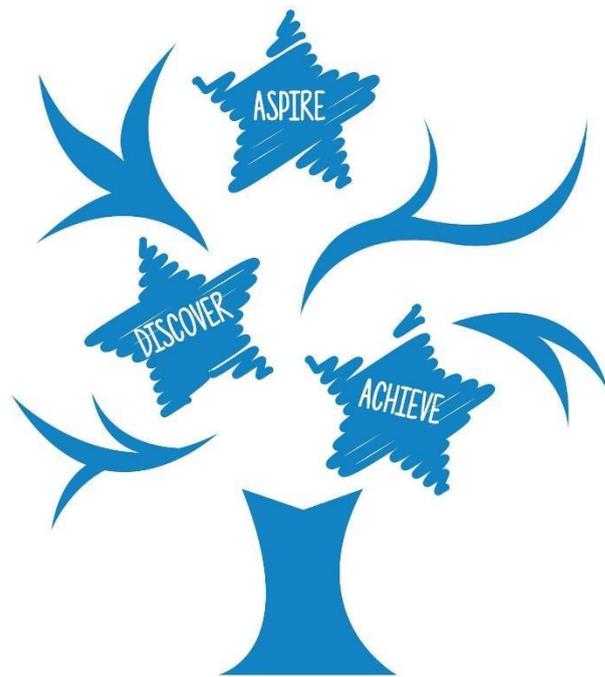


# Reading Policy

## Discovery Primary Academy



DISCOVERY PRIMARY ACADEMY

Approved by: Local Governing  
Committee

Date: 16/11/21

Next review due by: Autumn 2024

Amended

Date: 25/9/22

## **INTENT**

At Discovery Primary Academy, we are committed to teaching our pupils to become skilled readers who develop a comprehensive understanding of words, language and texts as they move through school. First children will learn to read and then they will read to learn. We believe that the ability to read is fundamental to children's development as independent learners. Reading is vital to our ability to understand, interpret and communicate with each other and the world around us. Success in reading has a direct effect upon progress in all areas of the curriculum. Therefore, reading is given a high priority enabling children to become enthusiastic, independent and reflective readers who are exposed to a wide range of text types and genres.

Our aims are to:

- Ensure our children have sound phonic awareness and use a phonics first approach to reading
- Instill children with a love of reading that lasts for their lifetime, share with them an enthusiasm for children's literature and help children to recognise the value of reading as a life skill.
- Encourage children to become enthusiastic and reflective readers by introducing them to good quality books, from a variety of cultures and in a range of different styles and formats.
- Develop children's understanding of a variety of text types including non-fiction, fiction, poetry and drama.
- Develop children's confidence, fluency, and independence when reading for different purposes.
- Develop children's abilities to reflect on and have an interest in what they have read and the language and punctuation choices made by the author.

## **Implementation**

To support the teaching of reading we use the Success for All (SFA) programme from Foundation Stage to Year 6. SFA initially lays strong foundations in both oracy and literacy within the Early Years and Key Stage 1 and systematically teaches reading throughout the primary years. SFA is more than just a reading programme, it promotes cooperative learning behaviours and positively supports engagement through the teaching of reading.

### **Early Years Foundation Stage**

The curriculum in the Foundation Stage offers many opportunities to develop the skills required for reading. Speaking and listening are two of the first skills to be focused upon; these are developed through listening to stories, shared reading, role-play, opportunities for talk through continuous provision and phonemic awareness. Within Foundation Stage, there are dedicated reading areas that promote the love of reading. Children are taught phonics intensively and learn how to apply this knowledge to carefully selected texts. Teachers model good reading behaviour, and engage children in comprehending the structure and meaning of stories.

## **Early Reading – Reception and Year 1**

Our first approach to reading is through the systematic teaching of phonics to enable children to apply their phonological knowledge on decodable texts. Children learn synthetic phonics using the FFT Success for All Phonics programme. The phoneme taught is practised through partner phonics booklets. These booklets support children in applying and using the new phoneme as well as practising those previously learned. It provides children with the opportunity to blend words supported by their partner and read sentences using their phonological knowledge. Children are continuously presented with the opportunity to practice past learning and apply their phonological knowledge on text.

A shared reading session also takes place on the same day and links with the phonics lesson. Books read during the reading session are closely matched to children's phonological ability and are decodable allowing children to practise and apply phonological knowledge on decodable shared reading texts. Shared reading provides an opportunity for teachers to model reading and for children to read along with the teacher. As the week progresses children move from a scaffolded read to reading with their partner before independently reading, employing the skills taught by their teacher. There are red and green words for each story and this is an opportunity to model decoding skills and focus on tricky parts of words. It also offers the opportunity to discuss word meanings and extend vocabulary.

Within the shared reading session children are taught to use a variety of reading strategies to support word reading. Initially these focus on blending skills but as the complexity of the text increases these develop into more efficient word breaking skills. Teaching reading strategies explicitly enables children to develop a self extending system whereby they become independent problem solvers who are able to decode text effectively and efficiently whilst retaining the meaning of what they have read. (See appendix 1)

As well as applying their phonics knowledge, each story will have comprehension questions to assess children's understanding of what they have read. The text remains the same for the week, allowing the children to become familiar with it – building up to understanding the higher order comprehension questions, developing word breaking skills and fluency. As the children become more confident, the books progress in difficulty.

## **Wings**

At the end of Year 1, most year 2 pupils will begin the Wings Success For All programme in preparation for Key Stage 2. The Wings programme is aligned to the Key Stage 2 English National Curriculum. It enables pupils to enjoy reading and aims to create fluent and confident readers by the end of year 6. The Wings programme supports and challenges both lower ability and more competent readers through the range of texts and tasks set. The Wings curriculum is based entirely around real books by famous authors with over 100+ units ranging from one to four weeks long in a wide variety of genres from fiction to non fiction, poetry to plays, classical extracts to digital etexts. In most cases, pupils will read the whole book, giving them 'reading stamina'.

Higher order reading skills must be taught and the reading strategies taught previously are now refined (Appendix 2a) The Wings programme has a clear progressive structure ensuring all pupils are exposed to a wide range of texts and develops essential reading skills

such as inference, deduction, summarisation, prediction and questioning. Children are taught these skills through SQRRRL (Appendix 2b). As the reading unit progresses children are taught to survey the text and ask questions. As they read the text with their partner they restate the information they have read in each paragraph to check their understanding. They then review what has been read and summarise the main theme.

Weekly units contain mini comprehension quizzes based around question type identification strategies. All questions are categorised into:

- Copy Cat – uses the retrieval skills. This is when pupils copy the answer from the text.
- Text Detective – uses inferential skills. This is when pupils use the text to support their answer.
- Judge and Jury – uses evaluative skills. When pupils need to deduce, infer, interpret information, events or ideas from the text.

### **Reading for pleasure**

Evidence suggests that children who read for enjoyment every day develop a broader vocabulary, increased general knowledge and a better understanding of other cultures. Reading for pleasure is more likely to determine whether a child does well at school than their social or economic background. We expect all children to read at least five times per week at home. In order to encourage all pupils to read for pleasure at home we have an incentive called Race to Read whereby each class in a year group races to win their chosen reward.

Alongside this, every month a new book is delivered to each class. Children are then chosen to take this book home to enjoy with their family. They then report back to their class in order to enthuse other children to read it. The book then goes into the class book corner.

### **Storytime**

To develop a love of reading, we promote high quality texts during daily storytime sessions. Each year group plan a bank of high quality stories which will be read over the course of the term. Storytime is used to develop pleasure in listening to stories that children would not be able to read independently alongside the opportunity to recall the 6 reading domains (VIPER) **V**ocabulary, **I**nference, **P**rediction, **E**xplanation, **R**etrieval, **S**equence or **S**ummarise. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts. The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc.

Storytime sessions allow children of all attainment levels to be immersed in the same high quality texts and promote valuable discussions. They provide teachers with the opportunity to model the fluency, pace, intonation and expression key elements of reading with the notion that children will try to emulate this in their own reading. Teachers can explicitly point out to the children the language and authors intentions that sometimes children miss unless exposed to.

In EYFS and KS1 the same book is read a number of times to build familiarity and understanding. Children are encouraged to join in with repetitive phrases and rhymes.

Once the book has been used in storytime, it goes into the class library for children to borrow and “read” for themselves.

### **Home reading books**

Reading books are sent home every day. Books are organised in a colour banded system and are closely matched to children’s phonological ability through the regular use of assessment. As children’s phonological knowledge increases they are moved through the colour band system.

### **Parental engagement**

To develop parental awareness of our approach to reading, we offer a Reading Workshops at key points throughout the year where parents are offered the chance to come into school and learn how reading is taught to their child.

Advice pages are stuck into Reading Record books. These inform the parents what is expected of their children at a particular level. They provide support on reading strategies, comprehension ideas and fluency. Reading diaries are monitored on a weekly basis to ensure children are reading and parents are contacted for an informal chat to encourage support from home.

### **Impact**

Each term children in Roots groups are assessed every 8 weeks. This is to see how they are progressing and ensure that they are placed in the correct group. Their progress is measured and they are re-grouped if necessary. This means that children are always working at their achievement level thereby facilitating accelerated progress.

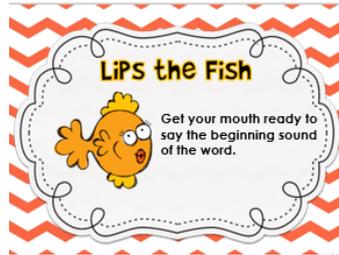
## Appendix 1



**Eagle Eye**



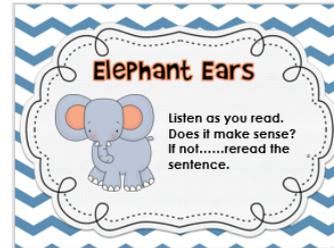
Make sure what you read matches the writing in the book.



**Lips the Fish**



Get your mouth ready to say the beginning sound of the word.



**Elephant Ears**

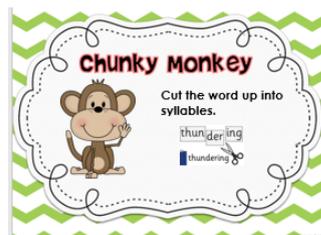
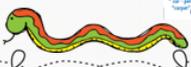


Listen as you read. Does it make sense? If not.....reread the sentence.



**Stretchy Snake**

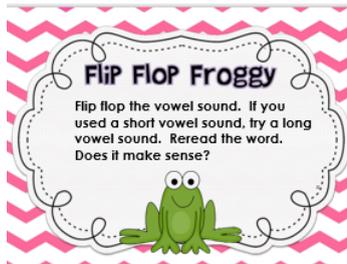
Sound out and blend the phonemes.  
Don't forget to be a digraph detective!



**Chunky Monkey**



Cut the word up into syllables.

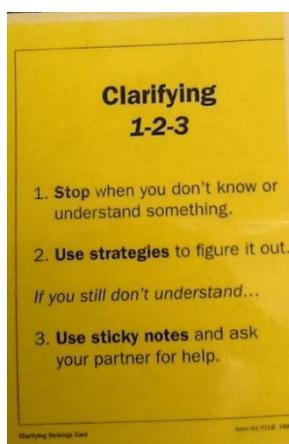


**Flip Flop Froggy**

Flip flop the vowel sound. If you used a short vowel sound, try a long vowel sound. Reread the word. Does it make sense?



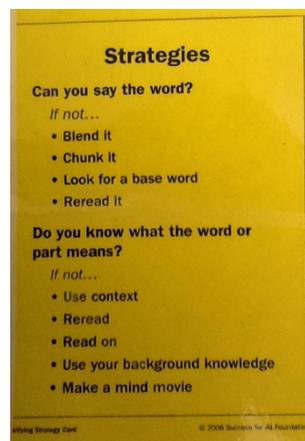
## Appendix 2a



**Clarifying**  
**1-2-3**

1. **Stop** when you don't know or understand something.
2. **Use strategies** to figure it out.  
*If you still don't understand...*
3. **Use sticky notes** and ask your partner for help.

Clarifying Strategy Card



**Strategies**

Can you say the word?  
*If not...*

- Blend It
- Chunk It
- Look for a base word
- Reread It

Do you know what the word or part means?  
*If not...*

- Use context
- Reread
- Read on
- Use your background knowledge
- Make a mind movie

Strategies Card

Appendix 2b



**S** - Survey

**Q** - Question

**R** - Read

**R** - Restate

**R** - Review

**L** - Learn