



Whitley Chapel CE First School Reading policy

"Start children off in the way they should go, and even when they are old they will not turn from it."
Proverbs 22:6

We want our pupils to enter the world of work as articulate and literate individuals with a strong love of reading. We recognise our responsibility to send children to their next phase of education having mastered enough skills in reading to be fully able to access the curriculum.

We aim to ensure that all children have the chance to follow an enriching curriculum by getting them reading early: learning to read → reading to learn.

Competence in reading is the key to independent learning and has a direct effect on progress in all other areas of the curriculum. We want our children to be 'readers', not just children who can read. Meek (1983) believes that, 'Readers are made when they discover the activity is worth it.'

Teaching and Learning

There are 3 key areas that we consider crucial for reading success:

1. Phonics and spelling
2. Appropriate Level texts
3. Reading mileage

1. Phonics and spelling

Pupils from Nursery to Year 1 have daily phonics teaching. Nursery teaching will concentrate on rhyming games, songs, listening to sounds, aural segmentation of word syllables. Reception upwards will concentrate on recognising individual letter sounds, building up CVCs, initial blends, final blends and vowel digraphs. Pupils will also be given regular practice in recognising 'tricky words' – common high frequency words that are not decodable by phonics. We use the DFE approved Phonics Scheme devised by Twinkl in Early Years and KS1, which is based on the Phonics phases from 'Letters and sounds', and we also use the digital resource 'Phonics Play' and other learning materials from 'Twinkl' which continue up to KS2, as well as games for the i-pad such as 'Forest phonics' to re-inforce learning.

2. Appropriate Level texts

According to OFSTED 2004, 'Texts pupils read should match children's proficiency so they are reading at 90% accuracy.' At Whitley Chapel First School we understand the importance of children enjoying the reading process and how this can be impeded if the children are faced with texts which are inaccessible. Therefore staff aim to ensure that the texts that the children are reading are sufficiently accessible, so that at least 90% of the words are decodable. In addition, it is important to check that the children are understanding the text – reading is a 'message getting activity' (Clay), not simply a decoding activity.

There are a variety of books in each classroom.

Early Years – Scheme books include Oxford Reading Tree stories, Big Cat Phonics, Ginn 360, Oxford Reading tree Songbirds and Big Cat fireflies phonics. Children start with 'wordless stories' – pictures only,

to allow them to become used to sitting with an adult and ‘sharing a story’ – they describe the pictures and make up a story in their own words. By the end of Reception, the majority of pupils are able to decode books at Phase 4 phonics, with the more able working at Phase 5. In addition to this, Early Years children have access to picture books that they can look at independently, or choose for the teacher to read to the class. They also take these home weekly as ‘Library books’.

Class 1 – Oxford Reading Tree Scheme Story books and Story Worlds books use the sounds and tricky words from Phase 5 phonics, developing into more challenging books with a variety of polysyllabic words with different prefixes, suffixes and verb tenses, with vocabulary that may be unfamiliar to the children but that they can guess the meaning of from the context, and longer sentences and stories that require more concentration. In addition to this, sets of books are provided for independent reading that use simple language that can be decoded, such as Dr Seuss, Janet and Allen Ahlberg, The Mr Men, for Year 1 and simple ‘Chapter books’ by authors such as Shirley Hughes, Francesca Simon and Jeremy Strong, as well as picture books and non-fiction books, which can be taken home as ‘Library books’. There are also packs of Guided Reading books from the Big Cat scheme which are used weekly in differentiated groups. These use the phonemes from Phase 5 and can be decoded, but become gradually more challenging in sentence structure and vocabulary.

In addition there are sets of ‘Read, Write, Inc’ phonics books which are used for Reading recovery, for pupils in KS1 and lower KS2 who still need regular practice with remembering and using the sounds from Phase 3 and 5. Pupils can be sidestepped on to the appropriate level for practice whenever they find the next stage up in the ORT reading scheme too challenging, then put back on to it when they are demonstrating more fluency and confidence.

Class 2 – Oxford Reading Tree Scheme Story books and Story Worlds books, decodable using the phonemes from Phase 5 and spelling patterns from Phase 6, but gradually becoming more challenging in sentence structure and vocabulary. Readers who are fluent by the end of Oxford Reading Tree Level 9 are moved on to a variety of independent ‘Chapter’ books selected for interest and readability and arranged in a way that helps pupils to choose books that they will enjoy and can read on their own. Pupils who are not fluent can be supported with ‘Read Write Inc’, or use the appropriate level of decodable Big Cat books from Class 1.

3. Reading mileage

According to Arlington et al 2008, ‘Some researchers suggest beginning readers need to read 600 – 1000 words a week to become competent readers’. At Whitley Chapel First School, every attempt is made to ensure that our children gain ‘reading mileage’. This means ensuring that the children have opportunities to read wherever possible, both within Reading lessons and across the curriculum.

These include:

1. Individual Reading (1:1 with an adult in school)
2. Shared Reading (Pupils reading to/with each other)
3. Guided Reading (Pupils looking in more detail at a text or book with the teacher)
4. Reading across the creative curriculum (Worksheets or information texts that are written in decodable language that pupils can access)
5. Independent reading
6. Home Reading

We also aim to foster an enjoyment of reading and language by reading regularly aloud to groups or classes, and encourage parents to do the same at home.

The strategies taught to be a successful reader

At Whitley Chapel First School, we recognise that reading is a personal and highly complicated process. We aim to give our children every chance of being successful readers, through actively teaching the following skills.

Concepts about print - Open front cover - Turn pages appropriately - Understand that left page comes before right - Understand that we read print from left to right - Match spoken word to printed word (one-to-one correspondence)

Decoding and blending & knowledge of the alphabetic code - Sound talk words - Identify known graphemes - Break words into chunks

Self-monitoring and self-correction - Stop if it doesn't make sense / sound right / look right - The adult should not intervene too quickly when an error is made, but allow time for the child to self-monitor.

Rereading - Reread a phrase or sentence to check, confirm, problem solve or self-correct. Have a 'run up' to a tricky word, get mouth ready and think about what would make sense.

Phrasing and fluency When children are first learning to read, they need to have control over one to one matching and pointing to the words is useful. However, this can slow reading down and children begin to think that 'reading' means 'word reading'. As soon as one to one matching is secure, children should be encouraged to speed up and stop pointing. We should not accept slow, staccato, word-by-word reading. When this becomes a habit, it is very hard to break. An expectation of making the reading 'sound good' is fundamental. If reading is fluent and phrased, comprehension is easier, which allows meaning and structure to be used for problem solving.

Retrieval Locating information in text to answer a question.

Inference and deduction Children should be encouraged to ask their own questions about their reading.

Authorial awareness (point of view, linguistic choices, structural choices, context of text)

Parental Involvement

We acknowledge that it is the job of school staff to teach a child how to read and to develop as a reader. However, we know that the best readers will also be reading within the home environment. Parents are encouraged to listen to their children read at home and able readers are expected to read independently at home to build reading mileage. Children take a 'reading book' home every day.

Parents are asked to comment/sign their children's reading record book every time their child reads at home. Teachers and TAs write comments when they hear children read individually or in guided reading. They may also include guidance for parents about how to best support their children in reading, for instance, examples of questions that they can ask, strategies that are being practised and how to praise specific elements such as intonation and fluency.

Home reading is valued and rewarded. Parents of children starting in Reception in September are invited to a Reading Workshop early in the term where the Reading scheme is explained and they are taught how to pronounce sounds correctly to help their children learn to blend them together to make words. They are also given strategies for prompting their children, and help with asking questions to encourage interest and inference, both with the Reading Scheme books and the books that they read to the children at other times. In Classes 1 and 2, pupils are given a Reading Challenge; every time they read at home and their parent signs their Reading Record, they gain a point. After ten points they get a sticker, and after 7 stickers they are awarded a Book token in our Achievement Assembly at the end of the week. These are explained in the Autumn term Parent's consultation meetings.

Assessment and Record Keeping

Regular, ongoing and accurate assessment is essential to inform planning and ensure that all children make progress. Teachers and TAs record relevant comments/observations during individual reading, guided reading, shared reading or class story time.

Pupils in Reception and Year 1 are tested throughout the year on Reading Phase 3, 4 and 5 sounds and Tricky Words. For pupils in Year 2 records are kept of contributions to discussion in Guided Reading and individual reading using the ‘My Progress Goals’ sheet. Pupils are also supported in learning how to read the KS1 SATS papers and given increasing independence to complete them. These activities highlight the need for additional practice of Phonics using Read, Write, Inc. or additional individual reading in school or at home with an adult. These feed into the Assessment targets for Reading which are updated throughout the year.

Classroom organisation and procedures

Individual / Independent reading

Children should bring their bookbag, reading book and reading record book to school every day. This is important for continuity and progression when they read to adults in school or participate in independent reading (silent reading). In Class 2, Reading books and reading record books are placed in a basket where they can be easily accessible for either reading to an adult or independent reading in spare moments. Pupils are responsible for changing books themselves. In KS1 and Early Years, book bags are kept in a box in the classroom. Reading scheme books and Library books are changed regularly by an adult. Children who persistently forget to bring their reading books to school have a reading book which is kept at school, as well as sending a book home.

Parents are encouraged to read with their children every day and to write in their reading record books; therefore it is important that these are checked regularly so that teachers can respond. Older children in KS2 can take more responsibility for recording their own comments when they read at home. Parents can sign to say that their child has read. Home reading should be monitored daily, so that points and stickers can be awarded. This raises the profile of home reading, encouraging more children to read at home. Some of our children do not read regularly with an adult at home; therefore it is important that they have opportunities for 1:1 reading to an adult (including their teacher) in school.

Guided Reading

Opportunities for reading should be happening every day in all classes. Each group should have a guided reading lesson with their teacher every week. Teachers should record observations about each child’s reading on their individual reading record sheet.

Book corners

All classrooms should have an attractive, comfortable and inviting book area. There should be a range of books, fiction and non-fiction, in a variety of genres and styles and reflecting both genders and the diverse culture of our country.

Story time

There should be story time every day in all classes, so that children can hear how a good reader sounds. It is a time for children to enjoy books, while providing language rich experience and opportunities to develop vocabulary and comprehension skills. While the teacher is reading and asking questions, TAs could note observations about children’s responses on post-it notes to add to individual reading records.

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