

Hazel Slade Primary Academy



Reading Policy

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1. Intent

At Hazel Slade Primary Academy our vision is that children will develop a lifelong love for reading and an appreciation for a range of books. We intend that our pupils will be both independent and reflective readers who can read fluently and for meaning. We aim that children use a variety of reading skills to enable them to access all other areas of learning.

At Hazel Slade Primary Academy we follow the National Curriculum. We recognise the significance of good reading skills as being a factor in the success of our children socially and academically, both during their time at primary school and in their future lives.

In order to become a proficient reader, our children need a range of opportunities, quality teaching, quality resources and parental support.

2. Aims for the Teaching of Reading

We aim to develop literate children who:

- Love reading and who get excited about the potential offered by books.
- Have the opportunity to listen to stories every day and can understand the relevance of story within their lives.
- Enjoy sharing their reading with their parents/carers.
- Read with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- Understand the sound and spelling system and use this to read accurately.
- Have an interest in a wide range of texts and read for enjoyment and information.
- Have an interest in words and their meaning.
- Understand a range of text types and genres.
- Evaluate and justify their preferences.
- Develop powers of imagination, inventiveness and critical awareness.
- Have access to a range of texts.

3. Implementation

We use a systematic and developmental approach to teaching reading through our Read Write Inc. (RWI) and Accelerated Reader Programmes (AR).

Read, Write, Inc. Phonics is an inclusive literacy programme for all children learning to read. It teaches synthetic phonics. Children learn the 44 common sounds in the English language and how to blend them to read and spell. Please see additional Phonics Policy for the teaching of RWI.

Accelerated Reader (AR) is a structured programme that allows children to access reading materials closely matched to their reading needs. Children undertake star reading assessments half termly. These tests provide each child with a reading zone (ZPD) where tells them where they may choose their books from in the library. At the end of each book the children take a quiz to show their understanding of the text. Each class has a daily AR time in class to read their books. The timing is age appropriate and aims to build stamina for reading.

Our topic approach to the curriculum is driven through an engaging whole class text.

Alongside teaching children to acquire the skills they need in order to decode texts the school also aims to develop children's understanding of what they are reading through:

- Recall and literal understanding
- Developing inference skills
- Ensuring children can make connections when reading
- Encouraging reading in order to learn
- Sharing books together as a whole class or in groups
- Locating reading in the wider curriculum
- Shared reading with teachers and TAs
- Individual reading
- Promoting the use of the school library.
- Supporting parents and encourage them to read to and with their children at home

4. Reading in the Early Years Foundation Stage / Pre-reading and early reading skills

At Hazel Slade Primary Academy we believe that developing children's positive attitudes to literacy from the earliest stage is very important.

We strive to foster these attitudes by using play, story, songs and rhymes and provide lots of opportunities, and time, to talk with children about their experiences and feelings.

The role of adults in supporting children is crucial to fostering their positive attitudes towards reading and at Hazel Slade Primary Academy we believe strongly that parents are our partners. When children start school, their curriculum is rich in play opportunities that develop language and communication. Song and rhyme thread through all activities throughout the year.

A more formal approach to teaching reading begins for children and this occurs in a number of ways:

- Discrete phonics sessions
- Children have individual reading books which they take home and in Reception the teacher hears them read from these books. This book is changed regularly once the child is fluent and confident.
- In Reception children have a set of sight words to learn that they take home and are assessed on, that link to the stage of books they are on.

Resources used in school for teaching reading focus on the Read, Write Inc. scheme. These are supplemented by teacher made resources and other commercial products, where appropriate e.g. traditional tales. Developing an ethos of reading for pleasure is crucial and this is done through a high quality daily story session.

5. Reading in Key Stage 1

The principles applied in Foundation Stage for reading are viewed as being building blocks on which to develop the reading skills of children further. As such, many of the structures also apply in Year 1 and 2.

Teachers teach reading in Key Stage One through:

- A high quality, daily reading lesson. This is either through a skills focus and comprehension session or by following the RWI programme in small groups (dependent on the ability of the child).
- Daily, high quality story time
- Individual reading linked to Accelerated Reader Programme

- Cross curricular activities

6. Reading in Key Stage 2

Teachers teach reading in Key Stage Two through:

- A high quality, daily English lesson that draws on objectives and resources from the National Curriculum Framework.
- Daily, high quality class reader time
- Individual reading and quizzes using Accelerated Reading Programme
- Cross curricular activities

7. Vocabulary

At Hazel Slade Primary Academy we understand there is a strong relationship between vocabulary knowledge and reading comprehension. The teaching of vocabulary is linked to the work of Isabel Beck and Pie Corbett. We use the Frayer Model (a graphic organiser) which allows children to look more closely at specific vocabulary.

8. Special Educational Needs

Where children are identified as having needs that are additional to or different from their peers who are achieving at the normal rate, teachers consult with the school Special Educational Needs Co-ordinator. The SENDCo will decide what the best intervention will be for a child for whom reading attainment is an issue. A range of resources are available in school to support children e.g. Better Reading, 1:1 Phonics.

All children, regardless of ability and behaviour, are valued equally at Hazel Slade. SEND children are not viewed as a separate entity but are part of a whole school approach, and different children's needs are recognised and met through varied and flexible provision throughout the curriculum.

9. Assessment for Learning and Monitoring

At Hazel Slade Primary Academy we assess reading using the National Group Reading Test (NGRT). The NGRT is administered every term and is used to inform teacher's planning. This is used to regularly update our tracker system for each individual child, allowing progress to be monitored.

We assess the fluency of reading and record on a fluency tracking sheet. It is the aim that children should read fluently without excessive decoding. To check this, Y1-Y6 undertake half termly fluency tests. The children read aloud to the teacher from an age appropriate text for one minute. The teacher records how many words are read correctly in the minute. If a child reaches 90 words per minute they will not be tested again (unless any concerns arise).

Accelerated Reader reports are used by staff to track the children's reading. These reports allow staff to see a variety of aspects e.g. time engaged in reading, quizzes taken, amount of quizzes passed, scaled scores and reading ages. These reports allow staff to identify issues and address them.

Linked Policy: Phonics Policy

Appendix 1 – Progression Map

Deep Dive into Reading: Whole-School Curriculum Progression Map

	EYFS	KS 1		KS2			
	3 & 4 Year Olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in words recognise words with the same initial sound, such as money and mother <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and says sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.*</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</p>	<p>To read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Common Exception Words</p>	<p>Read a few common exception words matched to the school's phonic programme.</p> <p>To read some common irregular words.</p>	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>	<p>To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To begin to read Y3/Y4 exception words.*</p>	<p>To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.</p>	<p>To read most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Fluency</p>	<p>Understand the five key concepts about print: print has meaning</p> <ul style="list-style-type: none"> • the names of different parts of a book • print can have different purposes • page sequencing • we read English text from left to right and from top to bottom <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>			

Reading – Comprehension	EYFS	KS1		KS2			
	Three and Four-Year-Olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding and Correcting Inaccuracies	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</p> <p>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>To check that a text makes sense to them as they read and to self-correct.</p>	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p>				

Comparing, Contrasting and Commenting

Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.

Compare and contrast characters from stories, including figures from the past.

Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Anticipate (where appropriate) key events in stories.

To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.

To link what they have read or have read to them to their own experiences.

To retell familiar stories in increasing detail.

To join in with discussions about a text, taking turns and listening to what others say.

To discuss the significance of titles and events.

To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.

To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.

To discuss the sequence of events in books and how items of information are related.

To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

To use appropriate terminology when discussing texts (plot, character, setting).

To discuss and compare texts from a wide variety of genres and writers.

To read for a range of purposes.

To identify themes and conventions in a wide range of books.

To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).

To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.

To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.

To identify main ideas drawn from more than one paragraph and to

To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.

To recognise more complex themes in what they read (such as loss or heroism).

To explain and discuss their understanding of what they have read, including through formal presentations and debates,

	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>		<p>To recognise simple recurring literary language in stories and poetry.</p> <p>To ask and answer questions about a text.</p> <p>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>		<p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>summarise these.</p> <p>To recommend texts to peers based on personal choice.</p>	<p>maintaining a focus on the topic and using notes where necessary.</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>To draw out key information and to summarise the main ideas in a text.</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p> <p>To compare characters, settings and themes within a text and across more than one text.</p>
<p>Words in Context and Authorial Choice</p>	<p>Use a wider range of vocabulary.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p>	<p>To discuss word meaning and link new meanings to those already known.</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p>	<p>Discuss vocabulary used to capture readers' interest and imagination.</p>	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p>	<p>To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p>

Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.

Use new vocabulary in different contexts.

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Inference and Prediction</p>	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Anticipate (where appropriate) key events in stories.</p>	<p>To begin to make simple inferences.</p> <p>To predict what might happen on the basis of what has been read so far.</p>	<p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far in a text.</p>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>To justify predictions using evidence from the text.</p>	<p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>To justify predictions from details stated and implied.</p>	<p>To draw inferences from characters' feelings, thoughts and motives.</p> <p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>	<p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Poetry and Performance</p>	<p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Remember and sing entire songs.</p> <p>Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.</p>						

<p>Create their own songs, or improvise a song around one they know.</p> <p>Engage in story times.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Learn rhymes, poems and songs.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with their peers and their teacher.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</p>	<p>To recite simple poems by heart.</p>	<p>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p>	<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p>	<p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p>	<p>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p>	<p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p>
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Non-Fiction

Engage in non-fiction books .

Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

To recognise that non-fiction books are often structured in different ways .

To retrieve and record information from non-fiction texts .

To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.

To use dictionaries to check the meaning of words that they have read.

To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts .

To retrieve, record and present information from non-fiction texts .

To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).