

ASHBURY MEADOW  
PRIMARY SCHOOL



Reading Policy

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## Reading at Ashbury Meadow

*The best primary schools in England teach virtually every child to read, regardless of the social and economic circumstances of their neighbourhoods, the ethnicity of their pupils, the language spoken at home and most special educational needs or disabilities (Reading by the Age of 6).*

At Ashbury Meadow we believe that every child has the ability to read. We aim for our pupils to become lifelong readers and use a balanced mix of approaches to ensure that they achieve the skills required and develop their confidence to promote a love of literature. Our overarching aim is to promote high standards of literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of reading through widespread reading for enjoyment. We aim to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, participating in debate and drama activities

It is our goal that, by the end of their primary education, all pupils at Ashbury Meadow Primary School are able to read fluently, and with confidence, in any subject.

## Reading Culture

Developing a culture of reading at Ashbury Meadow is fundamental to the progression of the children not only in reading but across all other subjects.

In classrooms teachers will place a high value on books and reading by:

- Ensuring that the classroom has a well-designed and looked after book corner with a range of organised fiction and non-fiction texts as well as texts linked to current class topics
- Ensuring that reading aloud of aspirational and engaging texts, mainly selected from the Pie Corbett reading spine, happens everyday
- Providing pupils with regular opportunities to visit our school library and choose books from it to take home and read independently
- Making well informed recommendations to pupils in their class of quality books or authors which match their interests

The school will create an environment to promote a culture of reading by:

- Exhibiting displays around school to promote reading
- Keeping a well-stocked school library with quality, engaging texts covering a range of topics
- Maintaining close links with Beswick library, ensuring that all classes visit the library each year at least once and children are informed of special events at Manchester libraries, including the annual Summer Reading Challenge
- Hosting regular events to promote reading, including our annual World Book Day as well as other events organised by Read for Good or the Book Trust such as the 'Readathon' and 'Pyjamarama'

- Promoting reading at home through our 'Reading Postcards' and incentives for children to read regularly out of school

## **Reading in EYFS**

The teaching of reading begins from Nursery at Ashbury Meadow as children begin to develop their phonics skills through daily phase 1 phonics lessons. This phase paves the way for the systematic learning of phonics. During this phase especially, we plan activities that will help children to listen attentively to sounds around them, such as the sounds of their toys and to sounds in spoken language. We teach a wide range of nursery rhymes and songs and read good books to and with the children. This helps to increase the number of words they know – their vocabulary – and helps them talk confidently about books. The children learn to identify rhyme and alliteration. These skills continue to be developed throughout KS1 and KS2.

As they move into Reception, children continue to follow the Letters and Sounds systematic, synthetic phonics programme. In Reception they cover phase 2 and phase 3 of phonics, learning how to segment and blend words with these sounds in to read books at this level independently.

In EYFS, reading is modelled daily to pupils through story times. Children also have opportunities to explore texts in more depth with adult focussed sessions in Nursery working on book concepts and basic comprehension skills and daily guided reading lessons in Reception in which pupils read books independently to an adult which are matched to their phonics ability. During guided reading sessions, teachers focus on a key reading skill and target this when discussing the book which has been read as a group at the end of the session. All children in EYFS also engage with quality texts through their English lessons in which they explore a range of stories as a stimulus for their writing.

## **Reading in KS1**

In KS1 the daily teaching of systematic, synthetic phonics continues with the aim of all pupils being secure in Phase 5 phonics by the end of year 1. In year 2, pupils move on to Phase 6 phonics which reinforces much of the learning from Phase 5 and begins to explore spelling rules and conventions e.g. adding –ing and –ed. This is supported by the use of Support for Spelling guidance and the expectations for spelling and grammar in the National Curriculum.

Reading in KS1 is taught through guided reading sessions four times a week in which all pupils have the chance to read a book matched to their phonics ability out loud to an adult. Guided Reading takes place in a small group, with a teacher or teaching assistant, and focuses on developing children's ability to become independent readers, thinkers and learners. The children are grouped by ability and read individual copies of the same text, which matches the reading level of the group. Texts are selected from the school's guided reading sets of books which are fully phonetically decodable and linked to phonics phases. The recommended teaching sequence is used by all teachers. The sequence is a book introduction, strategy check, individual reading and returning to the text.

In KS1 children also begin whole class shared reading lessons which are between 20 and 30 minutes in length. This takes place four times each week and involves the whole class sharing a text which is above their independent reading level. Shared reading provides a context for teacher modelling, teaching and applying reading skills and is based on the principle 'I do, We do, You do'.

All children in KS1 also have two 30-minute times weekly on their timetables for accessing Lexia, an online programme targeted to individual pupils to develop their reading skills. Selected children also receive extra 1:1 reading with a teaching assistant or reading volunteer daily and all pupils in KS1

enjoy our weekly storytelling assembly in which both adults and children have the opportunity to share great stories.

## **Reading in KS2**

In KS2 whole class shared reading with texts pitched above the children's reading level continues four times weekly. This will usually take place with extracts from quality texts or short stories, ensuring that pupils have the opportunity to deeply explore texts and apply their reading skills. Targeted children in KS2 who need extra support take place in the Rapid Reading intervention programme, giving them a boost in reading to prepare them to join their whole class lessons. Some children also continue phonics with trained teaching assistants to ensure that they secure both word reading and comprehension skills. Lexia continues in KS2, with all classes taking part in two 30-minute Lexia lessons on iPads weekly. All KS2 children bring their book into class with them first thing in the morning for independent reading time in which their teacher listens to each of them and discusses their book choice on a 1:1 basis across each half term.

## **Additional Reading Interventions**

In each year group across school, strategies are in place to support children who can not yet read. This can be for a variety of reasons, such as a special educational need or being new to the English language. From their first day in school, any children who do not speak English are provided with a pack of resources to quickly develop their everyday vocabulary. In EYFS and KS1, targeted children take part in Renfrew and/or Wellcomm interventions. Renfrew is a programme designed to provide children with opportunities to use unfamiliar spoken language, whilst describing and explaining events and situations. Wellcomm supports children with speech and language needs to develop their communication and early comprehension skills. Across KS1 and KS2, targeted children receive regular 1:1 sessions on the Word Wasp or Hornet Literacy Primer intervention programmes, designed for those with reading and spelling problems including those diagnosed with dyslexia.

## **Strategies Taught to be a Successful Reader**

Through our reading curriculum, we ensure pupils have the opportunity to practise and apply the following skills:

- Decoding/phonics
- Patterns and rhymes
- Comprehension and understanding
- Prediction, deduction and inference
- Intonation and expression
- Punctuation/grammatical features
- Research

Please refer to our Reading Skills Progression grid to see how these skills are covered in each year group.

## **Vocabulary Acquisition through Reading**

A core aim of our reading curriculum is for pupils to 'acquire a wide vocabulary'. We believe that children must have opportunities to be exposed to and explore key vocabulary within texts to build their cultural capital and increase their working vocabulary. At the beginning of every shared reading unit in KS1 and KS2 teachers consider the necessary knowledge children need to understand the

context of a new text and plan activities to share this. We apply the latest research, for example from Isobel Beck's 'Bringing Words to Life' and Alex Quigley's 'Closing the Vocabulary Gap' to ensure that teachers use effective approaches to embed new words. As a communication friendly school, we also use Eiklan strategies to ensure all children, including those with speech, language and communication needs, can access our curriculum.

## **Speaking and Listening**

Speaking and listening is embedded into our reading lessons. From EYFS children begin to develop their attention and listening skills and are taught the skills of turn taking and social interaction. This is built upon throughout school and all teachers are trained on how to facilitate discussions and promote open ended book talk in their classrooms. Through shared reading, children take part in 'echo reading' in which fluent reading is modelled by the adult and repeated by the children. This helps pupils to build their fluency and read at pace. Drama activities are also used throughout shared reading units, such as hot seating and freeze framing to develop children's inference skills.

## **Assessment**

Teachers continually assess children's reading. Individual reading to a member of staff is used to analyse children's strengths and next steps and to plan future work and targets accordingly. Daily, formative assessment also takes place when marking reading work, in line with our marking and feedback policy. Each term, pupils in EYFS and KS1 complete phonics assessments. NFER summative assessments are also used in KS1 and KS2 each term to assess children's reading level and determine their next steps.

## **Reading throughout the Curriculum**

From EYFS reading is promoted throughout all areas of the curriculum, with each continuous provision area being well stocked with quality texts to match it. For example, our children enjoy reading books about diggers and engineers in the construction area and love exploring number story books in their Maths area. As children progress through school, the links between reading and all other subjects continue. In English, all Talk 4 Writing units are planned around a high-quality model text which children explore, first as a reader and then as a writer. In foundation subjects, teachers incorporate extracts from quality texts linked to their topics into their lessons, for example when Year 1 learn about the Great Fire of London they explore non-fiction books about this to find out what happened, as well as reading extracts from historical sources, such as Samuel Pepys' diary. Quality texts linked to all topics in PSHE, Maths, RE, PE, Computing, Geography, History and Science are available in school and used to support teaching.

## **Reading at Home**

Every child at Ashbury Meadow has a home reading record to record the books they read out of school. This begins from Nursery in which children are sent home a new book every week to enjoy with an adult at home. In Reception children are expected to read for 10 minutes every day and change their books daily at school. In KS1 and KS2 this expectation continues and children are given the opportunity to change their home reading book three times each week. All books children take home are matched to their phonics ability in EYFS and KS1 and their reading level in KS2. Parents receive support through workshops on phonics and reading as well as signposts to quality online resources to promote reading at home, including access to our school library ebooks. Children are also encouraged to access Lexia at home regularly.

This policy is written in line with our writing policy, SEND policy , marking and feedback policy, assessment policy communication team curriculum policy and equality policy.