



Mordiford C of E Primary School

“Treasure Each Individual”

Reading Policy

Mordiford C of E Primary School understands the importance of reading in the process of developing pupils into independent learners. Reading is central to our ability to understand, interpret and communicate with one another: pupils who read on a regular basis, in school and at home, have a higher chance of fulfilling their potential.

Our priority is both the teaching of reading skills and developing the enjoyment of literature, enabling children to become lifelong, confident readers. We believe that high-quality literature is key to motivating children to read and instilling a love of literature.

Our Intent:

- To provide a language rich environment that promotes a culture of reading;
- To develop in pupils a love of books and high-quality literature that will not only support their learning across the curriculum, but also extend beyond the classroom environment and enrich their lives;
- To explicitly teach reading skills throughout the school that continually develop children’s understanding and enjoyment of texts.

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as having extreme importance in the curriculum and is split into two main dimensions:

- Word reading
- Comprehension (both listening and reading)

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education. The aims of this policy are:

- To instil a passion for reading in pupils, which they will carry on into subsequent education and their later life.
- To set out the school’s intentions and approach to reading, in order to enrich and support the curriculum.

Implementation – How Word Reading is taught at Mordiford Primary School

Phonics

At Mordiford Cof E Primary School we want all children to become confident, accurate readers. We foster a love of reading from an early age and the way we teach phonics is a key part of this. We ensure all children have the best start in their reading journey by exposing them to a variety of high-

quality texts and reading resources. Alongside this we follow a rigorous phonics program that ensures all children make good progress. For those children finding phonics tricky, we ensure they keep up with the phonics program by giving targeted daily one-to-one interventions. We encourage parents to be as involved as possible in their child's phonics journey. We ensure all parents are equipped with phonics knowledge so that they can support their child's reading at the early stages.

Phonics in the Early Years Foundation Stage and KS1

Children learn phonics from the start of their time in the EYFS. Planning and assessments are based on the formats found in Floppy's Phonics.

How Phonics is Taught

- All children in Reception and KS1 receive a daily 30-minute phonics lesson.
- During their phonics session children will learn sounds, blend and segment words, read a variety of texts and learn to spell words.
- All children will read a decodable phonics text match to their ability in their daily phonics session. As well as this, they will take the same text home as their home phonics reading book.
- Once children complete the phonics program, they move on to books banded to their ability.

By the end of the EYFS it is the expectation that all children will:

- Read and understand simple sentences
- Use phonic knowledge to decode regular words and read them aloud accurately
- Read some common irregular words

All children in Year 1 take the national phonics screening assessment to establish if they have developed the expected blending and segmenting skills for children of this age. Children who do not reach the expected level are supported appropriately before being reassessed the following year. By the end of Year 1 it is the expectation that all children will have completed Phase 4 of Floppy's Phonics.

During Year 2 children consolidate their phonic knowledge but a greater emphasis is placed on reading with fluency as the ability to read fluently is required if reading comprehension is to develop. By the end of Year 2 it is the expectation that all children will have completed Phase 5 of Floppy's Phonics.

The school's frequent and detailed assessment identifies any pupils falling behind the planned programme. Targeted support is given with a sense of urgency to ensure pupils keep up with their peers.

By the end of Key Stage 1 pupils will:

- Be able to sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt
- Reread books to build up their fluency and confidence in word reading
- Read common exception words

Phonics and progression in Key Stage Two

Children continue to read books from the school reading scheme, progressing as appropriate for their level of need and reading ability. The books introduce new challenges both in comprehension and the ability to decode using phonic knowledge. Children are listened to read regularly, and this ongoing assessment is used to ensure children progress accordingly. At the end of the reading scheme children become 'Free Readers' and are able to select their own book. This is monitored by staff to ensure the children continue to read books that they find stimulating and are well matched to their ability level.

Throughout KS2 developing fluency, reading for enjoyment and accurate comprehension are the key objectives.

Appendix 1 and 2 set out the Phonics/Reading progression and the High Frequency/Common Exception words.

Implementation – How Comprehension is taught at Mordiford Primary School

Delivery

Cracking Comprehension

All children from Reception to Year 6 take part in a Cracking Comprehension session three times per week. These sessions break down and teach the key skills of comprehension using a range of texts and strategies.

Book Talk

All children receive a weekly Book Talk session. This is a pens-free session in order to promote verbal, in-depth discussions of the text. This could be a discussion on the class novel or a text of a different genre. This is also an opportunity for the class to discuss the books that they are reading currently and make any recommendations to other children based on what they have read recently.

Reading for Pleasure

Children at Mordiford C of E Primary School deserve a rich curriculum that encourages a love of literature. All classes enjoy reading class novels and children are given access to a wide range of texts throughout the curriculum. We believe that active encouragement of reading for pleasure is a core part of every child's educational entitlement, whatever their background or attainment, because we know that extensive reading and exposure to a wide range of texts make a huge contribution to students' educational achievement.

Throughout the year, Mordiford C of E Primary School encourages reading for pleasure through a wide variety of methods.

- Whole class novel – At least 15 minutes of every day is set aside to enjoy a whole-class novel. This is prioritised by staff and is scheduled as part of the day's timetable to ensure it does not get missed.
- Reading Ambassadors – Our Reading Ambassadors play a big part in the running of our school library. These are children who have applied for the position because they are passionate about reading. Every month they meet with the Reading Lead and plan out the month ahead. Their photographs are on display in the library and they have badges to wear so that other children within the school know who they are and know they can go to them

for advice when they are looking for book recommendations. They also share stories with younger children and are fully involved with promoting a love of reading across the school.

- Literacy calendar – Throughout the year, significant reading events are celebrated in school. These include World Book Day, National Poetry Week and Roald Dahl Day, amongst others.
- Recommended Reads – the recommended reads for each year group are displayed and children are encouraged to explore a range of challenging texts.
- Mystery Reader – during the last week of every half-term, Mystery Reader takes place in school. The adults in school rotate classrooms and share a book with a class from a different year group.
- Reading Assemblies – Reading assemblies take place regularly which focus on encouraging reading for pleasure and developing a love of books.
- Book Bingo – Within the children’s logbooks is a Book Bingo for them to complete. This is to encourage them to read a variety of different books/genres. When the child completes BINGO, they are celebrated in assembly and presented with an award. (See Appendix 3)

Reading Environment

The school library is designed as an inviting and engaging space for children to read and engage with a range of books. The Reading Ambassadors play an active role in changing reading displays and use the library for story sessions with younger children. The school library is a place where books can be shared and used as a resource for learning as well as to encourage reading for pleasure. Displays around the school will support reading across the curriculum.

In classrooms, teachers develop a love of reading by ensuring reading areas are engaging and inviting with a range of texts on offer for the children to select.

Assessment

The children are assessed for their reading by a range of means, including the standardised Hodder and NGRT reading test at the start and end of each year, ongoing phonics assessments, and against end of year expectations. Year 1 children also take the Phonics Check, Year 2 and Year 6 undertake national Key Stage assessments.

Informal assessment is on-going and forms part of every lesson, feeding into teacher’s planning. Pupils are involved in self and peer assessment (see Assessment Policy). Teachers provide feedback to pupils on a daily basis, either in written (through the reading record) or verbal form.

Tracking and analysis of progress against the Key Performance Indicators allow staff to track pupil progress in reading throughout their time at Mordiford and attainment is recorded in terms of emerging, developing, expected and mastery of the years objectives. This is used to inform annual reporting to parents and to ensure continuity and progression across classes.

Teachers meet with members of the Senior Management Team termly to discuss the progress of children within their class. At the Pupil Progress Meetings areas of need are identified and next steps are agreed.

Children who are below age-related expectations

Mordiford C of E Primary School is determined that every pupil will learn to read, regardless of their background, needs or abilities. As a result, we recognise the importance of supporting the children who are below age-related expectations.

The lowest 20% of readers are identified and are heard read at least four times each week by an adult in school. This is made a priority by staff and a running-record of these is kept so that they can ensure no child misses out.

The lowest 20% of readers also take part in small group, targeted intervention sessions to ensure that they also become confident, fluent readers. The lowest 20% are reviewed every half-term, and may change, depending on progress.

Where necessary, reading support for the lowest 20% of readers is clearly planned on the child's Individual Education Plan (IEP).

Children who are unable to achieve the phonics expected standard at the end of Year 2 will proceed to reading intervention support in Year 3. Phonics is continued in KS2 for those who need it including application practise with decodable reading books.

Interventions

Intervention sessions enable a greater proportion of pupils to be on track to meet year group expectations or, in the case of those working significantly below expectations, to make better than expected progress.

These intervention sessions are run by Teaching Assistants. Regular support and training is given to TAs to ensure these interventions session are of a good quality and support the children in making rapid progress. These sessions are monitored by the Reading Lead and SENCo.

For children who are not meeting their end of year expectations for reading, interventions, including Toe by Toe, Literacy Toolbox and Reading Reflex are used to support progress and to help children catch up with their peers. The interventions are arranged in conjunction with the school SENCo and delivered by the class's teaching assistant. Reviews are arranged at the end of term to discuss progress.

Inclusion

The range of books on offer in the school is designed to support all readers, be they boys or girls, or have a special educational need. The school has Project X books, Badger books and ... among other reading scheme books to specifically encourage young boys to read.

Home/School Partnership

The role of parents & carers is essential to the good development of children's reading. Mordiford C of E Primary School values the engagement of parents in reading and recognises the impact that this has. We promote and encourage a home-school reading partnership.

A list of questions is provided which parents can use when reading with their children. There is also a list of suggested comments which may be useful to inform the teacher about the child's reading at home.

Parents are expected to read regularly with their children and the reading record books are monitored on a regular basis to make sure this is happening. Parents who, for whatever reason, are not supporting their children in this way will be contacted by the school to discuss strategies.

Reading books are changed regularly, and children are encouraged to both read and discuss their book with an adult to support the development of comprehension.

Subject Leadership

The Reading Lead is responsible for

- Ensuring all teachers have familiarised themselves with the Reading Policy.
- Supporting colleagues with any aspect of the Reading Policy.
- When required, assist with the planning and selection of new resources.
- Inform staff of any updates to the Reading Policy.
- Keeping colleagues informed of available resources.
- Liaising with the headteacher, literacy governor.
- Reviewing and scrutinising class and year group assessment data in order to track pupils' progress.
- Monitor reading, observing and offering feedback on the teaching of reading.

Monitoring and Evaluation

All teachers are responsible for monitoring standards in their pupil's work and progress. This is overseen by the English Lead and Headteacher. Monitoring informs future planning through the School SDP.

In order to monitor reading at Mordiford C of E Primary School, the Reading Lead also conducts learning walks, lesson observations, pupil interviews and book monitoring throughout the year. These inform future areas for improvement and the impact of new initiatives. Staff are keen to act quickly on any feedback given in order to ensure they are providing children at Mordiford C of E Primary School with high-quality teaching.

Continuing Professional Development

CPD is an important part of developing reading at Mordiford C of E Primary School. All new staff receive training on what reading looks like, and how it runs.

Leaders regularly meet and discuss reading. Here, they are able to share and discuss ideas to support reading in school.

Staff meetings on reading take place regularly where staff are able to discuss reading in school and evaluate the impact of reading. This is also an opportunity for leaders to feedback any useful ideas / information they have received through their meetings with other school. Here, staff are also able to feedback on any relevant training that have received.

At Mordiford C of E Primary School, we believe it is important that TAs become experts in teaching and supporting the development of reading too. TAs receive training, where necessary, to ensure that the intervention sessions they provide are impactful and high-quality. These sessions are also monitored by the Reading Lead. Videos also provide staff useful information on how to deliver a successful reading intervention session, Book Talk session and story time session.

Impact – What are the outcomes for pupils?

By the time children leave Mordiford C of E Primary School, they will be competent readers who can understand and engage with a wide range of reading material. They can recommend books to their peers, have a thirst for reading a range of genres and are able to confidently participate in discussions about books, including evaluating an author’s use of language and the impact this can have on the reader. Children will use be able to use their reading knowledge and skills, in all curriculum areas, to enable them to know more, remember more and understand more.

The percentage of children working at age related expectations will be above national averages. The percentage of children working at greater depth in each year group will be at least in line with national averages. Children are ready for their next steps in education and SEND and disadvantaged pupils achieve well.

Appendix 1

Phonics/Reading Progression in KS1 - Mordiford Primary School

<p>Reception</p>	<p>Provision:</p> <ul style="list-style-type: none"> • Children encounter shared books in classrooms. Teacher leads reading activities. • Children share books with older children. • Constant availability of a range of texts. • Children are taught phonics. • Reading books are provided and sent home with children. • Children who require additional support are identified and receive appropriate interventions. <p><u>Phonics Progression</u> By the end of Reception it is the expectation that all children will have completed Phase 3, Level 2 of Floppy’s Phonics.</p> <p>Floppy’s Phonics– Phase 1 Books to cover:</p> <ul style="list-style-type: none"> • At the Farm • Out in Town • Fun at School • At Home • At the Park
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	<ul style="list-style-type: none"> • At the Match <p>Sounds graphemes – environmental sounds.</p> <p>Floppy’s Phonics - Phase 2 S a t p I n m d G o c k Ck e u r H b f ff L l l e ss</p> <p>Floppy’s Phonics - Phase 3 – Level 2 J v w X y z Zz qu ch Sh th ng Dge ve wh Cks tch nk</p>
<p>Year 1</p>	<p><u>Provision</u></p> <ul style="list-style-type: none"> • Children share books with teachers. Class reading books. • Children have access to reading corner and allocated time in the school library. • Older children (librarians) available to read with the children. • Children have reading books from the reading scheme. Changed by teachers. • Children taught phonics daily. Preparation for Phonics Check. • Children who require additional support are identified and receive appropriate interventions. <p><u>Phonics Progression</u></p> <p>By the end of Year 1 it is the expectation that all children will have completed Phase 4 of Floppy’s Phonics.</p> <p>Autumn Term</p> <p>Floppy’s Phonics - Phase 3 - Level 3 Ai ee igh Oa oo oo Ar or ur Ow oi ear Air er Ue ue ure ture</p> <p>Phase 4</p> <p>A e l o u s t p n m d g c k ck r h b f ff l l l e ss j v w x y z zz qu</p>

	<p>Spring Term</p> <p>Ch sh th ng n k/ai/ ee igh oa oo o oar or us ere r ow oi ear air</p> <p>/ai/ ai ay /oi/ oi oy /ee/ ee ea /igh/ igh ie</p> <p>/oa/ oa ow /yoo/ ue ew /oo/ oo ew /ou/ ow ou</p> <p>Summer term</p> <p>/ur/ ur ir /or/ or aw /eer/ ear eer /air/ air are</p> <p>/s/ s ce /e/ e ea /u/ u o -ed /d/ /t/</p>
<p>Year 2</p>	<p><u>Provision</u></p> <ul style="list-style-type: none"> • Children have shared class reading book. • Children read books from the reading scheme. Books are chosen by children within a ‘band’. • Children are taught phonics daily. • Children who did not achieve the Phonics Check in Year 1 are identified and receive targeted support. • Children receive experience of KS1 SATs based questions. • Children who require additional support are identified and receive appropriate interventions. <p><u>Phonics Progression</u></p> <p>By the end of Year 2 it is the expectation that all children will have completed Phase 5 of Floppy’s Phonics.</p> <p>Floppy’s Phonics - Phase 5</p> <p>Autumn Term</p> <p>/ai/ ai ay eigh ey /ai/ a a-e ae ea /ee/ ee e y ey</p>

/ee/ ea e-e ie

/igh/ igh I y

/igh/ ie i-e

/oa/ oa ow o

/oa/ oe o-e ough eau

Spring Term

/s/ s ss se ce

/s/ ce ci cy

/s/ sc st

/e/ e ea

/j/ j ge gi gy

/j/ g edge

/ul/ le el

/ul/ al il

Adding:

es, ed, ing, er, est

Root:

Is, y, and, is, e

Homophones / near homophones

Son / sun, blue/blew, be/bee, their/there, one/won, two/to, hear/here, night/knight, sea/see

Summer Term

/yoo/ ue u

/yoo/ ew u-e eu

/oo/ oo u-e o ou -ough

/oo/ ue ew ui u

/oi/ oi oy

/ou/ ow ou ough

/or/ or our

/or/ aw au al ar quar

Ending

-tion

Suffix

-ment

-ness

-ful

-less

-ly

	<p>Contractions Not – n't Will – 'll Am – 'm Have – 've</p> <p>Possessive apostrophe</p>
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Appendix 2

High Frequency Words/Common Exception Words/Words impacted by regional dialects

Reception	
Spring	The, to, I, no, go, into, is
Summer	He, she, we, me, be, was, you, they, all, are, my, her
Year 1	
Autumn	Our, friend, house, push, school, pull, full, love, once, ask, put, said, have, like
Spring	so, do, some, come, were, there, little, one, when, out, what, his, your, today, by, has,
Summer	Where, says, here, oh, their, people, Mr, Mrs, looked, called, asked, could
Year 2	
Autumn	After, again, any, bath, beautiful, because, behind, both, break, busy, child, children, Christmas, class, climb, clothes, cold, could, door, even, every, everybody
Spring	Eye, fast, father, find, floor, gold, grass, great, half, hold, hour, improve, kind, last, many, mind, money, most, love, old
Summer	Only, parents, pass, past, path, people, plant, poor, pretty, prove, should, steak, sugar, sure, told, water, who, whole, wild, would

Appendix 3

Reading Bingo

KS2 Reading Bingo

B	I	N	G	O
A historical book	A book set in space	A book written more than 10 years ago	A funny book	A book from the Remarkable Reads booklist

A book with a female author	A book published this year	A biography	A book that became a film or tv show	A book by your favourite author
A book about an animal	A book set in a different country	A book that your friend loves	A book with a one-word title	A book containing diary entries
A poetry book	A non-fiction book	A book about science	A newspaper or magazine	A book suggested by your teacher
An auto-biography	A book that is not part of a series	A book written in the year you were born	A book that was a favourite of a relative	A book set at sea.

KS1 Reading Bingo

B	I	N	G	O
A book written in the year you were born	A book set in space	A book written more than 10 years ago	A funny book	A book from the Remarkable Reads booklist
A book with a female author	A book published this year	A book that was a favourite of a relative	A book that became a film or tv show	A book by your favourite author
A book about an animal	A book set in a different country	A book that your friend loves	A book with a one-word title	A book set at sea.

A poetry book	A non-fiction book	A book about science	A newspaper or magazine	A book suggested by your teacher