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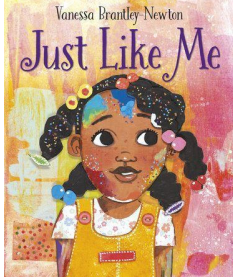
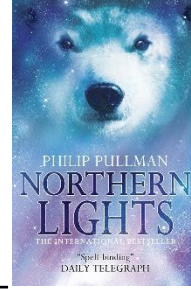
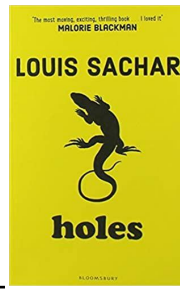
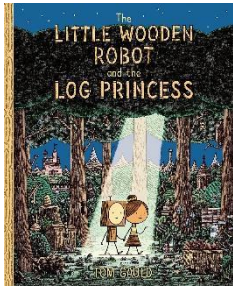
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## READING POLICY

JANUARY 2022

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## Statement of intent

At Wroxall Primary School, we are committed to creating a supportive environment, built on our principles of CARE (Challenge, Achievement, Resilience, Enjoyment), in which all children are encouraged to believe in themselves and aspire to be the best they can be. We believe that every child should receive the right support and the right challenge at the right time to enable them to develop and thrive as learners.

## The importance of reading to the curriculum

The ability to read is fundamental to pupils' development as independent learners. Children who enjoy reading will read more and develop fluency and automaticity, which will enable them to develop the tools to progress in many areas of the curriculum. Therefore, building a love of reading is an integral part of our reading intent.

“Young people who enjoy reading very much are three times as likely to read above the level expected for their age as young people who do not enjoy reading.”

Children and Young Peoples' Reading in 2015- National literacy trust.

In order to read across the curriculum with fluency, accuracy, understanding and enjoyment, pupils need to orchestrate a range of strategies. They must be taught to draw upon knowledge of context and grammatical knowledge; applying phonic knowledge and skills; applying graphic knowledge and developing word recognition. The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as having extreme importance in the curriculum and is split into two main dimensions:

- Word reading
- Comprehension (both listening and reading)

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. 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. 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 the world.

### **Our aims:**

- to develop a love of books and reading
- to develop reading strategies and skills: fluency, accuracy, understanding and response to different texts
- to read and enjoy a variety of texts from a variety of sources: library, class book corners, ICT, guided reading and class reader
- to create a strong, embedded reading culture through a rich language environment within classrooms and through shared and guided reading
- to deliver a structured and consistent whole school approach to reading
- to recognise the value of parents/carers as essential components in supporting and developing children's reading skills and love of reading
- to rigorously monitor and assess children's progress in reading and identify those who require extra support and intervene at an early stage

### **How we teach**

#### **Decoding/Word Reading**

Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language. Written language can be compared to a code, so knowing the sounds of individual letters and how those letters sound when they're combined will help children decode words as they read. Understanding phonics will also help children know which letters to use when they are writing words. Phonics involves matching the sounds of spoken English with individual letters or groups of letters. For example, the sound k can be spelled as c, k, ck or ch. Teaching children to blend the sounds of letters together helps them decode unfamiliar or unknown words by sounding them out. For example, when a child is taught the sounds for the letters s, a, t and p, they can start to build up the words: "tap", "taps", "pat", "pats" and "sat".

At Wroxall, we follow the phonics programme 'Song of Sounds', which provides a memorable, multi-sensory approach to learning sounds. In this programme, the teaching of phonics is delivered in a way that captivates the children through lively teaching, visual props, games, and vibrant & purposeful classroom environments. At the heart of the whole approach, is a song. It is this song (sung to the tune of Skip to my Lou) that underpins all of the children's fundamental phonic knowledge. There are different versions of the song for Reception, Year 1 and Year 2 and each song includes all the phonemes taught in that particular year group. It is designed to underpin the children's development as both readers and writers in a visual, auditory and kinaesthetic and, above all, memorable way. To support their development, we give every child a book that closely matches the phonics that they are learning to practise at home. The Song of Sounds synthetic phonics programme is in the process of being validated by the DfE.

Children who are finding it difficult to keep up will be identified through regular assessment and interventions put in place to meet their need. This may come in the form of flexible groupings within

lessons, additional 1:1 sessions or group practice. We carefully identify which children would benefit from additional reading so that we can provide that support.

Ensuring that children learn how to ‘pure sound’ when segmenting or blending is essential to their understanding of how units of sound work together to form words. This video shows how to model the correct sounds in order to best support your child at home.

<https://www.youtube.com/watch?v=UCI2mu7URBc>

This link shows the Song of Sounds Stage 2 song, used to support phonics in Year 1.

<https://www.youtube.com/watch?v=6UQHdBMLk-M>

## **Enjoyment**

Fundamental to children’s reading development interest and enjoyment in books. Across the school, we aim to expose children to carefully chosen, good quality texts that are age appropriate through regular ‘Book talk’ sessions. These are intended to inspire their imaginations and promote a love of reading.

During these sessions children will:

- Listen to a wide range of texts
- Respond verbally, sharing opinions and making predictions
- Practise expression (through exposure and ‘echo reading’)
- Discuss features
- Enjoy texts of different genres/types
- Celebrate reading

We aim to provide a wide variety of rich texts in order to inspire interest and enjoyment. Children should be exposed to repetition, poetry and rhyme. They will listen and then participate and learn these by heart. Classics, such as traditional tales and nursery rhymes, will be shared. Initially this should focus on the classic versions, then progressing to twisted retellings of the, now familiar tales as children progress through the school.

## **Assessment**

In order to ensure every child receives the right support and challenge at the right time, regular assessment is key. Diagnostic and formative assessment is a key feature of our reading programme. All children’s decoding, fluency and comprehension will be continually assessed through 1:1 reading sessions. In addition to this, EYFS/KS1 children’s ability to recall and apply the skills they learn in phonics will be assessed through regular phonics screening. These will take place every half term and the data will be analysed using O-Track, the school’s assessment system. This information is then used to accurately stream the phonics groups to ensure every child is supported to progress at the appropriate level. All children’s comprehension is assessed regularly during guided reading sessions. Questions are designed carefully to ensure a variety of fact retrieval, inference and deduction, and word recognition and vocabulary development skills. From y2 onwards all children will complete regular assessment papers that will further assess these skills and highlight areas for focus. Subsequent planning will then be designed to meet these needs.

## Reading Progression

### Early Reading

In the Early Years Foundation Stage (EYFS) children are exposed to stories and expand on their use of language through listening and play. They will be taught to recognise and discern different sounds and, as they progress, will be gradually exposed to letter shapes.

In Pre-school, children will be exposed to and encouraged to explore sounds in the environment. They will experience a range of rich texts and reading skills will be modelled. Listening to stories and nursery rhymes and learning songs in multi-sensory ways through repetition and participation. They will begin to be exposed to letter shapes and the building blocks for developing their phonics will be put in place. Pre-school use the Song of Sounds programme to begin introducing the letter shapes, rhymes and picture cues for initial sounds, presented in alphabetical order, using a sound a week approach. This supports children for their transition into Reception as they will already be familiar with many of the initial sounds.

In Reception, children will continue to experiment with these sounds through exploration and play. They will listen to carefully chosen, rich texts designed to inspire an interest in books and a love of reading. They will also begin to learn how to recognise the letter shapes and how to blend and segment them within words. Following the phonics programme 'Song of Sounds', the children will learn grapheme/phoneme correspondence and begin to apply that in their reading. They will also be given opportunities to practise applying these new skills to their writing, helping to embed the concepts with regular practise.

### Key Stage 1

During Key Stage 1 (Year 1 and Year 2), children will develop the application of their phonics through regular guided and independent practice. They will continue with the Song of Sounds phonics programme which builds and practises the vital skills of decoding through daily sessions. Children will take home a book which is phonetically matched to the learning covered during these sessions. It is advised that children keep the same book for a week and read it at least three times. The first reading will be to focus on decoding the words. The second will be to develop fluency and the third is to focus on comprehension. Children will be encouraged to make predictions and infer meaning based on subtext, clues within the pictures or thinking about characters' feelings. Children will also take home another text, which is intended to promote the enjoyment of reading. We aim to provide a wide variety of rich texts to stimulate this.

### Key Stage 2

During Key Stage 2 (Years 3, 4, 5 and 6), we aim to enable children to become independent readers. Phonics will not be taught as whole class sessions each day, but children will continue to be encouraged to use the skills they have learned to decode unfamiliar words and phonics interventions/matched texts will be put in place for those children still finding these skills difficult. Throughout KS2, the aim is to develop fluency and comprehension. To do this, guided reading sessions will focus on instruction in reading strategies, inference and deduction skills and fact/information retrieval from texts. Book talk sessions will continue, with more emphasis on sharing reading and modelling fluency. Children's understanding of the texts will be captured through questioning and discussion, as well as regular summative and formative assessment. Children will be encouraged to read independently for increasing lengths of time. This 'eyes on the page' time builds stamina and concentration and enables children to immerse themselves in their text, which is fundamental to developing a love of reading.

### Breakdown of weekly sessions by class

Reception/Year 1	Phonics Book Talk	5 sessions per week 3 sessions per week
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	<b>Storytime 1:1 Reading</b>	<b>Everyday Regularly</b>
<b>Year 1/2</b>	<b>Phonics Whole class guided reading/Group guided reading Storytime 1:1 Reading</b>	<b>5 sessions per week 3 sessions per week Everyday Regularly</b>
<b>Year 3/4</b>	<b>Whole class guided reading/group guided reading Storytime 1:1 Reading</b>	<b>3 sessions per week Everyday Regularly</b>
<b>Year 4/5</b>	<b>Whole class guided reading/group guided reading Storytime 1:1 Reading Independent reading</b>	<b>3 sessions per week Everyday Regularly 3 sessions per week</b>
<b>Year 5/6</b>	<b>Whole class guided reading/group guided reading Storytime 1:1 Reading Independent reading</b>	<b>3 sessions per week Everyday Regularly 3 sessions per week</b>

## What you can do at home to support reading

Children in EYFS/KS1 will bring home a book that is phonetically matched to the previous week's phonics learning. This should be fully decodable, but children may require support to achieve this. The book should be read at least three times. The first reading is to focus on decoding each word. Parents can support this by modelling the 'pure sound' and getting children to repeat them back. For more information on this –

<https://www.youtube.com/watch?v=UCI2mu7URBc>

A great starting point to ensure your child has the best chance of success is to revise the sounds that are in the book before reading. These can be found inside the front cover and taking a minute to go through these will help your child to remember what they are focusing on. If your child is struggling on a word, key strategies that you can use are segmenting (breaking the word into the individual sounds) and blending (putting those sounds back together).

The second reading is to develop fluency. With the words already decoded, children can focus on reading fluently. They should begin to use punctuation to add expression to their reading, at a stage appropriate level.

The third reading is for comprehension. With the text now familiar, children can focus on thinking deeper about the content. Questioning children about what is happening, how characters are feeling and deducing meaning from picture clues and subtext will help to develop children's comprehension skills.

In addition to this, children can also choose another book based on their interests. This may not be strictly decodable and may require more support. You can do this through exploring the text together. We call this a 'sharing book' as it may not be strictly decodable

In KS2, children will be able to choose from the wide variety of books in our classrooms and library. These choices may be guided by the teacher and children who are still finding decoding a challenge will also take home a phonetically matched book to continue to practise these skills.

Another key strategy for helping your child is to simply get them to talk to you about the book that they are reading. To deepen your child's comprehension, you could ask questions such as –

What do you like about the book?

What has happened so far?

What do you think will happen next?

Also, giving children opportunities to read in everyday life can be an incredibly powerful way of practising reading. It can help children to put reading in context and also help them to see the sense in practising. Encourage them to read any text around the house, food packets, street signs or TV or for themselves. Text in video games can be particularly powerful for children who are avid gamers, but reluctant readers. Any opportunity to practise the skills they are learning will be beneficial.

Finally, never underestimate the power of reading to your child. 'Storytime' does not need to finish when they are able to read independently. As well as being an opportunity to engage your child with texts that may be above their reading level, it is also an amazing chance to model reading strategies and the pure enjoyment of reading. For children to see you as a reader can help them to see reading as a life-long pursuit, rather than just something they do in school.