



**'We are a small school that makes a big difference'**

**'To provide excellence for all within a happy, safe, and stimulating learning environment'**

# Reading Policy

SNAPE WOOD PRIMARY AND NURSERY SCHOOL	
Approved by: Full Governing Body	Date: Spring 2023
Review Date	Spring 2024

## **Rational**

Snape Wood Primary School is situated in the Bulwell area of Nottingham. We are proud of our school and the families we serve. Research shows that reading for pleasure is more important for a child's cognitive development than parents' level of education and is a more powerful factor in life achievement than socio-economic background. At Snape Wood, we do not believe any barriers should hold our children back and strive to do whatever it takes to remove barriers to children's enjoyment of reading. Low levels of literacy cost the UK an estimated £81 billion a year in lost earnings and increased welfare spending, impacting on 'the success of the economy as a whole. Adults with lower levels of literacy are more likely to believe that they have little impact on political processes. At Snape Wood, we believe every child has the right to access their full potential. We strive to provide a broad and rich reading curriculum which will raise aspirations and provide cultural capital for our children and their families.

## **Reading for Pleasure**

Reading for Pleasure In light of the research, we believe in a robust reading for pleasure (RfP) pedagogy encompassed four specific practices: reading aloud, informal book talk and recommendations, and independent reading time within a highly social reading environment (Cremin 2014). We aim to build an immersive reading ethos and environment: one which creates, develops and nurtures a robust and sustained RfP pedagogy for our children. We aim to: - upskill teachers' knowledge of children's literature and other texts - upskill teacher's knowledge of children's reading practices - embody a robust reading for pleasure pedagogy - become teachers who read and readers who teach - develop reading communities within and beyond our school grounds.

## **Intent**

At Snape Wood, we believe that the teaching of reading is integral to a child's understanding and appreciation of the world around them; a platform that allows our children to see beyond what they know, share in cultural experiences and develop the vocabulary they need to effectively express themselves. Our reading curriculum strives to foster a lifelong love of reading. This curriculum is delivered through synthetic phonics, a linked approach to shared, paired, guided, and whole class reading, home reading, reading across the curriculum, regular opportunities for independent reading and hearing quality texts read aloud every day. All of these are essential components as they offer the range of opportunities needed to develop fluent, enthusiastic and critical readers.

It is important that children are motivated to read at home regularly; when their reading opportunities increase, so does their fluency and stamina which in turn increases their enjoyment of reading. Therefore, the link between children's motivation to read and reading for pleasure is reciprocal. Furthermore, we know that reading pleasure is beneficial not only for not only reading outcomes, but for wider learning enjoyment and mental wellbeing. Thus, we work hard to foster a love of independent reading and build communities of engaged readers. We understand the significance of parents and carers in supporting their children to develop both word reading and comprehension skills so we

endeavour to build a home-school partnership which enables parents and carers to have the confidence to support their children with reading at home.

Reading is at the very heart of our curriculum. We are committed to promoting a love for reading and not only giving children opportunities to read in English lessons, but in the wider curriculum too.

## Implementation

At Snape Wood, we are readers. Pupils are given a variety of reading opportunities as part of our Quality First Teaching (QFT) of reading including:

Daily	Weekly	Termly	Annually
<ul style="list-style-type: none"> <li>• Whole class reading and Book Talk: Novel led curriculum</li> <li>• Texts read aloud</li> <li>• Independent reading</li> <li>• Paired Reading</li> <li>• Group Reading</li> <li>• Read aloud story time</li> <li>• Cross curricular reading</li> <li>• Explicit questioning from adults during reading time: VIPERS and The Reading Rainbow</li> <li>• Feedback from adults</li> <li>• No-Nonsense Phonics (F2 to Y2)</li> </ul>	<ul style="list-style-type: none"> <li>• Closing the gaps comprehension lesson (taught skills for 1 x 6 weekly lessons following NTS tests) SHINE</li> <li>• Reading assembly</li> <li>• Visit the library bus</li> <li>• Change home reading books</li> <li>• Reading to an adult</li> </ul>	<ul style="list-style-type: none"> <li>• Rising Stars NTS tests/</li> <li>• Teacher assessment</li> <li>• Take one book/author/poet to study across the whole school</li> </ul>	<ul style="list-style-type: none"> <li>• Poetry Slam</li> <li>• Author Visit</li> <li>• World Book Day</li> </ul>

## Book Led Curriculum

Books are at the heart of our curriculum from EYFS to year 6. We use a book led curriculum in which a wide and broad range of high quality, well researched and carefully chosen books are used as the stimulus for each topic. Our chosen books have been selected to ensure appropriate challenge and progression across the school and to foster a love of reading. (See appendix 1: Snape Wood Progression for further information.) / (See appendix 2: Snape Wood EYFS Progress Overview)

## Reading Aloud

At Snape Wood, staff read aloud to children daily. Research has shown that reading challenging novels aloud to children, giving them a more engaged uninterrupted reading experience over a sustained period, repositions 'poorer readers' as 'good readers' (Westbrook, Sutherland, Oakhill, Sullivan (2019) 'Just reading': the impact of a faster pace of

reading narratives on the comprehension of poorer adolescent readers in English classrooms).

## **Vocabulary**

Each day, we focus on vocabulary. We have a high number of Pupils Premium and SEN pupils and it's vital for them to be exposed to as much vocabulary teaching as possible. Vocabulary also features highly in our writing pedagogy.

## **Reading Schemes**

KS1 and EYFS use Big Cat Letters and Sounds decodable books which compliments the teaching and learning of No Nonsense Synthetic Phonics. Every child receives a decodable to be read at home with parents. This is changed on a weekly basis and the progression of decodable books followed. Any children who do not bring in their decodable book back into school will receive a reminder. If this continues on a third time, the parent will be charged for the book. However, the child will receive a book matched with their reading ability which will remain in school and used for 1:2:1 reading.

Each individual child in KS2 receives a fiction and a non-fiction Oxford Reading Tree stage book until they become free readers. Teachers assess each child to identify the stage where each child is working on. The reading stages are tracked in order to show reading progress. The children will take home a stage book. Children are able to change their book on a two-weekly basis. Any children who do not bring in their book back into school will receive a reminder. If this continues a third time, the parent will be charged for the book. However, the child will receive a book matched with their reading ability which will remain in school and used for 1:2:1 reading.

When children are assessed as being proficient, and therefore a free reader, they will be able to bring home any book from the class, main school library or the library bus.

## **Reading in Early years**

At Snape Wood, we know that reading is a fundamental skill that underpins children's learning across the curriculum. We are committed to providing children with a range of opportunities to develop a love of reading and the skills needed to read fluently, accurately and with understanding.

Our aim is to provide children with a range of experiences and opportunities to develop a love of reading and to achieve good outcomes in reading by the end of the Early Years Foundation Stage (EYFS) and to prepare them for the National Curriculum in Key Stage 1 (KS1).

## **Teaching and Learning**

Pupils learn through a balance of child-initiated and adult-directed activities. The timetable is carefully structured so that children have rigorous directed teaching in phonics and reading (See EYFS Policy). These sessions are followed by group work and targeted play where children work with a member of staff to develop their individual targets. This focused group time means the teacher can systematically check for understanding, identify and

respond to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning.

Reading is at the heart of our curriculum. Stories, books and rhymes are carefully chosen and support the key themes throughout the year. Books are woven throughout the areas of provision. Classrooms have inviting story areas with high quality texts and engaging puppets and props to enable children to retell and create new versions of familiar stories. Small-world play, carefully planned role play areas, a construction place for building, easels and materials for model making all afford different children different spaces to tell stories and develop language.

We place huge importance on the development of children's vocabulary and ensure that staff assess early speech and language development and support children in being able to communicate their thoughts and ideas and explore the meaning of new words. Children follow a rigorous and highly successful phonics programme based on No Nonsense Phonics scheme in F2 (and the Learning Lady Phase One Phonics in F1) so that they can meet good outcomes for reading and be ready to pass the Year One phonics screening.

## **Assessment**

We use a range of formative and summative assessment approaches to monitor and track children's progress in reading. Regular assessments are carried out throughout the year to

Regular assessments to monitor and track children's progress in reading and identify any areas where they may need additional support or interventions.

## **Teaching Whole Class Reading for years 1 to 4**

In KS1 to year 4, Children receive daily reading sessions using Book Talk 1:2:1, small group, or whole class using the decodable books and high-quality additional texts which promote a love of reading.

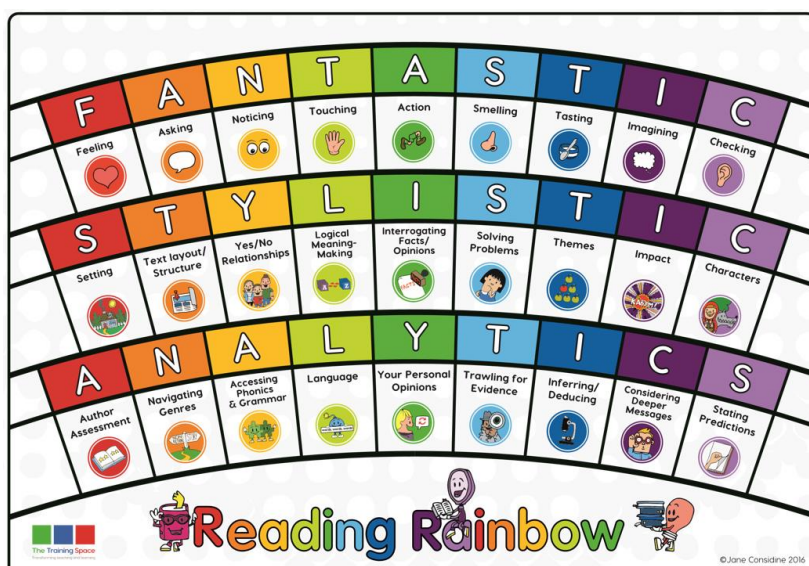
(Y1/2 follow the No-Nonsense phonics programme that has guided reading incorporated within the scheme for Autumn and Spring Term – Book Talk is implemented daily in the Summer Term)

Book Talk is a systematic way to teach reading strategies. It is underpinned by certain principles, these are outlined below.

1. Pupils are organised into reading attainment groups and share a set of the same books pitched at their level with appropriate challenge.
2. All pupils in the classroom will be accessing narrative, non-fiction and poetry at the same time.
3. Pupils will receive daily 45 minute Book Talk lesson and will work have at least one session a week working intensively with class teacher in a guided session.
4. The session is layered with open-ended whole class questions to tackle the three layers of the reading rainbow (years 1 and 2 will access tiers two and three in the Spring Term).

On average

The use of the 'Reading Rainbow' will be employed to help children build up a clear visual representation in order to help scaffold, visualise and challenge learners.



- The hallmark of the session is on developing reading for meaning and oral comprehension techniques.
- Book Talk is structured with three reasons to read. The reasons to read are taken from 'The Reading Rainbow.' One reason taken from the top layer of the rainbow under FANTASTIC. The second reason is taken from the middle STYLISTIC layer. The third is taken from the ANALYTICS layer. These are introduced to the pupils in chunks and it is through these generic lenses they think about their reading material.
- The sessions work best if they operate like conversations about the books and 'hands up' is not used so there is a natural flow of talk about what they are reading.
- During these sessions, the pleasure principle of reading is fostered and highly engaging books and picture books should be used in favour of phonic based books to heighten the engagement and excitement.
- 'Book Talk' is sharply focused on reading for meaning, listening to friends read and talking about books.
- During these sessions, pupils could be reading around the group, reading in pairs, or reading to themselves and the teacher will direct them in these different organisational ways.

Please see the reading manual 2022 for further guidance for teaching, learning and assessment.

## Teaching Whole Class Reading for years 5 & 6

In years 5 and 6, children participate in whole-class reading sessions. These lessons allow all of the children to be immersed in the same high-quality literature and the discussions that these promote.

Lessons on Monday and Friday link to the class read which is linked to the curriculum and is read aloud for pleasure each day. On these days, the children have the opportunity to explore the longer text in greater depth. In these sessions, no new reading will take place as the emphasis here is on recapping key events, characters, themes in the story, summarising and making predictions.

Tuesday, Wednesday and Thursday sees the introduction of themed texts, poems and extracts which either enhance the curriculum, or link in theme to develop greater cultural capital. During these lessons, more focus is given to retrieval and inference questions and making PSHE links to the world around them in order to develop the individual as a reader.

<b>Whole Class Shared Reading Structure</b>					
	Monday	Tuesday *	Wednesday *	Thursday *	Friday
Daily Focus	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Reading Focus	Recapping Explaining of authorial intent A PSHE focus question to finish	Retrieval and Inference	Retrieval and Inference	Retrieval and Inference	Prediction and Summary
Text Focus	Class Read/Novel	Linked or Themed Text	Linked or Themed Text	Linked or Themed Text	Class Read/Novel
Notes	Rereading– focus on what has already been read	Pupils can read as well as the teacher New text	Pupils can read as well as the teacher New text	Pupils can read as well as the teacher New text	Rereading– focus on what has already been read

After Termly assessments, one lesson a week will use the Rising Stars closing the gap interventions to address misconceptions, model the skills needed for test and close the skills and knowledge gap.

## **Reading at Home**

Teachers to encourage all children to read at home five times a week. Pupils should read for a minimum of 20 mins every day and record this in their reading diaries. Staff must acknowledge that the children have read at home by ticking within their diary. Diaries must be checked every day by staff and must be recorded when children read at home and when they have not in the classes reading folder. For children who have read daily, their names will be entered in each class 'Treasure Chest' to be in with a chance to win a 'Golden Coin.' Each week, a child in every class will win a coin to be spent in the schools 'Book Vending Machine' to encourage further reading as reading its own reward.

If a child is not reading at home, parents are contacted using 'Dojo'. If this persists, a telephone call should be made. Finally, if non reading persists, a face to face meeting will be

held with the parents and class teacher. During this time, non-home reading children are targeted for weekly 1:2:1 reading and quiet reading opportunities throughout the day.

## **Interventions**

In KS1, any child who does not pass the Phonics Screening Check receive daily additional support in order to address gaps and misconceptions in learning. This is monitored every half terms and assessments are tracked to monitor progress.

In KS2, children identified as being significantly being in their reading – lowest 20% - will enrol on daily 'Reading Eggs' intervention which develops phonics skills as well as comprehension. Children are tracked and monitored throughout.

Read Theory will help supplement a rich diet of texts for those who require additional support with comprehension skills. The short nature of the texts, multiple choice questions and texts matched at the right level, ensure children can access comprehension at the right level.

## **Assessment**

Assessment forms a fundamental part of teaching and learning. Children are assessed daily using ongoing teacher assessment which is used to help support teacher planning and questioning as well as helping to shape the level of support each child requires. In addition to this, termly NTS tests are used in order to assess misconceptions and gaps in learning which will be used to support all our children. Shine interventions or strategies will be implemented in order to ensure children are making progress.