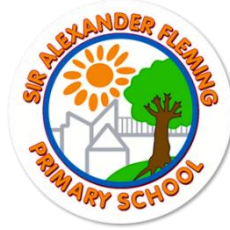


Sir Alexander Fleming Primary School and Nursery

'Belonging, Being, Becoming'



Reading Policy

Updated: January 2023

Review Date: January 2024

Our school values



SAFE – keep ourselves and others safe by making sensible choices within school, online and in the community.



RESPECT – have the social, emotional and nurturing skills to respect ourselves, our families and our communities.



PRIDE – be proud of what we all achieve by aspiring to work hard and become your 'best self'



BRAVERY – to overcome barriers by attempting difficult challenges by being resilient, independent and inquisitive.



SUCCESS – achieving high standards with a belief that with effort anything is achievable.

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1. What is the intent of the Reading curriculum at Sir Alexander Fleming Primary School and Nursery?

Reading is a crucial part of our curriculum and a key life skill that children need to become **successful**. At Sir Alexander Fleming we have a passion and love for reading and children take **pride** in their learning in this subject. It is our highest priority that children develop reading for pleasure through the rich reading culture we create and that they develop personal tastes and opinions. We aim to create **successful**, confident readers who enjoy reading aloud and are **brave** enough to perform reading to others.

Throughout their time at our school children will explore a range of texts which reflect a diverse range of cultures, characters and scenarios. In this way children are developing their understanding and **respect** for others.

A Sir Alexander Fleming reader will have a secure phonic knowledge and be able to decode words fluently. They will have an extending knowledge of grammar, sentence and text structure and vocabulary. Children will comprehend and be able to understand a range of texts and use skills such as retrieval, prediction and inference.

Children will be thoughtful and critical readers who can analyse and interpret many aspects and view points of texts and distinguish between fact and fiction. They will be able to reflect, question and debate.

Our teaching of reading is underpinned by our belief that reading unlocks children's potential in all other curriculum areas. It is our long term aim that children will use reading to further their knowledge in other subjects. We also recognise that our whole-school curriculum offer develops our children's background and contextual knowledge and in turn their comprehension skills.

- **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 using their growing spoken language. 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.

1. Implementation

How do we teach reading successfully at Sir Alexander Fleming Primary School and Nursery?

Our School Offer

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.

How often do you read your book to an adult?

How often does your teacher read to you?

When do you learn to read?

Are you encouraged to read at home?

- **Phonics**

Phonics is an integral part of our English Curriculum in which children are taught how to read and write using the 40+ grapheme, phoneme correspondences in the English Language.

We follow a sequenced, Synthetic Phonics programme called Jolly Phonics which is based on the fundamental knowledge of the alphabetic code. This later changes slightly to Jolly Grammar when children have acquired the main 42 letter sounds and alternatives spellings for these.

In the Early Years children have discrete, daily Jolly Phonics lessons in which teachers 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.

Children are taught five key skills during Jolly Phonics lessons;

- letter sounds
- letter formation
- blending for reading
- decoding for writing
- tricky words.



Please see the Jolly Phonics Timetable which sets out when we teach certain skills and knowledge and shows how our teaching is rigorous, structured and enjoyable.

- **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 content of the text and checks for the child's understanding by questioning them. Adults develop children's fluency by helping them to re-read texts and sections of the text.

All children read once a week to an adult.

Children identified as needing extra support, read twice a week to an adult.

We use Jolly Phonics Reading Scheme at our school. The book read by the child will be selected by an adult which matches the child's phonic ability and GPCs which have been taught.

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 read again at school.

How do you make informed choices about what you read?

When children are assessed by their teacher as being fluent at decoding, they will move to 'free reader' books and be able to make choices about the books that they read independently.

Books available to children in KS2 have been colour coded to represent which ages they are appropriate for. Teacher's coach their students to identify which books offer them appropriate challenge for their current reading ability.

- **Teachers Reading to Children**



Children engage in a timetabled 'Story-time' each day, in which their teacher reads to them.

We know that adults modelling reading enthuses children, develops fluency and is a key way to promote reading for pleasure at our school. It supports vocabulary development as children will be exposed to a million more words!

Teachers use their professional judgement to decide which text is read to their class.

- **Guided Reading (KS2)**

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

At Sir Alexander Fleming Primary School children participate in 4 sessions a week, which have been sequenced to support the acquisition and progression of skills and knowledge.

Session 1	Session 2	Session 3	Session 4
Teach and Learn Together	Practice – Close Reading	Developing Independence	Applying Knowledge to a Variety of Domains
Focus domain is introduced – what does it mean? Where is it displayed in the classroom – we are going to add to our learning wall as we learn this week . . .	A short extract of text is read. Children are told that they are going to re-read the text but with a purpose in mind; linked to the focus domain.	The text is read and then children use their knowledge of the focus domain which has been taught throughout the week to engage in a comprehension activity. Use I, we, you model – Teacher first, together, now your turn.	Children read the text. Recap on strategies used previously. Children complete a comprehension of a mixture of questions. This could be the focus domain combined with another one . . . some domains naturally go with others.
The text is read/ explored and the teachers and children discuss it. Children read and re-read the text to a partner to develop fluency. USE RUBRIC. Teacher teaches strategies to help children use the domain. (I, we, you model). Skills ladders. These are added to the learning wall. (THESE ARE THE SUCCESS CRITERIA for this lesson.) Teachers ask questions to support teaching the domain. Activities planned linked to the text/ the domain. (I, we, you model). Teachers consider how children record the activities.	Children read and re-read the text to a partner to develop fluency. USE RUBRIC. The teacher highlights key parts of the text that they are going to discuss in order to teach the Rainbow Reading Domain. Recap on the domain throughout. What do we remember about this? What strategies are we using? Refer to learning wall/ previous learning and add new. Children then apply this knowledge by answering domain questions/ challenges created by teachers which scaffold their understanding.	Teachers check understanding.	

During these sessions teachers use their pedagogical and subject knowledge to model reading skills, discuss ideas and linguistic points within the text and check for understanding. Children participate in both oral and written activities to develop their comprehension skills.

One reading domain is chosen each week. Each domain is covered during each half term.

Teachers choose which domain is being covered each week based on the children's needs and the text being covered.

- **Rainbow Reading Domains**

Reading domains are used to support children's comprehension skills. Activities are planned to develop these skills.

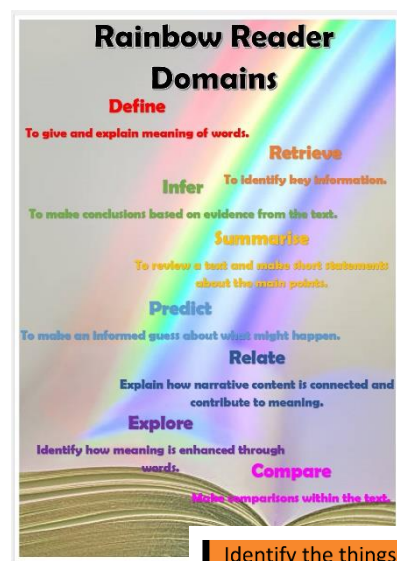
KS1 6 Domains

Define, Retrieve, Sequence, Infer, Predict, Decode

KS2 8 Domains

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

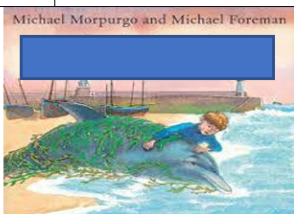
Domains are colour coded in order to teach specific skills and support children's memory of these.



<p>Sir Alexander Fleming Primary School</p> <p>Whole Class Guided Reading Planning</p> <p>WC: 25.4.22 YEAR 3</p>		Teaching Sequence and Activities
		Domain Focus: Predict
Session 1 Teach and <u>Learn</u> together	<p>Explain the domain. Where is it displayed in the classroom – we are going to add to our learning wall as we learn this week. Discuss skills to 'predict' – using the information around, clues in the picture.</p> <div data-bbox="453 2020 616 2136"> </div> <p>In your group, using the large piece of paper with the front cover in the middle discuss and record down: What this story is about using the front cover? What will happen in the story? Where is the setting? Who will be in it? What will the title of the story be?</p> <p>Extension: What is the boy looking for? Why is he standing on the edge of the quay?</p> <div data-bbox="772 2168 903 2240"> </div>	

Identify the things you are looking for:
• Question words
• Key concept
Skim the text to find the part the concept relates to.
Re-read that part of the text.
Scan the text to find what you're looking for.
Retrieve the

Learning Objectives are created showing the focus reading domain, for example

Independent	Adult-led	Supported	Group Work
LO: To predict what might happen from details stated and implied. Genre: Fiction Predict Success Criteria: <ul style="list-style-type: none"> To think about what will happen next and link it back to what I already know. 		<u>Vocab</u> quay sea dolphin	Michael Morpurgo and Michael Foreman 

- **Rainbow Reading Sessions (KS1)**

In KS1 children participate in a carousel of activities to develop their reading and comprehension

KS1 sessions can include

- Helicopter stories.
- A decodable book.
- Fiction, non-fiction or poetry.

One Reading Domain is chosen each week.

During these sessions children talk about and discuss what is being read orally, developing their spoken language, vocabulary and understanding.

- **Paired Reading**

Children in KS1 and 2 participate in paired reading once a week in which they read their Independent Reading book to another child.

- **Progression of Knowledge**

The order in which children are taught skills in reading is important. For example, children must be able to identify emotions from picture before inferring why an emotion is felt by a character. The progression of skills document outlines which skills should be taught in each year and shows the appropriate sequence for each domain.

Comprehension				
	Define	Retrieve Sequence	Infer	Predict
Year 1	Identify words and phrases that describe a character or situation.	Identify words and phrases that describe a character or situation.	Identify words and phrases that describe a character or situation.	Identify words and phrases that describe a character or situation.
Year 2	Identify words and phrases that describe a character or situation.	Identify words and phrases that describe a character or situation.	Identify words and phrases that describe a character or situation.	Identify words and phrases that describe a character or situation.
Year 3	Identify words and phrases that describe a character or situation.	Identify words and phrases that describe a character or situation.	Identify words and phrases that describe a character or situation.	Identify words and phrases that describe a character or situation.
Year 4	Identify words and phrases that describe a character or situation.	Identify words and phrases that describe a character or situation.	Identify words and phrases that describe a character or situation.	Identify words and phrases that describe a character or situation.
Year 5	Identify words and phrases that describe a character or situation.	Identify words and phrases that describe a character or situation.	Identify words and phrases that describe a character or situation.	Identify words and phrases that describe a character or situation.
Year 6	Identify words and phrases that describe a character or situation.	Identify words and phrases that describe a character or situation.	Identify words and phrases that describe a character or situation.	Identify words and phrases that describe a character or situation.



- **Quality Texts at Sir Alexander Fleming Primary School and Nursery**

We teach reading by using quality texts in a range of genres. We select texts that we anticipate will intrigue and interest our learners. They have been chosen by teachers to portray a diverse range of characters, settings, cultures and issues.

Our Whole School Overview

Teachers use model texts in English lessons to support the teaching of key concepts and linguistic features. Texts inspire children's writing.

This document highlights which books have been selected and are being used in English lessons. The texts are sequenced to ensure children are challenged appropriately; they have appropriate background knowledge and reading skills.



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1	Charlotte's Web	The Secret Garden	The Boy Who Swam to America	The Boy Who Swam to America	The Boy Who Swam to America	The Boy Who Swam to America
Term 2	The Boy Who Swam to America	The Boy Who Swam to America	The Boy Who Swam to America	The Boy Who Swam to America	The Boy Who Swam to America	The Boy Who Swam to America
Term 3	The Boy Who Swam to America	The Boy Who Swam to America	The Boy Who Swam to America	The Boy Who Swam to America	The Boy Who Swam to America	The Boy Who Swam to America
Term 4	The Boy Who Swam to America	The Boy Who Swam to America	The Boy Who Swam to America	The Boy Who Swam to America	The Boy Who Swam to America	The Boy Who Swam to America

Our School Reading Spine

Teachers have selected 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 and needs 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, guided reading and using a text to inform other areas of the curriculum. These books are displayed within the class Reading Area.



Our Poetry Reading Spine

Teachers have selected three core poems for their year group which are key to the successful teaching of reading and enjoyment of reading for children in their classes.

Our Non-fiction Reading Spine

Teachers have selected three core non-fiction texts for their year group which are key to the successful teaching of reading and enjoyment of reading for children in their classes. They support knowledge in other curriculum areas.

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.

This year subject leaders will 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.



- **Environment**

Our Class Libraries and Story Areas

Teachers create an inviting and stimulating Class Library's and Story Area's within their classrooms in order for children to enjoy books and stories and apply their reading skills.

The aim of our Libraries and Story Areas are for children . . .



- To apply reading skills.
- 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 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 plots, characters and vocabulary.



Our Class Libraries and Story Areas are well-resourced and include:

- Age appropriate and challenging texts.
- Books for all children; we consider which books would inspire certain groups.
- Poetry
- Magazines and newspapers
- Fiction and non-fiction texts
- Storytelling resources
- Authors and illustrators
- Our school reading spine



At Sir Alexander Fleming Primary and Nursery School we recognise the importance of Class Libraries being about books! Our Story Areas are kept separately as children can use different skills in this area.

Vocabulary Walls

All classrooms have a Vocabulary Wall that has key words and their definitions identified from the texts being studied.

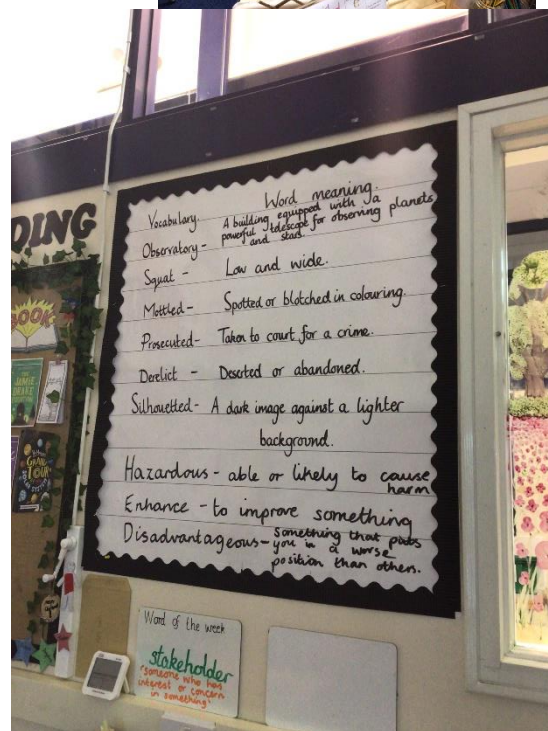
- **Assessment**

Formative Assessment

Teachers at our school are continually assessing and looking for what children know and can do in reading. Teachers 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 NFER assessment. This supports all teachers to know what expected standard is at key points in the term for each year group. It supports the pitch of teaching; appropriate questioning and informs and strengthens our teacher judgements. These assessments are kept for possible scrutiny throughout the year.

Teachers track children's phonic ability half-termly using a Jolly Phonics Assessment Checklist. This is moderated by members of the Senior Leadership Team.

Assessment data in reading is reviewed throughout the year to inform bespoke interventions and to also ensure that provision remains well-informed to enable optimum progress and achievement. End of year data is used to measure the extent to which attainment gaps for individuals and identified groups of learners are being closed. This data is used to inform whole school and subject development priorities for the upcoming academic year.

- *Support for children who struggle to acquire the basic skills*

Following assessment, children who require support are identified and plans made to accelerate progress on our Pupil Progress records.

Children who do not pass the Phonics Screening Test in Year 1 are given extra support through daily Jolly Phonics interventions until they have acquired this knowledge. Reading Leaders track their progress.

Parents are notified that their child needs extra support with reading through discussion with their child's class teacher, receiving a letter in order to attend a meeting with the Reading Leader, access to their child's APDR on the Edukey website.

They also read again to an adult in school. As we know these children require more practise.

- *Parental Engagement*

Parents are encouraged to read with their child as much as possible. Parents log home reading on their child's Seesaw account. This is monitored by class teachers through a tick-list system. If a parent is not engaging with Seesaw, teachers offer support and in some cases, a paper reading record is given.

Children who have not uploaded anything to Seesaw/ paper reading diary, read again in school.

Reading mornings in which parents are encouraged to come and read with their child in class, are held each week.

Monday 8:30-9:00am	Tuesday 8:30-9:00am	Wednesday 8:30-9:00am	Thursday 8:30-9:00am
Nursery	Year 5 and 6	Year 3 and 4	Year 1 and 2

Reception			
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Story sessions are planned for the parents of children in the EYFS each year.

Jolly Phonics sessions are held for parents in the EYFS and KS1 at key points in the year in order to support parents to understand how early reading is taught and develop coherence between home and school. Children take home Jolly Phonics resources weekly in order to further practise letter, sound correspondences.

Teachers and the reading leader create videos to share on Seesaw about the importance of and strategies for teaching reading, throughout the year.

- ***Whole School Celebrations and Rewards***

Children develop reading for pleasure at our school in a range of ways.

Buddy Readers

Children participate in 'Buddy Reading' sessions in which they read to and share texts with another child from a different year group.

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

A reading award is given to a child from each class, every two weeks, in order to celebrate their learning and achievements in reading. The reading leaders and children meet in a 'Reading Café' to enjoy their treat and talk about their learning and the texts they have encountered.

Book Doors

At key points throughout the year, every class designs and makes a book door to reflect a key text they have been studying.

Visits to the Library

Each class visits Madeley Library once a year. In collaboration with their parents, they are given the opportunity to get a library card and loan books.

2. Impact

At Sir Alexander Fleming Primary School we recognise that phonics, spoken language and comprehension are all key in developing successful readers. If any one of these areas is lacking then children will not reach their full potential.

Using our school assessment and pupil progress systems children needing extra support in any of these areas are identified and interventions put in place. These factors ensure that we are able to maintain high standards, with achievement at the end of KS2 in line with National Average.

The impact of classroom teaching is regularly monitored through use of classroom observations, learning walks, book looks and pupil voice questionnaires.



3. Equal opportunities

At Sir Alexander Fleming Primary School we plan to provide for all pupils regardless of gender, ethnicity, socio-economic status, cultural background, academic ability, Special Educational Need/Disability or vulnerability to achieve their full potential. We are committed to ensuring that children and staff are happy and that they enjoy coming to school. This policy will underpin excellent teaching, learning and progress. It will promote the high standards and high expectations set out in the school's aims and code of conduct. We are committed to meeting the needs of each individual especially those identified in the 2010 Equality Act. An example of this, with regards to reading may be that 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.

4. Policy Links

This policy should be read in conjunction with:

- Whole School Overview for English
- Progression of Knowledge and Skills Document for Reading
- Jolly Phonics Timetable
- SEND Policy
- Curriculum Policy
- Assessment Policy