



Callands Community Primary School

Primary Reading Policy
October 2021

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Statement of intent

Callands Primary School understands the importance of reading in the process of developing pupils into independent learners.

Reading is central to our ability to understand, interpret and communicate with one another. Furthermore, pupils who read on a regular basis, in school and at home, have a higher chance of fulfilling their potential.

The aims of this policy are:

- To instil a passion for reading in pupils, which they will carry on into subsequent education and their later life.
- To set out the school's intentions and approach to reading, in order to enrich and support the curriculum.

1.1. This policy has due regard to statutory framework including, but not limited to, the following:

- DfE (2013) 'English programmes of study: key stages 1 and 2'

1.2. This policy should be used in conjunction with the following school policies:

- Complaints Procedures Policy
- Equal Opportunities Policy
- Anti-Bullying Policy (PROUD to be Kind and Caring Fill-os-ophy)

2. Key roles and responsibilities

2.1. The Headteacher is responsible for:

- The day-to-day implementation and management of the Primary Reading Policy, in collaboration with the Reading Lead
- Handling complaints regarding this policy, ensuring that the procedure outlined in the school's Complaints Procedures Policy is followed.

2.2. The Reading Lead is responsible for:

- Ensuring all teachers have familiarised themselves with the Primary Reading Policy.
- Supporting colleagues with any aspect of the Primary Reading Policy.
- When required, assist with the planning and selection of new resources.
- Inform staff of any updates to the Primary Reading Policy.
- Accept responsibility for guided reading resources and keeping colleagues informed of available resources.
- Liaising with the Headteacher and Governing Body
- Review and scrutinise class and year group assessment data in order to track pupils' progress.
- Monitor reading planning, observing and offering feedback on the teaching of reading.

3. National curriculum

3.1. Word reading Year 1; pupils will be taught to:

- Apply phonic knowledge and skills to decode words.
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all phonemes (40+), including, where applicable, alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing grapheme-phoneme correspondences (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, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter/s.
- Accurately read books aloud 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 reading.

3.2. Comprehension in Year 1; pupils will 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 which they can read independently at.
 - Being encouraged to link what they read or hear 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 the books they can already read accurately and fluently, and those they listen to by:
 - 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 correct 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.

3.3. Word reading in Year 2; pupils will be taught to:

- Continue to apply phonic knowledge and skills 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.
- Accurately read words of two or more syllables that contain the graphemes taught so far.
- 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.

3.4. Comprehension in Year 2; pupils will 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 wide 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 the books that they can already read accurately and fluently, and those that they listen to by:
 - 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.

3.5. Word reading in Years 3 and 4; pupils will be taught to:

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) to reading aloud and understanding 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.

3.6. Comprehension in Years 3 and 4; pupils will be taught to:

- Develop positive attitudes to reading, and an 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, e.g. 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.
- 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.

3.7. Word reading in Years 5 and 6; pupils will be taught to:

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) to both read aloud and understand the meaning of new words they encounter.

3.8. Comprehension in Years 5 and 6; pupils will be taught to:

- Maintain positive attitudes to reading and an 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.

4. Key stages

4.1. Whole school

- At least once per academic year classes will visit their local library, in addition to this; the school will observe national events, such as World Book Day and Children's Book Week, in order to help instil a passion in reading.
- Extra activities linked to reading, such as school trips and talks from guest speakers, will be organised sporadically throughout the academic year.
- All pupils will have access to books from the school library. Pupils will also be encouraged to join their local public libraries and become enthused by reading.
- During literacy sessions, pupils across the school will engage in group reading. This will be in groups or pairs pre-assigned by their teacher.
- Staff should provide opportunities for all pupils to show they are developing an understanding of words, sentences, grammar and information they are using.
- All staff should be aware of the specific requirements of their subject and should prepare pupils where necessary. This could mean, for example, producing a glossary of specific terms used in a particular examination, topic or textbook.
- Pupils will, in groups or as a whole class, read texts linked to their topic work.

4.2. EYFS and KS1

- Pupils will take part in group reading, e.g. whole class, using a big book or an interactive whiteboard; pupils will also undertake guided reading in smaller groups of between two and six pupils.
- One-to-one reading sessions with the pupils' classroom teacher are held at least once per week.
- Pupils will participate in story time with their teacher at least three times per week, but with the aim of this being every day.
- Pupils will be expected to take self-chosen books home to read with their parents for pleasure.
- Children will access Lexia to build reading skills as their form of monitored home reading.

4.3. KS2

- Pupils in KS2 will have the opportunity to read for pleasure at least once per week.
- A designated classroom is allocated for a lunchtime reading club.

5. Parents and reading at home

5.1. Callands Primary School believes that parental involvement and encouragement can play a crucial part in pupils' reading development and we promote a home-school reading partnership by:

- Communicating with parents and sharing information with them through parent meetings, newsletters, diaries, and curriculum evenings.

- Ensuring that pupils have access to a book that they have chosen to read for pleasure and an account for Lexia to further the skills they have learned during guided reading.
- Encouraging parents to communicate with notes in the pupils' diaries about reading progress made at home through an ongoing dialogue.

5.2. Pupils are encouraged to read at home through the following methods:

- Family learning sessions after school and during school holidays
- After school meetings with parents
- Book swaps
- Notifications for parents informing them of their child's progress
- Masked reader
- Lexia

6. Equal opportunities

6.1. Callands Primary School actively encourages all pupils to read books that are suitable for their reading ability, and this is reflected in the reading materials which it uses. The school is committed to guaranteeing that nobody is victimised or discriminated against on the basis of the following:

- Ethnicity
- National origin
- Culture
- Religion/beliefs
- Gender
- Disability
- Sexual orientation
- Age

6.2. Any instance of discrimination, harassment or bullying is dealt with promptly, in-keeping with the school's Equal Opportunities Policy and Anti-Bullying Policy.

6.3. Pupils with special educational needs and disabilities (SEND) will receive additional support from teaching assistants and teachers to enable them to develop a passion for reading.

6.4. The special educational needs coordinator (SENCO) will make reading for pleasure part of the individual learning plans for pupils with SEND.

6.5. Academically more able pupils are provided with reading materials suited to their abilities, in order to challenge them and keep them interested in reading.

7. Reading area

- 7.1. Each classroom has an engaging reading area for which the theme was suggested by common interests in the class.
- 7.2. Pupils using the reading area and library will follow the principles set out in the school's Primary School Library Policy.

8. Assessment and record keeping

- 8.1. Teachers will record progress using a half termly running record to provide accountability for teacher judgements and insight in to the reading behaviours of the children.
- 8.2. Records of children's responses to independent tasks in guided reading will be recorded in their guided reading book and marked by teachers.
- 8.3. Records of praise and prompts will be recorded in the child's reading diary to promote dialogue with parents and remind children of their reading successes.
- 8.4. Assessment of guided reading will be through independent tasks which are determined by the content domains. Guided reading tasks in EYFS and Key Stage One will be primarily phonic based. As a child reads more fluently and demonstrates the ability to problem solve on the run, the tasks will begin to develop comprehension and inference skills.
- 8.5. Reporting and assessment targets and principles will be set out in accordance with the school's Guided Reading Policy.

9. Teaching and learning

- 9.1. Callands Primary School follows the Floppy's Phonics systematic synthetic phonics scheme for teaching pupils how to read. This begins in reception and follows the scheme to completion. Teachers will adapt their planning in order to meet the needs of the pupils in their group.
- 9.2. In Reception, pupils are introduced to sounds and letters in a systematic and synthetic sequence, to enable pupils to secure phoneme/ grapheme correspondence. During this period pupils are taught to decode words and to use sound knowledge to read and write words and sentences. Teachers will focus on real and 'alien' words to help pupils blend and segment words; the pupils will also be taught to read and write using their knowledge of sounds and letters as in the Floppy's Phonics SSP scheme.
- 9.3. Pupils will have knowledge of phoneme grapheme correspondence in Year 1, in order to meet the requirements of the phonic screening check, reading real and nonsense 'alien' words.
- 9.4. Year 2 is used to consolidate pupils' understandings of all sounds taught up to and including alternative spellings for the same sounds, and to teach the spelling skills.
- 9.5. All pupils are taught to look at the letters from left to right and blend the sounds to work out the spoken forms of the words.
- 9.6. Pupils working below age related expectations, e.g. pupils with English as an additional language and pupils with SEND, will receive additional phonics lessons following the Floppy's Phonics scheme and additional boosts to learning.

- 9.7. To supplement this, there are enhanced phonics activities incorporated into the indoor and outdoor activities pupils will undertake through outdoor provision in EYFS and Year One.
- 9.8. In KS2, pupils will build on the knowledge and skills picked up previously by continuing to read at home and at school. Callands Primary School will attempt to supplement pupils' reading in lessons by encouraging them to use the school's library and reading area.

10. Monitoring and review

- 10.1. The effectiveness of this policy will be monitored termly by the headteacher. Any necessary amendments may be made immediately.
- 10.2. This policy is reviewed every two years by the literacy subject leader and the headteacher.
- 10.3. The scheduled review date for this policy is October 2024.