

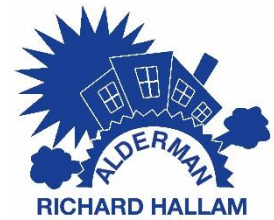


ALDERMAN RICHARD HALLAM PRIMARY SCHOOL

ARH – Educating a community of life-long learners

Reading Policy

Policy Reviewed: September 2024



Reading Policy

Introduction

Our school vision: Pupils will leave A.R.H. as happy, healthy and inspired young people who can confidently participate in the world as resilient, articulate citizens who have a life-long love of learning and discovery.

Our curriculum: Our curriculum is the vehicle to empower pupils with knowledge and skills. We strive to immerse young people in their topics which are designed to engage, provide real life links and progress all pupils' understanding.

'A.R.H. - Educating a community of life-long learners'

Reading at Alderman Richard Hallam

At Alderman Richard Hallam Primary School, we understand that reading is one of the most important disciplines within our curriculum. It underpins all aspects of our learning, not only in school but throughout adult life. Therefore, it is imperative that we ensure all children are not only decoding at a good level, but becoming fluent and independent readers who can understand and question what they read. Our aim is to foster a motivating and supportive environment for reading within our school and to ensure each child develops interest from somewhere within the broad spectrum of the reading curriculum.

Purpose

- To establish an entitlement for all pupils to access the reading curriculum
- To establish clear expectations for the frequency of the teaching of reading
- To give guidance on the expectations set for home reading
- To promote continuity and coherence across the school
- To promote a shared understanding of reading within the school community.

Overview

This policy consists of key paragraphs that explain how the teaching of reading differs through the Key Stages. The policy includes:

- The teaching of reading in the Foundation Stage, Year 1, Year 2 and Key Stage 2
- Reading skills sessions
- Guidance on the expectations for teaching Shared and Guided Reading interventions
- Our expectations for home reading, including frequency and rewards schemes

Aims of Policy

To encourage children to:

- be knowledgeable and inquisitive readers
- express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction, using appropriate technical vocabulary
- foster an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form
- engage with and understand a range of text types and genres
- develop and foster a love of reading within our school community

Reading in the Foundation Stage

- Reading starts in Foundation Stage 1 by developing a phonetic awareness through the teaching of Phase 1 Phonics initially, moving on to the start of Phase 2 sounds by the end of the year, as appropriate. Throughout the school day, children are read to and books form a basis for the activities set-up in the classroom and topics across a half-term. Children are encouraged to engage with books with engaging reading areas.
- In Foundation Stage 2, children are given lists of high frequency words to take home to help develop their sight reading vocabulary. Teachers then listen to the children reading each set of words. If they read all of the words correctly, they are given a certificate and a new set of words to learn. Phonics is taught daily, starting with a recap of Phase 1 sound awareness and progressing to Phase 3 over the course of the year. For more information, please see the Phonics Policy.
- Formal home reading begins in Foundation Stage 2 during the Autumn term. Children are given books to take home to start reading. These books are phonetically plausible and are matched to the correct phonetic level each child is working at. As the children build their knowledge of phonics, they are introduced to books with a progressively more difficult sound profile.

Reading in Year 1

- Autumn term: Children are sent home with Phonics phased reading books from the beginning of the Autumn term. By Autumn 2, all children will be assessed using Benchmarking and will then take home a levelled book in addition to their Phonics phased book. During their continuous provision time in the Autumn term, children will be heard read individually by teachers or teaching assistants. 'Big Read' sessions are delivered at least four times a week, using either the class novel-study book or age-appropriate texts. One lesson per week of taught reading will take place during English lesson time focussing on a specific skill taken from the Reading Progression document.
- Spring/Summer term: In addition to weekly reading lessons and 'Big Read' time, classes will begin to take part in whole class Reading Skills sessions twice a week, focussing on developing comprehension and inference skills. Children will still be heard reading individually but this may be once every two weeks, rather than every week.
- Benchmarking: Children will be benchmarked each half term. During the Autumn term, children will be heard reading weekly whilst their class are following the continuous provision approach. When children move to carousel and structured approach, one-to-one reading will be in place as and when the teacher feels it is appropriate to do so based on their professional judgement.
- Phonics is taught daily – for more information, please see the Phonics Policy.

Reading in Year 2

- Taught Reading: One lesson per week during the English lesson time. These sessions will be planned to focus on a specific skill taken from the Reading Progression document and will use extracts from the Novel Based Study text.
- Shared Reading: To take place during the 'Big Read' time, usually with the class novel-study book or other age-appropriate text, four times a week.
- Reading Skills: Two sessions per week as a whole class. These sessions should focus on applying reading skills such as comprehension and inference with age-appropriate texts or extracts.
- Benchmarking: Children will be benchmarked each half term. Children may change their books whenever they need to throughout the week. Children reading at a level 10 or below will take home a Phonics phased book in addition to their benchmark levelled book.
- Phonics is taught daily – for more information, please see the Phonics Policy.

Reading in KS2

- Taught Reading: One lesson per week during the English lesson time. These sessions will be planned to focus on a specific skill taken from the Reading Progression document and will use extracts from the Novel Based Study text.
- Shared Reading: To take place during the 'Big Read' time, usually with the class novel-study book or other age-appropriate text. This is to take place four times a week, as a minimum.
- Reading Skills: Two sessions per week as a whole class. This session should focus on applying reading skills such as comprehension and inference with age-appropriate texts.
- Benchmarking: Children will be benchmarked once per term. Children may change their reading books whenever they need to throughout the week. Children reading at a level 10 or below will take home a Phonics phased book in addition to their benchmark levelled book.
- Phonics taught sessions are a valuable teaching strategy and this will be used as required in Key Stage 2. This may take the form of whole class teaching, recapping phonics sounds during handwriting sessions or phonics interventions.

Taught Reading Lessons

During Reading lessons, the teacher models the reading process to the whole class as an expert reader. This may include modelling fluency and expression as well as oral rehearsal or 'thinking out loud' to demonstrate comprehension. A high level of support will be available during these lessons whether through guided groups or one to one support. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and collaboration.

The teaching of Shared Reading should provide learners with the opportunities to develop the higher level thinking skills associated with reading. Texts are rich and challenging, and are pitched at an age-appropriate level and will often be based around the year group's Novel Based Study book. This taught session could include some decoding but will mainly focus on comprehending the language used and inferring, using the teaching resource to develop children's knowledge and understanding.

Reading should be taught once a week during English lessons and include a practical activity for the children to complete. Some examples of this are:

- Comprehension and inference questions
- Writing or drawing a 'What happens next' story
- Pictures or diagrams to show visually what is being described
- Glossary of new vocabulary

The teaching of Reading is planned by each year group within their English flipcharts to support teaching. These lessons link directly back to the National Curriculum and cover many aspects of the curriculum areas in depth.

Reading Skills Sessions

During the two weekly Reading Skills Sessions, the whole class will complete a comprehension and/or inference centred activity. This activity could be a Close Reading activity, Complete Comprehension, an activity based around the novel based study book or an inference text. This activity will focus on applying the skills learnt in the taught reading session, either independently or supported by an adult. Teachers can use this as an opportunity to complete a guided group session.

Whether completed independently or supported by an adult, the whole class should review the answers at the end of the session. The children will be given opportunities to ask questions and clarify any answers they did not understand to help further develop their skills. Teachers will continually assess and monitor the children's needs and adapt their support as necessary.

Reading Interventions

Reading Interventions are used to teach individual children to become fluent in reading and use comprehension skills of inference and deduction. Children are heard reading individually as an intervention session and teaching is tailored to the needs of the child. Reading interventions can be taught by either the class teacher or a teaching assistant who will use books which both stretch and support all of the readers within a group.

Key Stage 1:

Children who are taking part in reading interventions will use phonetically plausible books to focus initially on developing their decoding skills. All books will progress in-line with the children's phonetic knowledge and help them to make phoneme-grapheme correspondences. When, or if applicable, children can move on to PM Benchmark guided reading sets and the use of the early levels of the 'Connectors' book series. For some children, it is appropriate to use Precision Teach as an intervention for reading.

Key Stage 2:

Children who are taking part in reading interventions may use the 'Connectors' books to focus on developing comprehension and inference skills. These books give children a specific focus alongside their decoding, which they take responsibility for throughout the book. These focuses range from the use of grammar within a text to the inferences particular word choices make. Children may also take part in TRUGs reading interventions.

Home Reading

It is vital that children read regularly at home to help to foster a love of reading and help the child to achieve their full potential. Depending on the age of the child, this may be listening to an adult read, reading aloud to a member of their family or, in the older years, reading independently.

Reading journals are used by teachers to monitor home reading and by pupils and their parents to help further their reading skills. Each week children fill in a daily record and can complete an optional weekly task from the front of their reading journals.

Teachers will be able to monitor home reading through our Home Reading Initiative – All-Star Reading Heroes. Children should bring their reading journals to school daily, so they can be checked and any points gained from reading at home on the previous day can be added to their personal score. If children read at home five or more times a week, they will receive double points. Reading challenges can be found at the front of the Reading Journals to promote home reading and enable children to achieve more points. Children will be able to spend the points they have scored from reading at home to buy an experience ticket (see Appendix B). Across the school, further opportunities for reading are offered: such as Reading Buddies, playground libraries and reading in Breakfast and Afterschool Club.

Reading Descriptions and Book Levels

Each year group has descriptions and book levels set by the Local Authority to ensure children are all reaching the same standard to achieve age related expectations. Some year groups have more book levels to move between than others, but reading should be focussed more on the depth of knowledge developed rather than the number of levels moved. Class teachers will moderate the judgements of children using these descriptions as a guide for consistent assessment across year groups. Please see Appendix A for the year group descriptions and set book levels. Year 2 and Year 6 use Teaching Assessment Framework statements to help inform their judgements.

Assessment

Reading is assessed using a range of both formative and summative assessments. Reading lessons in class are based on the National Curriculum statements for Reading and children who have not met the statement are recorded on the feedback sheets in line with the school policy. Whole class Reading Skills Sessions also provide evidence towards the curriculum statements and are a good way for teachers to hear all the children in their class read on a regular basis. Children also undertake a range of formative assessments such as PM Benchmarking and NFER assessments to

give evidence towards teacher judgements. PM Benchmarking also helps provide the children with an accurate reading level to inform the choices of the books they are taking home.

Reading is also assessed through statutory assessment at the end of the Early Year Foundation Stage; in Year 1 through the Phonics Screening Check and in Year 6 through the Key Stage 2 SATs.

School Closure

In the event of a school closure, Teachers will continue to provide planning and engaging learning for pupils using Seesaw. Through Seesaw, Teachers will convert their lesson flipcharts to make them accessible from home as well as setting work to be completed. Pupils will then follow the lesson and complete the required work and submit this for feedback using their Seesaw account. Pupils who do not have access to the Internet at home will be provided with high-quality work books to continue their study of the National Curriculum. Teachers will endeavour to continue to share high quality texts with their class and set activities which cover both the decoding and comprehension strands of the Reading curriculum.

Upon school reopening following a school closure, year groups will provide a Recovery Curriculum which is tailored to the needs of the pupils in their classes. This will firstly focus on the social, emotional and behavioural needs of the class followed by an assessment of the pupils' academic needs. This will then inform planning so that all pupils can catch up any lost learning. Pupils will continue to access Reading Journals and teachers may choose to edit these so the questions reflect the developing needs of their class. Teachers may also choose to deviate from the Novel Based Study text during this time for their reading activities and choose a text that is more easily accessible for their class.

Date for review: September 2025

Appendix A

Leicester City Reading Standard Descriptions

Year 1 end of year age-related expectations

Reads aloud confidently and shows understanding of age appropriate texts through discussion (Reading Recovery level 17+).

Key Programme of Study statements for reading in Year 1

- Listens to and discusses a wide range of poems stories and non-fiction at a level beyond that at which they can read independently.
- Reads all 40+ phonemes and common exception words correctly, whilst applying phonic knowledge to decode unfamiliar words.
- Retells some fairy-stories and learns some rhymes off by heart.
- Checks the text makes sense and self-corrects when reading.
- Explains their understanding of the book and may link it to their own experiences.
- Talks about the title and main events in the story.
- Makes inferences based on what is said and done and simple predictions.
- Explains clearly their understanding of what is read to them.

Year 2 end of year age-related expectations

Reads confidently and shows understanding of age appropriate texts through discussion (Reading Recovery level 21/22).

Year 3 end of year age-related expectations

Reads confidently and shows understanding of age appropriate texts through discussion (Reading Recovery level 24/25).

Key Programme of Study statements for reading in Year 3

- Reads further exception words (see appendix) and uses knowledge of prefixes, suffixes and root words to read unfamiliar words.
- Begins to use dictionaries to work out the meaning of unfamiliar words.
- Checks the text makes sense and explains the meaning of words in context.
- Identifies the main ideas from a text and summarises them.
- Discusses words and phrases of interest.
- Understands the themes and conventions of different forms of writing and how structure contributes to meaning.
- Infers characters' thoughts, motives and feelings from their actions, and justifies inferences with evidence
- Makes predictions from details stated and implied.
- Asks questions to improve understanding of the text.
- Retrieves and records information from non-fiction texts.

Year 4 end of year age-related expectations

Reads confidently and shows understanding of age appropriate texts through discussion (Reading Recovery level 26/27).

Key Programme of Study statements for reading in Year 4

- Reads further exception words (see appendix) and uses knowledge of prefixes, suffixes and root words to read unfamiliar words.
- Begins to use dictionaries to work out the meaning of unfamiliar words.
- Checks the text makes sense and explains the meaning of words in context.
- Identifies the main ideas from a text and summarises them.
- Discusses words and phrases of interest.
- Understands the themes and conventions of different forms of writing and how structure contributes to meaning.
- Infers characters' thoughts, motives and feelings from their actions, and justifies inferences with evidence
- Makes predictions from details stated and implied.
- Asks questions to improve understanding of the text.
- Retrieves and records information from non-fiction texts.

Year 5 end of year age-related expectations

Reads confidently and shows understanding of age appropriate texts through discussion (Reading Recovery level 28/29).

Key Programme of Study statements for reading in Year 5

- Reads further exception words (appendix) and uses knowledge of prefixes, suffixes and root words to read unfamiliar words.
- Checks the text makes sense and explains the meaning of words in context.
- Raises questions to improve their understanding.
- Summarises the main events from a text and identifies key details.
- Begins to understand the author's use of language, including figurative language.
- Begins to identify the themes and conventions of different texts and how structure contributes to meaning.
- Infers characters' thoughts, feelings and motives.
- Makes predictions from details stated and implied.
- Retrieves and records information (in a range of ways) from non-fiction texts.
- Distinguishes between fact and opinion.
- Makes comparisons between books read.
- Participates in discussion and provides (and begins to record) reasoned justifications for their opinions/answers.

Year 6 end of year age-related expectations

Reads confidently and shows understanding of age appropriate texts through discussion (Reading Recovery 30+)



Boost Your R-XP!



5 You can achieve 5 R-XP when you achieve your next benchmarking level. Don't forget to remind your teacher to add this to your score!



2 Every week when you select a reading task, you can get 2 extra points for completing it.



1 You can boost your Home R-XP by reading every day at home.

Don't forget, you need to write in your reading journal daily to get your Home R-XP.



5 You can achieve even more points on a Friday. If you read 5 or more times in a week, you will receive 5 extra R-XP.

If you complete all the activities offered to you each week, you could gain up to:

20 R-XP per week!



1 Teacher Reading R-XP



1 Extra Reading R-XP



1 Reading Buddies R-XP

If you forget to read at home or fill in your reading journal, you can still get R-XP in school by reading at break times, to a teacher or to a reading buddy.



1 This year, you can even get points for returning your book to the library! Every time you bring your book back, you will be awarded with an extra point a week!



A.R.H Prizes



Silver Ticket

100 points
Choosing Club



Bronze Ticket

50 points
Extra Break Time



Golden Ticket

200 points
Bouncy Castle Time



Once every term, you can buy a ticket to go on the bouncy castle. Your teachers will tell you when the bouncy castle will be going up so you can decide whether you want to spend your points on a Golden Ticket, or whether you want to buy a different ticket. You can only earn this ticket by reading every week at home and completing all of the reading challenges offered to you. Keep saving and this ticket could be yours!

Once every half term, you can buy a ticket to attend the lunch time choosing club. This will be a massive Golden Time session held in the hall. There will be a film, arts and crafts, ipads, sports and lots of other fun activities for you to take part in. Your teachers will remind you when Choosing Club is happening so you can buy your ticket using your points.

Once every two weeks, you can buy a ticket to earn extra break time. Each year group will have their break time on a different day and your teachers will let you know when your is. You can earn extra break time every two weeks if you read everyday at home and complete the reading challenges set for you.