



Richardson Dees

Reading Policy

Date policy last reviewed: 17.06.24

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

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Statement of intent

At Richardson Dees Primary School we recognise that all the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

The ability to read enables pupils to as develop culturally, emotionally, intellectually, socially and spiritually, as well to acquire knowledge and build on what they already know.

Reading is central to our ability to understand, interpret and communicate with one another and it is essential that, by the end of their primary education, all pupils can read fluently, and with confidence, in any subject in their forthcoming secondary education.

The overarching aim for this policy is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.

1. Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- DfE (2014) 'English programmes of study: key stages 1 and 2'
- DfE (2023) 'Early years foundation stage statutory framework'

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring a broad and balanced reading curriculum is implemented in the school.
- Ensuring the school's reading curriculum is accessible to all pupils.

The headteacher will be responsible for:

- The overall implementation of this policy.
- Ensuring the school's reading curriculum is implemented consistently.
- Ensuring appropriate resources are allocated to the reading curriculum.
- Ensuring all pupils are appropriately supported.
- Appointing a member of staff to lead on the school's approach to teaching reading.

The literacy lead will be responsible for:

- Leading on the school's approach to reading.
- Preparing curriculum plans and schemes of work for the subject.
- Communicating developments in the subject to all teaching staff and the SLT, as appropriate.

Teachers will be responsible for:

- Acting in accordance with this policy.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the curriculum.
- Liaising with the literacy lead about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach reading skills.

The SENCO will be responsible for:

- Liaising with the literacy lead in order to implement and develop specialist reading-based learning throughout the school.
- Organising and providing training for staff regarding the reading curriculum for pupils with SEND.
- Advising staff how best to support pupils' needs.

3. EYFS

All pupils within the EYFS will be taught to develop their reading skills as an integral part of the topic work covered during the academic year.

All reading objectives will be underpinned by the early learning goals (ELGs) that pupils should have attained by the end of the EYFS.

In accordance with the word reading ELG, at the end of the EYFS, pupils at the expected level of development will be able to:

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

In accordance with the comprehension ELG, at the end of the EYFS, pupils at the expected level of development will be able to:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate, where appropriate, key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play.

4. The curriculum

All pupils within KS1 and KS2 will be taught writing in line with the requirements of the English national curriculum.

In **Year 1**, pupils will be taught to:

Word reading

- 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.

Comprehension

- 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.
 - Correcting 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.

In **Year 2**, pupils will be taught to:

Word reading

- 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.

Comprehension

- 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.

In **Years 3 and 4**, pupils will be taught to:

Word reading

- 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.

Comprehension

- 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.

In **Years 5 and 6**, pupils will be taught to:

Word reading

- 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.

Comprehension

- 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.

Teaching and learning

Reading will be taught both as a daily discrete lesson and as part of cross-curricular themes when appropriate. Reading will be encouraged in all areas of the curriculum and other learning activities.

The statutory national curriculum content from the DfE's 'English programmes of study: key stages 1 and 2', as outlined above, will be used as the starting point for lesson planning.

Lesson plans will balance visual, auditory and kinaesthetic elements used in teaching, ensuring that all pupils with different learning styles can access the learning experience. All lessons will have clear learning objectives, which are shared and reviewed with pupils.

The literacy lead will remain responsible for reviewing and updating Curriculum Maps and medium-term plans and communicating these to teachers.

Teachers will remain responsible for reviewing and updating short-term plans, building on the medium-term plans, and taking into account pupils' needs and identifying the methods in which topics could be taught.

All relevant staff members will be briefed on the school's planning procedures as part of their staff training.

5. Assessment and reporting

The EYFS Profile will be completed for each pupil in the final term of the year in which they reach age five. The progress and development of pupils within the EYFS is assessed against the ELGs outlined in the 'Statutory framework for the early years foundation stage'.

Formative and summative assessments will take place throughout the year to assess pupils' progress and attainment in reading and to identify support required. Pupils' reading will also be assessed during the relevant statutory assessments.

Assessment will take various forms, including the following:

- Talking to pupils and asking questions
- Discussing pupils' work with them
- Marking work against learning objectives
- Observing oral and performative tasks and activities
- Pupils' self-evaluation of their work
- Classroom tests and formal exams

Parents will be provided with a written report about their child's attainment and progress every term. These will include information on pupils' attitudes towards reading and understanding of the key concepts. Verbal reports will be provided at parent-teacher interviews.

The progress of pupils with SEND will be monitored by the SENDco.

6. Resources

The literacy lead will be responsible for the management and maintenance of reading resources, as well as for liaising with the SBM to purchase further resources.

Display walls will be utilised and updated on a regular basis, in accordance with the topics being taught at the time.

The school library will contain an array of resources to support pupils' learning.

The subject leader will undertake an audit of reading resources on an annual basis.

7. Equal opportunities

The school will ensure that all pupils have equal access to the reading curriculum.

The school will actively encourage all pupils to read books that are suitable for their reading ability, and this will be reflected in the reading materials which are used.

The literacy lead and teachers will ensure reading activities are adapted as appropriate to ensure all pupils can access the curriculum.

8. Additional reading activities

Alongside the set reading curriculum, the school ensures pupils can take part in a range of other reading activities, including the following:

- Visits to local libraries
- Celebration of reading-based awareness days, such as World Book Day

Reading at home

Parental involvement and encouragement plays a crucial part in pupils' reading development and the school will promote a home-school reading partnership by:

- Communicating with parents and sharing information with them through parent meetings and Seesaw.
- Giving pupils a book to read at home each day to further the skills they have learned during guided reading.
- Encouraging parents to make notes in the pupils' diaries about reading progress made at home.

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

- After school meetings with parents
- Notifications for parents informing them of their child's progress

9. Monitoring and review

This policy will be reviewed on an annual basis by the literacy lead and the headteacher.

Any changes made to this policy will be communicated to all teaching staff and other key stakeholders.

The next scheduled review of this policy is 17.06.25