

Guilden Sutton Church of England Primary School



'Love and Justice for All'

'And what does the Lord require of you? To act justly and to love mercy and to walk humbly with your God.'
Micah 6:8.

through the teachings of Jesus all can flourish spiritually, emotionally and academically throughout life, living out love and justice for all.

Reading Policy

Staff member responsible	Mrs. C. Cawley
Governor/Other responsible	Mrs. C. Williams
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Reviewed	3-5 years

Reading at Guilden Sutton Church of England Primary School

At Guilden Sutton Church of England Primary School, we aim to create life-long learners who have a passion for reading for the rest of their lives. We believe that the passion begins with us and we recognise the importance of this being constantly modelled by the staff within our school community (Appendix 1). Reading for pleasure is a key aspect of our curriculum and the basis for teaching children to read. We begin by working with parents and carers to enable children to read; once this is mastered, we then provide children with the skills they need to become a 'reader'. Fluency, comprehension and enjoyment of reading is our ultimate goal. We surround children with exciting books which include books that celebrate gender, race, culture, LGBTQ+ and difference. These high-quality texts promote an array of vocabulary, contexts and plots beyond their own reading.

Reading in EYFS

We believe that early experiences with books both at home and in school have the potential to significantly affect future reading performance. Therefore, as soon as children enter Reception, we begin to inspire a love of reading, a deep-rooted appreciation and a recognition of books as worlds just waiting to be opened. We continue building upon the exposure that our children have already had to early reading skills through stories, rhymes and song time at every opportunity.

We believe that learning phonics provides young readers with the most direct route to skilled reading. We use the Essential Letters and Sounds (ELS) programme to enable children to begin successfully decoding words using synthetic phonics. Phonics is taught daily through whole-class, short and highly interactive sessions and is then reinforced and applied across the EYFS curriculum.

To supplement the high-quality phonics work in EYFS, children take 'Little Blending Books' home to practise sounding and blending. These blending books are used alongside a fully-decodable book which has been informed by half termly assessments and they have been personalised to match individual children's current phonic knowledge. These books provide direct practice of blending and segmenting with quick success. They ensure long term enthusiasm for reading as well as helping children to read with greater accuracy and independence.

We encourage children to read their decodable book 4 times a week, recognising that this will hugely support them to become an independent, fluent reader. Reading Records are provided to all children as a way of communicating between parents/carers and teachers about reading ability as well as advising parents/carers as to how they can support their child at home.

Reading in Key Stage One

Children enter Key Stage 1 with a growing knowledge of phonics and the foundations of a range of reading skills. As children continue to learn the complex skill of reading, we help them recognise that when they read, they use skills of word recognition to develop reading fluency and to make sense of the text.

In Year 1, phonic lessons continue to be taught daily. In Year 2, ELS Essential Spelling is used to provide a seamless transition from Essential Letters and Sounds. As children move through the programme, they build upon what they have already been taught and make connections with graphemes and phonemes already studied, whilst reviewing and consolidating earlier teaching and knowledge. These lessons are planned meticulously to develop phonic knowledge as well as comprehension skills that will equip children to become more confident and fluent readers.

Children continue to engage with phonically decodable books, informed by half termly assessments and tracking.

For those children who have successfully mastered Early Reading skills and no longer require fully decodable books, they move towards refining their accuracy, fluency and comprehension through more challenging texts, organised by colour (Turquoise - Grey). We use PM Benchmarking, alongside teacher assessments, to provide children with age-appropriate books which expose them to new concepts, ideas and vocabulary and provide opportunities to unpick texts on a deeper level.

We continue to place great emphasis on children reading at home. Reading Records are provided to all children as a way of communicating between parents/carers and teachers about reading ability as well as advising parents/carers as to how they can continue to support their child at home.

At the end of Year 1, children complete the statutory Phonics Screening Check. This check is used to ensure that children are making sufficient progress in their phonics skills and are on track to become fluent readers who enjoy reading for pleasure and learning. Additional support is provided to all children who perform below national standard and they are retested in Year 2.

During Year 2, children complete termly reading tests to assess their understanding of different fiction, non-fiction and poetry texts. Each term, children complete two papers which are centred around decoding and comprehending what has been read. Assessments are used to inform future interventions and support needed to ensure all children fulfil their reading potential.

Reading in Key Stage 2

As children progress into Key Stage 2, the teaching of comprehension becomes the primary element of reading and takes precedence over word reading. Teachers use children's prior knowledge of decoding to direct their teaching and to ensure children become independent, fluent and enthusiastic readers who read widely and fluently.

We recognise that although the comprehension skills across Key Stage 2 are similar, the vast selection of age appropriate, high-quality texts we have available are not only provided to instill a love of reading but to ensure the complexity of what is read provides the correct level of challenge for all our children, whatever their barriers may be.

Children continue to be encouraged to read at home for a minimum of 20 minutes per night. We recognise that children will begin to want to read more and more independently but stress the importance of parents/carers listening to their child. Reading Records provide examples of effective questioning which encourages children to think deeply about what they have read.

At the end of Key Stage 2, children complete a national test (SATs) to assess their understanding of different fiction, non-fiction and poetry texts. Children complete a reading paper containing comprehension questions based on fiction, non-fiction and poetry. Other year groups mirror this process to monitor the progress of all children and intervention is provided accordingly.

100 Recommended Reads

At Guilden Sutton Church of England Primary School, reading for pleasure is our ultimate goal. Our intent to surround children with exciting texts including books that celebrate gender, race, culture, LGBT and difference has been enhanced by the introduction of our '100 Recommended Reads'.

These carefully selected, high quality texts promote an array of vocabulary, contexts and plots beyond children's own reading from Reception to Year 6.

We believe that reading for pleasure provides our children with the opportunity to use their imagination to explore ideas, visit exciting places and meet new characters along the way. Research has proven that reading for pleasure improves children's well-being and empathy. It helps them to understand their own identity and gives them an insight into the world and the views of others.

Children choose a Recommended Read in addition to their reading book. These books are taken home to share and enjoy. Children might read their chosen book to themselves or share them with someone else. Others might enjoy the text being read to them. However, children choose to read their book, our ultimate goal is instilling a love of reading.

Once children have finished their chosen text, they are encouraged to think about who they would recommend it to and to share this recommendation within their class. Each classroom has an appealing reading area where recommendations can be displayed to inform other children as and when they choose another book to enjoy. Children all have a copy of their 100 Recommended Reads in their reading record and can tick the texts off as they are enjoyed.

How we support reading at Guilden Sutton Church of England Primary School

As children begin their reading journey, they are listened to read on an individual basis. Children then progress to whole class guided reading sessions. These sessions are taught as a way of expanding children's vocabulary and deepening their understanding of the texts they read. Texts are selected to be challenging and accessible for all children. Teachers are flexible with their choice of text depending on the children within the class and they ensure that they make meaningful cross-curricular links where possible.

We closely monitor the highest attaining 10% of children and provide them with 1:1 reading opportunities. These experiences provide challenge and reinforce the development of higher order reading skills.

We believe that to fulfil our aim, it is essential that those children who struggle with their decoding and comprehension skills are provided with appropriate interventions, for example, Essential Letters and Sounds, TRUGs and Magic Belt. We recognise that it is essential for children who require additional support with decoding and comprehension to be provided with the support to fulfil our ambition to make them 'readers'. Our head teacher prioritises reading with these children on a 1:1 basis in collaboration with teachers, teaching assistants and fully-trained volunteers and governors. Rigorous assessments and tracking of the lowest attaining 20% of children, allow teachers to match children to the most appropriate interventions we offer. We ensure that the interventions we offer promote our 'keep up, not catch up' incentive which means that these children still continue to access their year group programme of study whilst bridging the gaps from previous years.

For children whom dyslexia is a barrier to their reading progress, we have an onsite Dyslexia Teacher who identifies and adopts the most effective teaching approaches to ensure all children have the tools they need to become confident 'readers'. These children are seen on a regular basis and complete a range of learning activities which meet their individual needs. Progress is consistently monitored and shared and children are provided with the resources they require to develop their independence.

Appendix 1 – How do we show our passion for reading?

Visible

- Dazzle Corner – engaging and inviting.
- Appealing reading areas in every classroom promoting 100 Recommended Reads.
- Attractive books that are well cared for.
- Classroom reading corners/libraries and related role play spaces.
- Wide range of book styles.
- Topic books embedded into planning.
- Dyslexia-friendly books.
- Our data.
- Vocabulary walls (related to teaching)
- Recommending book to each other.
- Attractive displays, changed regularly.
- Books updated on a regular basis and inspired by our school community.
- Book Club – Blue Peter Reading for Pleasure badges.

Philosophy

- Culture of loving books and reading.
- Talking to children about books, stories, characters.
- Time to read each day for pleasure, children read by choice.
- High expectations of reading.
- Children and adults recommend books to each other.
- Comprehension and whole class guided reading sessions embedded into timetable.
- Break the text down so it is accessible for all children to understand and enjoy.
- Pupils' aspirations to become authors when older.
- Comprehension reading tests.
- Read class story at the end of the day.
- Sense of ownership/autonomy when choosing own book.

People

- Reading buddies across year groups.
- Specialist support – Dyslexia Teacher, ELSA Teacher
- External interaction – Beanstalk, mobile library, Book Fair.
- Parents trained to come in to volunteer with 1:1 readers.
- Authors/illustrators come in to visit, or school trips to authors (Storyhouse).
- Reading logs/records used daily between school and home, parental interaction and support

Experience

- Given the opportunity and time to read.
- Reading by example.
- Silent reading in quiet times.
- Becoming the characters, acting out scenarios they have read during play
- Talking about stories at home.
- Recommending stories to each other.
- 1:1 time with adult (parent, staff, volunteer)
- Can choose their own book – more autonomy
- Enjoy progressing through the levels, motivated to move onto the ‘next basket’
- Encouraged to read with parents at home – adults are role models.
- Role play in class linked to books – character development.
- The way books are shared – cliff hangers, physical/visual clues about a new book or what happens next.
- Enjoy sharing work with peers, reading aloud own work to others.
- Children bring in books as ‘show and tell’

Knowledge

- Gives greater understanding of a story – going ‘further into’ the text.
- Using books to gain understanding, e.g. topic research, especially boys.
- Broadens understanding of different cultures and places in the world.
- Use books as links to the curriculum.
- Broaden their vocabulary.

Events

- Gives greater understanding of a story – going ‘further into’ the text.
- Using books to gain understanding, e.g. topic research, especially boys.
- Broadens understanding of different cultures and places in the world.
- Use books as links to the curriculum.
- Broaden their vocabulary.