North Westminster Federation

Hallfield Primary School

Growing, Learning, Achieving Together

Reading Policy

Contents

Aims 2

The evidence 2

Teaching, learning and assessment 2

Early Reading at Hallfield 2

Phonics at EYFS and KS1 4

Assessment in phonics 5

Decodable books 6

Reading at KS1 and KS2 6

Whole Class Reading 6

Targeted Provision 7

Learning Environments 8

The Library 8

Reading at home 8

Appendix 1: Whole Class Reading Structure 9

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Aims

- Ensure reading is an enjoyable and meaningful experience that supports children's learning and enriches their lives.
- To have a cohesive and progressive whole school approach to the teaching and learning of phonics with systematic synthetic phonics as the first approach
- Develop a range of reading strategies to support children to become confident, fluent and independent readers with the skills to problem solve when reading across the curriculum.
- Develop and extend children's vocabulary through shared and whole class reading using high quality texts.
- Provide a language rich environment that promotes the culture of reading

The evidence

There is strong evidence to illustrate the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006). Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002). There is a positive link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007). Regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009). International evidence supports these findings; US research reports that independent reading is the best predictor of reading achievement (Anderson, Wilson and Fielding, 1988). Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006). This all begins with an effective program of teaching early reading with emphasis on systematic synthetic phonics as outlined in our phonics and early reading policy.

Teaching, learning and assessment

Hallfield aims to nurture readers who recognise the pleasure and purpose of reading widely and independently. Reading pervades the entire curriculum and explicit reading opportunities are provided across the subjects. Children explore a wide range of text types, including on screen, to build their familiarity with the features of different texts, to shape their interests and to read critically. Hallfield aims to develop reading strategies and skills: fluency, accuracy, understanding and response to different texts. We rigorously monitor and assess children's progress in reading and identify those who require extra support and intervene at an early stage.

Early Reading at Hallfield

Through effective planning, teaching and assessment we intend to provide children at Hallfield with the skills to engage with the written word fluently and meaningfully.

Our Aims:

- To establish a cohesive whole-school approach with progression and continuity in the teaching and
- learning of phonics throughout the school with a focus on quality first teaching.
- To ensure that systematic synthetic phonics is the first approach pupils use to help with their reading and spelling.
- To ensure children learn to read and write all 44 graphemes in the English language.

- To ensure children have specific strategies to identify and decode common exception words (tricky words).
- To have robust assessment procedures to check progress and identify pupils in need of intervention.
- For pupils to apply their phonic knowledge in their reading and writing across the whole curriculum.
- For pupils to develop a love of reading and enjoy reading for pleasure confidently across a range
- of genres.

Objectives:

- To provide consistent, high-quality phonics teaching that ensures all children have a strong foundation
- upon which to tackle the complex processes of reading and writing.
- To ensure that the teaching of synthetic phonics is systematic and progressive throughout the foundation stage, key stage one and key stage two for those children needing interventions to support phonetic knowledge and understanding.
- To ensure that children have strong phonetic knowledge, understanding and skills so that they can decode words confidently and engage with higher-order reading and writing skills.
- In order to achieve our intentions for children at Hallfield, we use Twinkl Phonics as our systematic, synthetic phonics programme (SSP). It is high quality and robust in its purpose. With a clear, structured progression through the programme, it allows all of our pupils to meet or exceed the expected standard. The Twinkl Phonics approach combines rigorous progression with engaging learning materials. We believe that children learn best when they are enjoying their learning and that this comes from a mix of bright, fun and engaging lesson resources within a clear and systematic approach that builds on children's skills daily. The structure of every Twinkl Phonics lesson follows this familiar five-part structure to ensure that the four cornerstones of phonics are covered. During our phonics lessons, children will repeat the elements from the four cornerstones of phonics to ensure that they have rapid and automatic recall of GPCs and tricky/common exception words; each day, they will experience blending and segmenting activities to allow regular practice of these core skills. Each lesson follows the 5-part structure:

  Revisit – recap on previously taught sounds.
  Teach – teach a new sound or word.
  Practise – provide opportunities to practise saying and reading the sound through games and activities for children.
  Apply – apply the new skill to read and write words, captions and sentences.
  Assessment-assess children's learning against criteria and crate an action plan

Phonics is taught daily to all children in EYFS and Key Stage 1. Within Reception, phonics sessions increase in length over the year to reach an hour daily, consolidating previous learning, learning new content and practising and applying what they have learnt. This will consist of a mixture of carpet time and follow-up activities. Phonics will also form part of their continuous provision for children to access following their discrete phonics lesson.

This continues in Year 1 and 2 with phonics lessons of about an hour each day. Children will be regularly assessed to ensure they are receiving phonics teaching at the correct level and meet the standards of the national phonics assessments. Some children may continue to need discrete phonics sessions in Key Stage 2. This may be delivered through our evidence based 1:1 or group interventions.

Phonics at EYFS and KS1

Through our chosen scheme we have clear progression in the teaching and learning of phonics supported by rigorous and ongoing assessment.

Nursery – Level 1

Throughout Level 1, young learners develop the knowledge, skills and understanding to use and discriminate between auditory, environmental and instrumental sounds through 7 Aspects. Level 1 is taught in the Early Years Foundation Stage and underpins learning throughout the teaching of Levels 2-6.

Reception

Level 2

- identify the phoneme when shown any Level 2 grapheme;
- identify any Level 2 grapheme when they hear the phoneme;
- orally blend and segment CVC words;
- blend sounds to read VC words, such as, 'if', 'am', 'on' and 'up';
- segment VC words into their sounds to spell them (using magnetic letters);
- read the tricky words: the, to, I, no, go.

Level 3

- say the phoneme when shown all or most Level 2 and Level 3 graphemes;
- blend and read CVC words (single-syllable words consisting of Level 2 and Level 3 graphemes);
- segment and make a phonetically plausible attempt at spelling CVC words
- read the tricky words - he, she, we, me, be, was, my, you, here, they, all, are & spell the tricky words - the, to, I, no, go;
- write each letter correctly when following a model.

Level 4

- consolidate children's knowledge of graphemes in reading and spelling words, especially digraphs and
- trigraphs;
- introduce words with adjacent consonants - CVCC, CCVC, CCVCC, CCCVC, CVCCC, CCCVCC, CCVCCC;
- learn polysyllabic words and learn to read and spell some more tricky words.
- read the tricky words - he, she, we, me, be, was, my, you, here, they, all, are & spell the tricky words - the, to, I, no, go.
- write each letter, usually using the correct formation;
- orally segment words into phonemes.

Year 1 – Level 5

- give the phoneme, when shown any grapheme that has been taught;
- for any given phoneme, write the common graphemes;

- apply phonics knowledge and skills as the primary approach to reading and spelling unfamiliar words
- that are not completely decodable;
- read and spell phonically decodable two-syllable and three-syllable words;
- read automatically all taught tricky and common exception words;
- accurately spell all the Level 2, 3 and 4 tricky words and most of the common exception words
- for reading;
- form each letter correctly;
- use alternative ways of pronouncing and representing the long vowel phonemes.

Year 2 – Level 6

- read accurately most words of two or more syllables;
- read most words containing common suffixes;
- read most common exception words;
- read most words accurately, in age-appropriate books, without overt sounding and blending, fluent
- enough to allow them to focus on their understanding rather than on decoding individual words;
- sound out most unfamiliar words accurately, without undue hesitation;
- segment spoken words into phonemes and represent these by graphemes, spelling many of these
- words correctly and making phonetically plausible attempts at others;
- spell most common exception words correctly.

Assessment in phonics

Assessing in Nursery

In Nursery, children will be assessed in line with the learning objectives/outcomes of each aspect. This is very much a personalised individual approach and should consider observations and assessments from children's independent play, involvement in group work and phonic lessons. It is important that all staff involved within a child's learning contributes to the child's learning journey/assessment to give a holistic and true reflection of the child's phonic ability.

Assessing in Reception & KS1

In Reception, Year 1 and Year 2, children are assessed on their knowledge of GPCs and tricky/common exception words each half-term to establish their phonic level. Blending and segmenting assessments is carried out to ensure that children have the skills securely in place for reading and spelling. In addition to this, teachers listen to children read regularly and review children's learning in other subjects such as writing, in order to assess wider application of their phonics knowledge.

Year 1 Phonics Screening Check

In the summer term, all children in Year 1 will undertake the National Phonics Screening Check. This is an assessment carried out in school during which the children will be assessed on their ability to segment and blend a range of 40 real and 'alien' words. Alien words are a selection of phonetically decodable nonsense words. The words in this assessment gauge the children's understanding of the phonemes learnt and give the school the knowledge of where the gaps are to support the already rigorous assessment processes in place.

If the children are not secure in recognising, segmenting and blending these words and therefore do not pass the assessment, they will be offered further support as they enter Year 2 and will be able to repeat the assessment in the summer term of Year 2. This assessment also allows us to put in specific and personal support for those children who require additional assistance. If a child does not meet the expected standard in Year 2, then phonics teaching and learning will be continued into Key Stage 2. At this point, the child will also be monitored by the SENCo to assess for additional needs.

Supporting the Lowest 20% Achievers

Regular assessment is vital to ensure the early identification of children who may need us to provide them with extra support, either through interventions or during daily classroom teaching. These children will take part in daily, highly structured interventions, which will normally include recapping or relearning missing GPCs and tricky/common exception words and practising blending and segmenting skills. As soon as we identify any child who is struggling to succeed in phonics, the provision will be put into place to close the gap.

Extending and Challenging Fast Learners

Regular assessment is also vital to ensuring the early identification of children who may need us to challenge them further, either through extension activities or during daily classroom teaching. This is also enhanced by the wider teaching of reading outlined in this document.

Decodable books

Children in Early years, KS1 and beyond have access to books which are phonetically decodable and include tricky words. They are sequenced in the same order as the Letters and Sounds Programme and children are provided a range of texts including fiction, non-fiction and traditional tales. These are a valuable part of our holistic approach.

Reading at KS1 and KS2

The teaching of reading is across the curriculum in how we reinforce reading strategies and engagement with the written word, including on screen, in each subject. Learning is contextualised through topics in most subjects to support language development and connectivity and we see reading across the curriculum as a major part of this. Reading is also taught and assessed discretely through whole class reading lessons (these are in addition to phonics sessions in KS1).

Whole Class Reading

Whole Class reading sessions take place daily. The purpose behind whole class reading is to give all children access to high quality and challenging texts at a level beyond what they might be able to read independently. This provides ambition and high expectations in their reading skills and ability. Children should only read aloud to the whole class when confident to do so following teacher modelling or practising with a partner first. Reading in some form should be present in every lesson. Activities to develop key skills are planned for each reading session. Teachers use the opportunities of hearing children reading and the outcome of the activities to support their assessment of reading as well as half termly Rising Stars tests, phonics assessments and benchmarking. The framework for whole class reading, including specific guidance and support is found on the school website.

What does a Whole Class Reading session look like in KS1?

- A whole class reading (WCR) session is led and planned by the teacher
- Opportunities are provided for children to listen to others read, read independently and partner read.
- An activity is planned and modelled for the children to complete in their WCR books independently linked to a key content domain
  a *draw on knowledge of vocabulary to understand texts*
  b *identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information*
  c *identify and explain the sequence of events in texts*
  d *make inferences from the text*
  e *predict what might happen on the basis of what has been read so far*
- During the independent activity, the teacher leads a guided group with children reading at a similar level. They read and discuss a text that has been selected at an appropriate level to their ability. Teachers use this as an opportunity to assess the appropriateness of book choices and move children on where appropriate. This assessment is supported by benchmarking activities each term with the reading team.

What does a Whole Class Reading session look like in KS2?

- A whole class reading session is led and planned by the teacher
- Opportunities are provided for children to listen to others read, read independently and partner read.
- An activity is modelled and set for the children to complete in their WCR books independently linked to a key content domain
  a *give / explain the meaning of words in context*
  b *retrieve and record information / identify key details from fiction and non-fiction*
  c *summarise main ideas from more than one paragraph*
  d *make inferences from the text / explain and justify inferences with evidence from the text*
  e *predict what might happen from details stated and implied*
  f *identify / explain how information / narrative content is related and contributes to meaning as a whole*
  g *identify / explain how meaning is enhanced through choice of words and phrases*
  h *make comparisons within the text*

Targeted Provision

All children are regularly assessed to ensure that they do not fall behind or have their individual needs supported. This is through our quality first teaching approach, including waves of intervention.

Wave 1

Teachers use assessment within lessons, half termly tests and marking to identify areas of strength and for development in children's learning. This may be whole class patterns, groups or individuals. Teachers plan to meet these needs and ensure appropriate progress within lessons and across the school day.

Wave 2

Through the same assessment processes additional support for groups or individuals is put in place. This can be through 1:1 reading or interventions. In KS2 there is a catch up program that supports decoding, word recognition and comprehension for children who leave KS1 working below age related expectations or for new starters to school who may need basic skills.

Wave 3

For children that are working below the expected level, 1:1 targeted intervention is provided by trained teaching assistants. This includes Fischer Family Trust (FFT) for those working within KS1 and Boosting Reading Power (BRP) for KS2. Children are identified following the schools termly assessment procedure and through termly Pupil Performance reviews. Children selected are then further assessed to allow a bespoke programme of learning for each individual child. Pupil progress reviews and teacher consultation with the SENCo may be required in some cases to ensure individual's needs are being met where specialist external support may be required.

Learning Environments

Each class has a book corner where children can go to read quietly, find books for information, especially related to the topic and choose home readers. It may be used throughout the day and independently of direct teaching of reading for recommendations and book discussion between peers and children and adults.

The Library

The school has a library with high quality fiction and non-fiction texts that children and staff can access. Each class has a weekly library session which can be used a variety of ways such as read aloud and reading for pleasure. Teachers can book the library for other areas of the curriculum such as research on the class topic. Children and teachers are able to borrow books using their library card. In addition to visiting the school library, children have half termly visits to the local library where they can choose a book and enjoy sessions with the librarian.

Reading at home

Evidence shows that more frequent reading leads to greater enjoyment and confidence. Children who also read outside of the classroom perform better than their peers who don't. For the Hallfield community we want to encourage this positive picture.

At home:

- Children reading daily outside of school: books, comics, magazines and on screen.
- Comments, signatures or even smiley faces in reading records provide communication between parents and teacher about the child's progress, enjoyment and difficulties with the book.
- Through parental engagement programs, parents of Early Years and Key Stage 1 are kept informed of their child's progress and the coverage of our early reading program, specifically our phonics program, to help them support at home.

In school:

- Records checked frequently with teachers' comments on children's entries in the record with suggestions, challenges and supportive comments. It is teachers' responsibility to monitor reading and share Hallfield's expectations with the pupils and parents.

- Books are changed when the pupil has completed their previous book or following a dialogue with the teacher.
- The reading team monitors the reading records and children's home reading books across the year through sampling to ensure children are being appropriately challenged through their home reading books and to ensure that all groups of children are receiving equal opportunity to read.

Appendix 1: Whole Class Reading Structure

