to be taught through the Literacy lessons, particularly during shared and guided reading sessions. However, additional time is provided on a regular or modular basis for reading at other times. There are many opportunities for pupils to read around the school, to undertake environmental reading, in the context of learning in other subjects.

## Teaching and Learning

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when pupils start school.

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 in which they live, 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.

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.

The Literacy lesson provides the structure for the teaching of reading to be taught. The role of the teacher is:

- to follow the school's policy with the aim of helping pupils to become independent readers;
- to model the act of reading through shared reading and to provide focused support through guided reading;
- to assess the pupil's progress as a reader and provide explicit guidance for their development;
- to use reading as a means of locating information that pupils need to learn;
- to foster a love of reading as an enjoyable, stimulating and worthwhile activity;
- to create a supportive environment for reading.

In shared reading the teacher models the reading process to the whole class as an expert reader, providing a high level of support. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and high levels of collaboration. The teacher's role is that of the expert reader who models how the text is read. The texts selected are rich and challenging, being beyond the current reading ability of the majority of the class.

In guided reading, the responsibility for reading shifts to the learner. The teacher structures all reading tasks with pupils, who are grouped by ability, are required to read and respond to the text themselves with the teacher supporting. Texts of graded difficulty are carefully chosen and matched to the reading ability of the group. This enables pupils to read the text with sufficient ease but with a limited amount of challenge. It is intended that guided reading provides a forum for pupils to demonstrate what they have learned about reading; the focus for the reading is concerned with reinforcing and extending strategies and/or objectives already taught in shared reading.

During the independent part of the Literacy lesson, pupils take responsibility for selecting and reading a variety of texts including fiction, poetry and non-fiction from guided and shared reading, library books, games, activities, talking books, webpages, print and text around the school etc. The

pupils should be able to read these texts readily and comprehend them with little or no teacher or adult support. The focus for the reading is to provide practice and to develop personal response to text.

Reading is not restricted to the Literacy lesson. Many opportunities are provided for pupils to practise and extend their reading in other subjects. Reading for pleasure and enjoyment is given a high priority and sufficient time is set aside for this. Monitoring ensures that there is sufficient breadth and challenge in the range of reading that pupils undertake.

Additional adults, including Teaching Assistants and parent volunteers are used to provide further support. Teachers provide individual guidance for parent volunteers.

## **Continuity and Progression**

### **Foundation Stage**

At the end of the Foundation Stage the pupils will have experienced shared, guided and independent reading and learned the routines and responsibilities which enable the class to operate efficiently and effectively.

Building on what pupils already know about reading and stories, the teacher helps to develop early reading behaviours through shared reading, eg holding a book the right way up and following the text from left to right, knowing that print carries meaning, identifying the protagonists in a story, recognising signs and symbols in environmental print.

The pupils develop curiosity and enthusiasm about print. They are able to select, read and talk about a range of fiction, poetry and non-fiction. They have many stories told and read to them and have opportunities to retell narratives themselves. The focus, particularly at the early stage, is on developing understanding and conveying meaning of the texts they read rather than on reading words accurately.

The pupils' phonological awareness and phonic knowledge develop as they follow the phases in the Letters and Sounds programme. The focus at first is on pupils' ability to discriminate between sounds through the use of rhyme, rhythm and alliteration. Then they are taught to recognise phonemes in CVC words. They have opportunities to apply their developing phonic knowledge and skills in the context of shared reading and writing and, subsequently in guided reading. In addition, they learn to read a range of familiar and common words and simple sentences independently.

### **Key Stage 1**

At Key Stage 1 the emphasis is on developing pupils' interest and pleasure as they learn to read independently and with confidence. They focus on words and sentences and how they are put together to form texts. They bring meaning to the texts they read and say what they like or dislike about them.

A range of texts - fiction and non-fiction, are used for shared reading at Key Stage 1. Teachers model a range of reading strategies, including the identification of sentence structure and the function of punctuation marks, and give pupils opportunities to practise phonic skills and word recognition in context.

In guided reading teachers support the reading of groups of pupils of similar reading ability as they apply the range of reading strategies taught in shared time, thus providing them with the necessary help to read the text independently. The texts selected for guided reading are at an instructional level ie group members are able to read and comprehend nine words out of ten. Texts of graded difficulty are chosen carefully and matched to the reading ability of the group. Teachers identify the focus for the guided reading groups and plan book introductions accordingly.

The pupils have many opportunities to read and select books independently. There are some opportunities for the teacher, other adults or older pupils to share books with individuals, but the majority of the teaching of reading occurs during shared and guided reading.

For individual reading the pupils make guided choices from the school's graded reading programme, or carefully selected books from a range of reading scheme and non-scheme books. They also choose books from the library.

## Key Stage 2

At Key Stage 2 pupils meet a wider range of texts in fiction, poetry and non-fiction. Teaching focuses on developing pupils' reading skills eg generalising and making inferences by drawing on evidence from the text. Texts continue to be used with the focus on the writer's intentions and on one or more of the teaching objectives set down in the National Literacy Framework. There continues to be a high level of interaction between the teacher and pupils with teachers inviting pupils' individual responses and interpretations rather than narrowly focused comprehension.

The texts chosen offer challenge to all pupils in the class. While judicious use of extracts and short stories occurs, fiction objectives relate frequently to a novel read 'outside' the Literacy lesson. There may well be links to work in other curriculum areas eg history and PSHE but the focus within the Literacy lesson is on the text and the chosen objectives.

Guided reading sessions at Key Stage 2 for fluent, independent readers take different forms according to their purpose, but they remain linked to objectives which have been taught during shared reading or objectives which are pertinent to this particular guided group. Those pupils who are not yet reading with fluency should continue to follow the Key Stage 1 model of guided reading.

Work at sentence and word level is closely linked to texts met during shared and guided reading.

During the independent part of the Literacy lesson the pupils often undertake tasks related to the shared text. Sometimes these work best before the reading of the text (eg raising prior knowledge, making predictions on the basis of title and illustration, whetting the reader's appetite), sometimes during (eg giving advice to a character at a point of crisis or decision, noting personal response in an on-going reading journal), sometimes after (providing opportunities for reflection on the whole text, mapping a character's literal or emotional journey). The intention is to illuminate text and keep the pupils focused on their personal response and critical interpretation, not to provide holding activities.

In their independent reading pupils should increase their ability to read challenging and lengthy texts, but the emphasis should be on reading a wide range of material that enables the pupils to reach informed decision about personal reading choices. Teachers have particular responsibilities to monitor and provide guidance to pupils about their independent reading by setting clear goals, targets and ensuring a wide range of genre is read.

## **Inclusion**

Literacy is for all pupils and the expectation is that the principles of inclusion pertain, although special circumstances may arise whereby individual pupils miss occasional Literacy lessons or parts of lessons in order to access targeted intervention (including Speech Therapy).

## **The Learning Environment**

All classrooms have book areas with fiction and non-fiction titles. Classroom collections are changed at regular intervals throughout the year. The school's library is a key resource. Pupils should have ample opportunities to browse and make personal selections, in addition to learning how to locate and use all the book and media resources.

Care is taken to ensure that a wide range of texts is available in terms of content, form and genre eg texts which are accessible and challenging, texts which show cultural diversity and avoid stereotyping of race, gender and class.

Book promotion is very important. Pupils are involved in planning, setting up and maintaining book areas, where information is displayed attractively. Books are changed regularly. Interest in books is stimulated by providing display materials such as posters and books jackets, reviews posted by pupils, biographical information about writers taken from authors' and publishers' websites and special school promotions such as book fairs, books events and author visits.

In addition, pupils are made aware of the importance of print both inside and outside the classroom through the use of interactive displays, notices, charts, posters, advertisements, signs etc.

## **Homework**

Reading is regarded as a regular homework activity. Parents and pupils are encouraged to respond to books pupils read by using the reading record. There are also times when reading-related activities are used for homework, eg playing a reading game or undertaking a reading investigation, such as the collection of different types of text around the house. Older pupils can prepare work for guided reading sessions by reading and making notes about the chosen text as a homework task.

To clarify the level of challenge expected with books that are read at home, we operate on the system whereby pupils are given a text which they find easy and will experience a high degree of success. This is the level for independent reading and books going home - the accuracy of this reading should be 95%-100%. This level of reading is too easy for guided and individual reading as there are not enough teaching points and the pupil would not be challenged enough. Pupils are moved on to the next book band when the teacher feels that the pupil can both de-code and comprehend the text confidently and independently.

## **The role of parents and carers**

The school informs parents and carers about the school's approach to reading through the new to year groups meetings at the start of every year. Reading records provide a means of communication specifically about reading between home and school. Pupils undertake a variety of daily reading activities supported by reading undertaken at home with a parent or carer.

## **Assessment and recording**

Assessment is used to inform the planning and teaching of reading. This takes various forms:

Key learning objectives for reading are identified from the National Framework for literacy and are translated into learning outcomes. Pupils' progress is usually assessed during guided reading,

supplemented by observations made by teaching assistants in shared reading and occasionally through individual assessments. In every year group from Year 2 to Year 6 the children sit the Suffolk reading test which acts as a diagnostic tool as well as allowing teachers to track progress.

Phonic assessments are carried out based on the Letters and Sounds programme. Games are used to assess appropriate starting points for those older pupils whose phonic skills, knowledge and understanding are not yet secure. In Year 1 all pupils sit a phonics check independently which assesses whether they;

- can sound out and blend graphemes in order to read simple words
- read phonically decodable one-syllable and two-syllable words, e.g. cat, sand, windmill
- read a selection of nonsense words which are referred to as pseudo words.

Teachers are responsible for assessing the progress of all pupils in their class. When pupils have achieved a level of fluency and independence (ie reading securely at Level 3), it is the teachers' task to ensure that a range of reading is then tackled, including texts which provide a challenge and extend the pupils' reading.

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