



Reading Policy

Our School Values

SAFE- be safe, be happy and make sensible choices

RESPECT – for ourselves, our families and our communities

PRIDE – aspire to work hard and become their 'best self'

BRAVERY – to be independent, resilient and attempt challenges, which will be difficult

SUCCESS – a belief that with effort anything is achievable

Intent statement

How do we teach reading?

Reading is a crucial part of our curriculum. At Sir Alexander Fleming we have a passion and love for reading. It is our highest priority that children develop reading for **pleasure** through the rich reading culture we create.

We read to our children every day because we know that in this way they will be exposed to a million more words! We believe that daily acts of reading matter! We select texts that we anticipate will **intrigue and interest** our learners. We encourage children to read to one another through our buddy reader system.

We have stimulating and well-resourced book areas.

We celebrate books by designing Book Doors for each of our classrooms every term and through whole-school events and rewards.

How do our children learn to read successfully?

Children are given many opportunities at our school to develop and apply their reading skills. Teaching strategies are used in accordance with pupils' age and level of attainment and learning needs.

We teach high-quality phonics on a daily basis to children.

Children read **independently** to adults using books **matched to their phonic ability**.

We teach guided reading to develop children's comprehension and decoding skills.

We teach reading by using quality texts in a range of genres. These texts are also used to inspire writing.

How do we support parents to help their children to become better readers?

We encourage our parents to read with their child every day. Parents record their children's reading on Seesaw by taking a photograph, video or making a comment. We provide parents with examples of comprehension questions, which they can use with texts their child is reading at home in order to support their child's understanding.

We invite our parents to morning reading sessions and phonics sessions.

The Aims of Our Reading Policy

Skills

Children will

- Have high quality phonics skills
- Have an extending grammatical knowledge
- Have contextual understanding and meaning
- Be able to question and debate
- Analyse and interpret view points
- Develop personal tastes and opinions
- Explore and develop their vocabulary
- Understand the impact of sentence structure
- Develop their comprehension skills including being able to infer
- Look at texts for details in order to draw conclusions, predict and make judgements
- Be able to skim and scan texts
- Explore story, character, plot and setting
- Distinguish between fact and fiction
- Participate in play reading
- Read aloud to others and perform

Please see our Progression of Skills Document in order to see the expectations by the end of each year group.

Our Reading Vision



We want all our children, by the end of the EYFS, to be able to know a range of traditional stories. They will be able to act out stories using props and puppets. They will know stories from their reading spine and be able to make attempts at retelling them. They will apply their phonetic knowledge to read phonetically plausible books.

We want all our children, by the end of KS1 to have built up a repertoire of stories including their knowledge of fairy tales and traditional tales. They will be aware of their interests and be able to talk about reasons why they enjoyed a book. Children will be able to innovate stories and create their own. They will be reliable decoders and become fluent and expressive readers.

We want all our children by the end of KS2 to become effective, competent communicators and good listeners. They will be able to read, discuss and respond to a variety of texts at an age appropriate level. They will express opinions, articulate their feelings and formulate their responses to a range of texts of different genres. Children will foster an interest in words and their meanings and develop a growing vocabulary. It is our hope that all children will develop a love of and real eagerness for reading, choosing texts appropriately and sharing them enthusiastically. We will aim to equip all children with the reading skills to access the curriculum and the wider world around them.

Ultimately, reading is a master skill and it will unlock the academic curriculum in all subjects. Reading enables pupils to expand their experiences and opens doors to other worlds!

Quality Literature at Sir Alexander Fleming Primary School and Nursery

Our School Reading Spine

Teachers have selected ten key texts for their year group. These text choices are based on research and experience. The books are age appropriate and intend to meet the interests of the children. We believe the children at our school have a right to know these novels and stories.

Teachers share their reading spine with their class in many ways such as through whole class reading or using a text to inform other areas of the curriculum. These books are displayed within the class Reading Area.

Sir Alexander Fleming Primary School and Nursery
Reading Spine 2020-2021



Nursery

Mr Gumpy's Outing by John Burningham
Titch by Pat Hutchins
Brown Bear, Brown Bear by Eric Carle
Peace at Last by Jill Murphy
Each Peach Pear Plum by Janet and Allan Ahlberg
We're Going On A Bear Hunt by Michael Rosen
Dear Zoo by Rod Campbell
The Elephant and the Bad Baby by Elfrida Vipont



Our Poetry Reading Spine

This year teachers will select five core poems for their year group which are key to the successful teaching of reading and enjoyment of reading for children in their classes.

Reading across the Curriculum

When planning the yearly overview for their year group, teachers identify key texts that will be used to support all areas of the curriculum.

Sir Alexander Fleming Primary School

Curriculum Overview for the Academic Year: 2020-2021

Year 5



School Global theme	People Power: Heal the World Superheroes are not in fairy tales - they are in every child that says I CAN					
National and whole school events	European Languages day Macmillan coffee morning Grandparents day Fire safety Week World animal day	Diwali Halloween Remembrance Day Anti-bullying week Children In Need Bonfire Night World kindness day Christmas jumper day	National handwriting day Chinese New Year Safer internet day Pancake day World Book Day World Maths Day British Science Week Mother's Day		Father's Day Sports Week Sir Alexander Fleming Mile Sports Day Race for Life events	
Class theme	People Power: Heal the World					
Subject area	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
ENGLISH	Persuasive Writing Recounts (diaries) Speaking and Listening	Adventure Stories Newspapers Speaking and Listening	Poetry Letter Writing	Explanation Suspense Stories	Instructions Descriptive Settings Rattle Cry Speaking and Listening	Non-chronological reports
Quality Texts	Here We Are: notes for living on planet Earth (Oliver Jeffers) Shackleton's Journey (William Grill) Boy in the Tower (Polly Ho Yen)		Cosmic (Frank Cottrell-Boyce) Jamie Drake Equation (Christopher Edge) Explorer (Katherine Rundell) Rooftoppers		Viking Boy (Tony Bradman) Marvel	
MATHEMATICS	Place Value Addition + Subtraction Multiplication + Division	Perimeter and Area Statistics	Time Multiplication and Division	Fractions Decimals and Percentages	Decimals Properties of Shapes	Position and Direction Converting Units Volume

Quality texts

Subject Leaders work with the Reading Leader to identify core texts to support the teaching of skills within their subject.

Staff display key texts on interactive displays within their classrooms. For example, in the Biology Area non-fiction texts are presented. In this way children learn the importance and uses of reading in many different contexts.

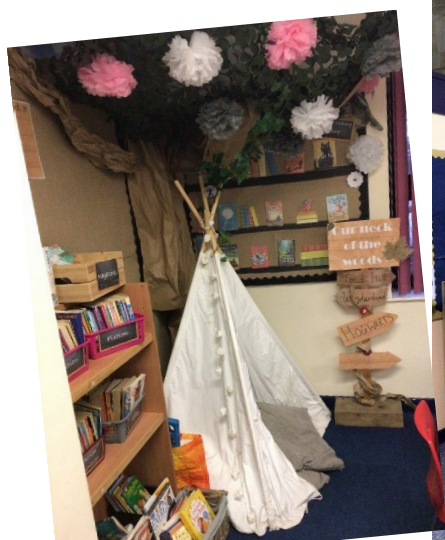


Our Book Areas

All teachers create an inviting and stimulating Book Area within their classroom in order for children to enjoy books and stories and apply their reading skills.

The aim of our book areas are for children . . .

- To apply reading skills including phonetic knowledge and comprehension. To practise reading.
- To make reading a social and enjoyable activity. To read for pleasure and create enthusiasm for reading.
- To expose children to many books and high quality literature.
- To give children time to read alone or with others in a nurturing, homely environment. Book areas are a playful and relaxing place.
- To develop a love of stories and support children to become story-tellers.
- A place where adults can model reading for pleasure and be playful with stories.
- A high quality, classroom resource which children can use to be independent learners; "I'll grab an information book about animals to try and find out the answer to that question."
- To promote talk and the use of vocabulary.
- To develop their understanding of the world.



Our Book Areas include:

- Age appropriate and challenging texts.
- Books for all children; we consider which books would inspire certain groups such as our children with English as an additional language.

- Poetry
- Magazines and newspapers
- Fiction and non-fiction texts
- Storytelling resources
- Links to phonics
- Authors and illustrators
- Our school reading spine



The Ways We Teach Reading

Sharing a Text as a Whole Class

Every day, after lunch, children listen to an adult reading a text. We know that adults modelling reading enthuses children and is a key way to promote a pleasure for reading at our school.

In KS2 each class selects a whole class book each term. This can be shared at this time. Teachers use their professional judgement to decide which text is read to their class.

Independent Reading

Each week children read individually to an adult at school. The adult listens to the child read and supports them to apply their phonic skills. The adult discusses the contents of the text and checks for the child's understanding by questioning them.

We use a range of different reading schemes at our school. The book read by the child will be selected from an appropriate book band, which matches the child's phonic ability. When children are assessed by their teacher as being fluent at reading, they will move to 'free reader' books and be able to make choices about the books that they read independently.



Reading Stages		
Colour		Stage
lime		Entering 3 (E3)
white		Secure 2+ (S2+)
gold		Secure 2 (S2)
purple		Developing 2 (D2)
turquoise		Secure 1+ (S1+)
orange		Secure 1 (S1)
green		Developing 1 (D1)
blue		Secure R+ (SR+)
yellow		Secure R (SR)
red		Developing R (DR)
pink		Entering R (ER)
lavender		Entering R (ER)



The adult records the child's independent reading chronologically in their Reading Book or Reading Journey, using a coloured sticker to match the book band and a comment regarding the child's decoding and comprehension skills.

This book will be sent home in order for children to continue to practise reading.

Children who have not read at home will be read with twice at school. Children who are assessed by the teacher as needing more support will also read twice.



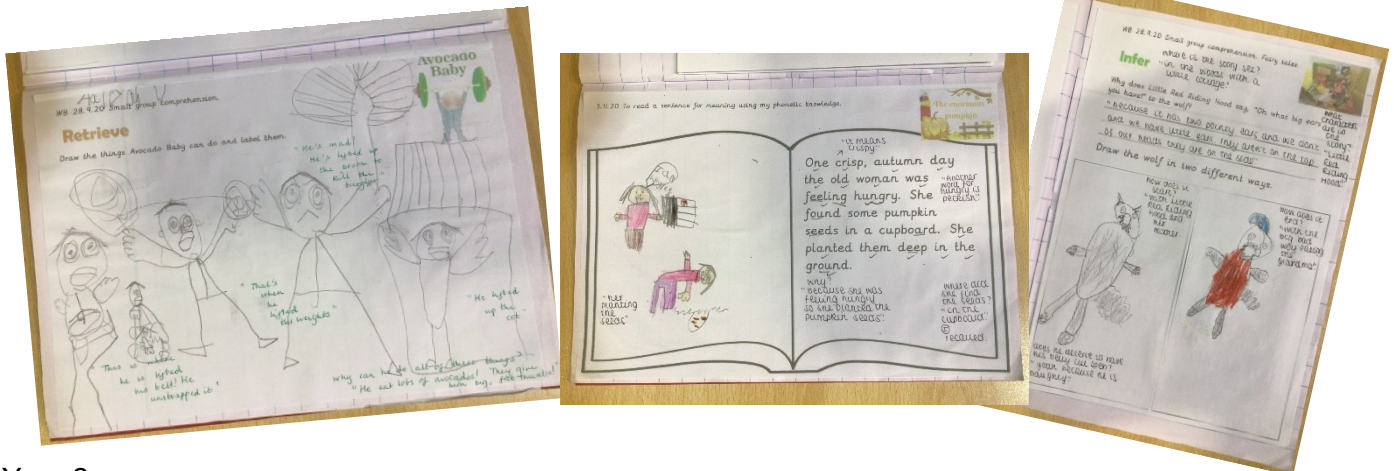
Guided Reading

Guided reading is a tutored approach to the teaching of reading which involves decoding and comprehension.

In KS1 children participate in a carousel of activities to develop their reading skills.

Year 1

- **Decoding;** The teacher tutors a group through a book or text. Each child reads and decodes. A learning objective is created for this regarding decoding skill. The book chosen by the teacher is pitched higher than the children's current phonic phase. (The phase which they are secure at.)
- **Comprehension;** A non-fiction or poetry text shared as a group. Children undertake a comprehension. A learning objective is created linked to the five domains.
- **Reading for Pleasure;** Story sacks or stones are used to develop reading language and understanding. Throughout the year this can be developed to another fiction text. Children undertake a comprehension. LO created is linked to the domains.



Year 2

- **Decoding;** The teacher tutors a group through a book or text. Each child reads and decodes. A learning objective is created for this regarding the decoding skill. The book chosen by the teacher is pitched higher than the children's current phonic phase. (The phase which they are secure at.)
- **Reading for pleasure;** Children read in the book corner. An adult conducts Independent Reading with each individual child.
- **Comprehension;** A group of children read a text and answer questions and record in their reading journey. (Adult supported.)
- **Independent;** Children participate independently in an activity linked to a text. For example, drawing a character and labelling it or sequencing images from a known text.

In KS2 children participate in whole-class guided reading

- A specific text chosen for WCGR by the teacher. Teachers ensure that a breadth of genres is chosen over the year. Short and long texts are used.
- Teachers use their professional judgement to decide what the session should look like.

- The teacher tutors by modelling reading skills, discussing ideas and linguistic points within the text and checks for understanding.
- Comprehension; Children then answer questions which the adult has created linked to the 8 domains. The domains need to be covered over time. The teacher discusses the questions and the types of questions. Generally 4 of these are undertaken each week.
- All children are exposed to the WCGR text. Teacher's use the knowledge of their class to pre-teach, adapt questions, adapt amount or part of the text read for children with specific needs.
- Lessons are progressive. For example, children begin by working with the teacher to infer from the text and progress to them applying this skill.
- There will be more challenging texts covered as time progresses; children's decoding ability is improving and their understanding of more complex texts.

Rainbow Readers

Reading domains are used to support children's comprehension skills.

KS1 5 Domains

Define, Retrieve, Sequence, Infer, Predict



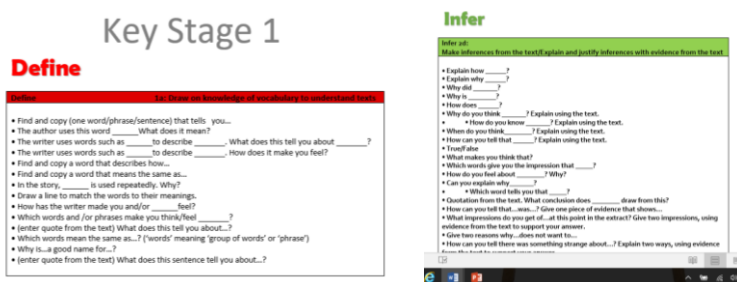
KS2 8 Domains

Define, Retrieve, Sequence, Infer, Predict, Summarise, Explain, Compare



Domains are colour coded in order to teach specific skills. As children enter upper KS2 the colours are not used. This is to show differentiation between year groups and support children for the inevitable SATs.

Teachers use example questions from each domain to plan and create questions for children. These are also shared with our parents.



Phonics

Phonics is an integral part of our Reading Curriculum.

Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language.

*Written language can be compared to a code, so knowing the sounds of individual letters and how those letters sound when they're combined will help children **decode** words as they read.*

Understanding phonics will also help children know which letters to use when they are writing words.

Phonics involves matching the sounds of spoken English with individual letters or groups of letters. For example, the sound k can be spelled as c, k, ck or ch.

*Teaching children to **blend** the sounds of letters together helps them decode unfamiliar or unknown words by sounding them out. For example, when a child is taught the sounds for the letters t, p, a and s, they can start to build up the words: "tap", "taps", "pat", "pats" and "sat".*

OUR SCHOOL APPROACH

Letter/ grapheme formation.

There are many companies and programmes that can be used to teach phonics.

At our school we use Letters and Sounds and Jolly Phonics to deliver phonics.



Letters and Sounds:
Phonics and Punctuation for High Quality Teaching
Book 1 of Letters and Sounds (Phonics and Punctuation)

6 phases which overlap throughout the year groups

Practise, teach, apply, review



Action based, kinaesthetic aid to teaching phonics.

Children have discrete daily phonics lessons in which we use a range of multi-sensory techniques in order to engage and enthuse our learners. We have many interactive phonics resources such as interactive online games, board games, songs and rhymes and many other practical activities.

GAMES AND RESOURCES













Please see our Phonics Scheme of Work that we have created from the Letters and Sounds Document which sets out when we teach certain skills and knowledge and shows how our teaching is rigorous, structured and enjoyable.

Reading as a Writer

Teachers use model texts in English lessons to support the teaching of key concepts. These are identified in the Genre Progression document for Writing at our school.

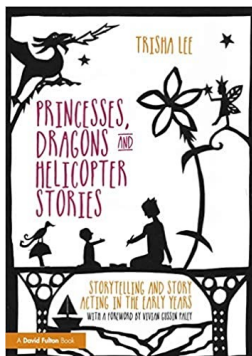
Helicopter Stories

In the EYFS and KS1 we regularly undertake Helicopter Stories sessions in which adults' model story telling while children act.

This progresses to children creating their own stories and other class members acting out what is being told.

This strategy supports children's application skills; what they already know about stories and allows them to innovate stories too.

Children deepen their vocabulary and definition of words and phrases by acting out what is being said and created.



The Ways that we Assess Reading

Formative Assessment

Teachers at our school are continually assessing and looking for what children know and can do in reading. Teacher's listen to, and observe children reading and this informs their assessment data for the subject.

Teachers' modify their future reading planning due to assessment, in order to support children's learning in this subject.

Teachers plan lessons so that children learn new skills and apply them. Teachers endeavour to plan for lessons in which children become independent at applying the skill that has been taught.

The questioning strategies that teacher's use in the teaching of reading are very important. (Please see Rainbow Readers.) Children need to understand what they are being asked to do in order to answer successfully. We use similar questions throughout school but the texts become progressively harder in order to ensure children progress.

Summative Assessment

At key points in the school year children undertake an independent comprehension task. These scores are standardised and teachers and the Subject Leader can see what progress has been made.

Teachers track children's phonic ability termly using a Letters and Sounds assessment booklet. This is moderated by members of the Senior Leadership Team.

Whole School Celebrations and Rewards

Buddy Readers

Each week a child from each class is rewarded with a certificate for being an inspiring Buddy Reader.

Seasonal Celebrations

We celebrate reading alongside other yearly celebrations such as our Spooky Reading Day in October and our Reading Advent Calendar at Christmas.

Class Rewards

Teacher's reward children for reading at home in their classroom in many ways such as through Golden Time activities and prizes.

