

# **AYCLIFFE DRIVE PRIMARY SCHOOL**



## **Reading Policy**

### **Curriculum Committee**

**Updated September 2022  
To be reviewed 2024**

**Staff Responsible**

**Mrs M Green    Head Teacher**

**Mrs G Long     English Leader**

## Reading Policy

At Aycliffe Drive School our aim is that all children will read with accuracy, speed and expression by the time they leave year 6. Children will develop positive attitudes to reading that ensure it is an enjoyable and meaningful experience.

Using the art and science of reading we are developing a common wisdom and a common language about what a good reading pedagogy is, rather than a prescriptive list of dos and don'ts.

Aycliffe Drive's principles and actions of reading:

### Phonics

Phonics is always the first step in learning to read and is taught with a systematic synthetic approach. Teachers need a deep knowledge of phonics because decoding is something that children must do all the way through primary school. Phonics teaching begins during the first two weeks of Reception children starting school in September. Where children are struggling with decoding, early rigorous interventions are put in place to support rapid progress.

### Consistent Structures

Our reading lessons follow a familiar pattern, are consistent and repetitive, taking the cognitive load off of pupils enabling them to focus on how to read. Our structures are based on current research and evidence.

### Fluency

Teachers teach the skills of fluency (accuracy, speed and expression) explicitly to prevent future difficulties with language comprehension. Fluency is taught mostly through guided reading sessions and reading fluency groups where new language is explicitly taught. Teachers model fluency in their expression and intonation explaining why they read with expression at a certain point and how this enhances the meaning of the text. Children practise reading out loud in every session. We assess reading and fluency using 'Herts Assessing with age related texts' materials.

### New Vocabulary

Teachers will teach new vocabulary before the text is read as often as possible in order to take the cognitive load off of children's memory so they can focus on the word meaning. Staff will teach words explicitly including the explanation, how it is said, the definition and the word class.

As part of our curriculum design a small number of new words will be taught prior to each unit in all subjects. These words will be built upon by teachers each year using clear vocabulary progression maps. It is important to retrieve the words in future lessons to embed meaning and recognition.

This creates a consistent approach to teaching new words that is used throughout the school.

### Background Information

In all subjects and lessons we are building children's reading comprehension by developing background knowledge in order for them over time to have a deeper understanding, make connections in the brain and create a mental picture of what is going on in the texts they read. It is

important to not simply focus on reading strategies as they risk missing opportunities to build in these moments for their pupils to develop a fuller comprehension.

### Reading Mileage

Teachers balance the amount read with a focus on understanding the text. A few well chosen complex questions are discussed during an extended read which has more of an impact than reading a short extract with many questions. Pupils will be exposed to a vast amount of texts across the curriculum so their minds are filled with a breadth of literature and knowledge to draw on when the time comes.

### The Reading Journey

See 'Aycliffe Drive Reading Offer'.

### Reading for Pleasure

We do not leave reading for pleasure to chance. We have clear strategies that are promoted by all staff so that reading for pleasure has a positive impact on reading attainment.

- Our Reading Ambassadors have half termly meetings with the English Leaders to develop and promote a love of reading throughout the school year.
- Daily sessions where pupils can listen to their teacher read for ten to fifteen minutes from a novel or poetry collection.
- The school library offers a borrowing service to pupils and all classes visit the library regularly.
- Classes have their own bookcases with a range of books that children can read.
- Book club run by Reading Ambassadors.

### The Reading Spine

Our personalised long term plan for teaching English has a carefully chosen selection of age related material which encompasses all genres over our two year cycles. These books are a non – negotiable part of our planning and introduce the children to a range of authors. Teachers and Teaching Ambassadors are enthusiastic about these texts and recommend similar books to their classes that we stock in our library. This allows our pupils to read a range of classics, complex texts and high quality literature which ensures that the level of challenge needed is embedded in the school curriculum and not an add on.

### Reading and the Curriculum

Reading across the curriculum is important and we do not see reading as something that is only done in reading and writing lessons. We ensure we use a range of texts and books of good quality to support the foundation subjects. We consider the principle of reading mileage, background knowledge and vocabulary development as an effective way to support reading beyond reading lessons. Children will have a deeper understanding of the sources used in the lesson and a deeper appreciation for the subjects they study.

## Reading in the writing classroom

To develop the children's understanding of language structures the children will read during writing lessons, thinking as writers, getting ready to develop their own piece of writing.

## Assessment

Regular, ongoing and accurate assessment is essential to inform planning and ensure that all pupils make progress.

Pupils are formally assessed termly however informal assessments to identify the need for possible intervention happen regularly in each class.

The Lowest 20% of pupils are targeted and given further support. They are heard read (1:1) daily.

## Appendix 1

### Aycliffe Drive Reading Offer

- Reception pupils to receive a wordless reading book from the reading scheme, starting from the first few days in school.
- Pupils will also take a book from the bookcase home for an adult to read to them.
- After a maximum of two weeks all pupils will take a reading book home which covers the letters taught that week, so as soon as they are taught s, a, t, p they will have a reading book to match. Parents will be informed if their child can read it/sound and blend themselves or if they need to do it with them. Parents will have access to a video on Tapestry to demonstrate how this should be done.
- Foundation Stage have a list of core books that they will read and re-read to the class over the course of the year to deepen familiarity with the story and to encourage greater emotional engagement.
- Reading 'books' do not have to be from the reading scheme. They can be photocopied books/photocopied sheets of some words and captions/ a print out of a caption written on the board that day etc. They will be taking home some reading materials that ONLY include the sounds they have been taught so far.
- We do not move on from giving reading materials using s, a, t, p until the pupil can read the captions/words/sentences using these sounds.
- If pupils have not grasped blending after the first six weeks then phase 1 phonic intervention will be started.
- All staff will use oral blending and segmenting 'sound talk' around the classroom to support children in understanding that words can be broken into parts. This will be part of everyday instruction giving for example – 'It is l-un-ch time' and when playing with the children.
- Reading books/reading material will be re-read and not usually changed until the pupil reads it fluently without the need to sound out the words in it. This may mean that only one or two pages are read at a time. Staff will use their discretion.
- Phonics is taught systematically.
- Songs and actions can be used for SEND children where appropriate.
- All taught sounds will be recapped quickly every session.

- Phonics sessions will be strictly 15 mins. Teaching will move quickly between the different sections. Recap taught sounds, introduce new sound, letter formation must be taught, read words with the sound in, write words with the sound in, read/write a caption/sentence.
- The reading of a caption/sentence will be taught every phonics session regardless of ability group. Writing of a dictated caption will be taught daily from term 3 of Reception through KS1.
- The majority of the session will be practising blending NOT singing the songs, teaching the actions, etc.
- All children will read a decodable book or text most days.
- 10 mins daily is spent on a reading practice session. Pupils are grouped into of around six. Four groups will spend 10 minutes with an adult practising reading a book. The other groups will be together on the carpet together with the fifth adult listening to a story book (one of the chosen core texts for Reception). The same story will be read all week. The groups will rotate every day.
- Groups are organised with pupils who are secure in blending working in the same groups. Pupils who are not secure in blending will be in mixed ability groups.
- Pupils may read the same text on different occasions, such as, - as an individual reading book, in a reading practice session.
- Books with a small amount of non-decodable words will be used in reading practice sessions for groups who are not yet secure in blending as the reading will be more adult led.
- In Reception and Year 1 a daily poetry, rhyme and singing session is a priority.
- KS1/KS2 follow the reading fluency programme as an intervention twice a week to allow children below ARE to make rapid progress.
- KS1/KS2 teach whole class guided sessions 3x a week using strategies from the school reading policy.
- All classes have a daily session of reading for pleasure and listening to their teacher read.
- SENCO works with children who are significantly BAR in reading. Reading ages are assessed twice yearly. Input can be between 1 and 3 times a week, using individually designed programs such as pre learning words/working on phonics. KS1 literacy toolbox.
- KS2 continue to teach weekly phonics sessions until all children are secure in Phase 6.
- Readers who are not making progress are identified in each class as needing more frequent reads.
- 1:1 reading carried out in class.
-