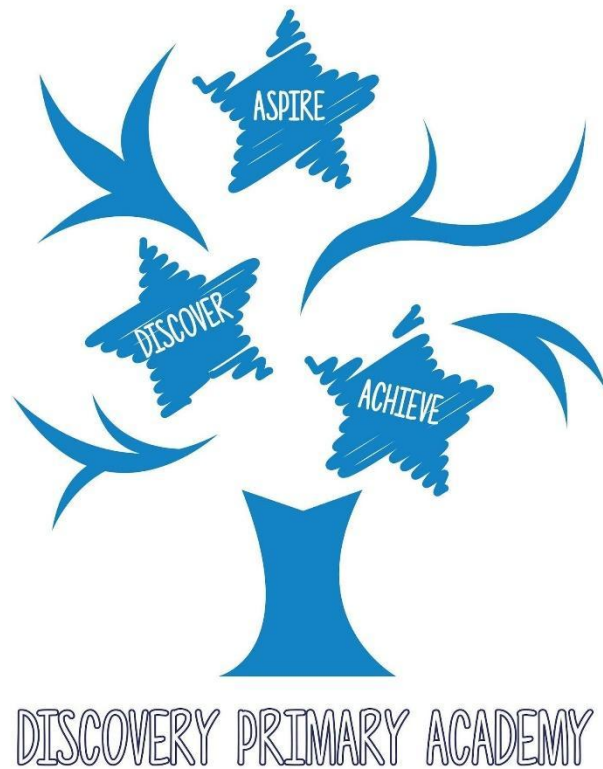


# Reading Policy

## Discovery Primary Academy



Approved by: Local Governing  
Committee

Date: 16/11/21

Next review due by: Autumn 2027

Amended

Date: 25/9/24

## **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 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 FFT Success for ALL Phonics Programme in EYFS and Y1. We recognise that systematic, high quality phonics teaching is essential, but additional skills and opportunities are required for children to achieve the goal of being a well-rounded reader. When children have completed the phonics programme and are secure word level readers, reading is developed during whole class reading sessions, using high quality text and focused skill teaching. The teaching of reading in Year 2 progresses onto the FFT's Routes to Reading scheme where children master the skills, knowledge and understanding for reading fluency and comprehension. As they enter into Key Stage 2 they progress onto the CUSP reading scheme.

## **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 behaviours 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.

### **Routes to Reading – Year 2**

Routes to Reading', supports pupils on their reading journey. They will experience texts from a range of genres and text types. Each of the 15 texts in the Year 2 series has 10 session plans, set out as Maps. These Maps will guide the teacher and the pupils through the learning, with the aim to reach the end of each text journey with reading success - meeting the intended learning objectives and goals from the Year 2 National Curriculum for Reading. The programme builds on pupils' phonemic knowledge, decoding, fluency and comprehension skills from Year 1. Progression from decoding to increased fluency and

comprehension will come from quality teaching, modelling, practise and application across the programme.

### **CUSP – Key Stage 2**

CUSP Reading has been purposefully built around the principles of evidence-led practice. The curriculum is built on three key foundations: explicit vocabulary instruction; explicit fluency instruction (prosodic reading) and opportunities to think hard. Every unit follows a clear and progressive sequence that immerses children meaningfully in rich and demanding texts that have been carefully curated. Children have the opportunity throughout the Primary journey to experience a wide range of literature, as well as studying extended texts in full. This ensures both breadth and depth in their reading diet. Strong lesson routines ensure consistent practice across the school and incremental progression in the demands of both the texts that children study and how they are asked to respond to these. CUSP Reading utilises all that we know about effective reading instruction and provides teachers with the framework to ensure a diet of excellence for all children.

### **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.

We are passionate about developing lifelong readers who read for pleasure and are working hard to develop a whole-school culture of reading for pleasure. Teachers read aloud to the children with enthusiasm, bringing the books alive. We make sure that we build it time to talk about books using informal and planned book talk opportunities which can be during a 'Book Buzz session'. Reading is at the very heart of the curriculum and children explore books across all subjects. We ensure our books areas and library have engaging and high-quality books.

The following strategies are used to develop the love of reading and a culture of reading for pleasure in our academy:

- Story Time
- Use of the School Library
- Reading buddies
- Reading Newsletter
- Book Buzz
- Worl Book Day
- Author Events
- Recommended reads

In the upper years of school, we have Reading Champions who play a vital role in inspiring a love of reading among their peers. They help cultivate an atmosphere where reading is not

only enjoyable but also valued, motivating other children to connect with books. Since children often feel more inspired by their friends than by adults, the Reading Champions are key in guiding book selections and offering recommendations. They foster engaging book discussions by sharing book reviews and organising book clubs for younger readers.

### **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) Vocabulary, Inference, Prediction, Explanation, Retrieval, Sequence or Summarise. 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**

The impact of the Reading curriculum at Discovery Primary can be seen through:

- Our children's enjoyment of reading
- Our children's fluency when reading, including the use of expression
- Our children's ability to read for meaning, allowing them to retell events, make justified predictions and provide evidence-based inferences
- Our children's appreciation of a wide variety of authors and genres, and their ability to express justified preferences
- Our children's ability to discuss an author's use of language and the impact this has on the reader
- The wide vocabulary, including story language, used by the children in both their oral responses and written work

We use a range of strategies to assess the children's reading and employ effective formative and summative assessment procedures throughout the year. Teachers refer to such assessments as a support for making judgements and to inform planning. Teachers will use their professional judgement to determine whether a child is working within age-related expectations, above or below.

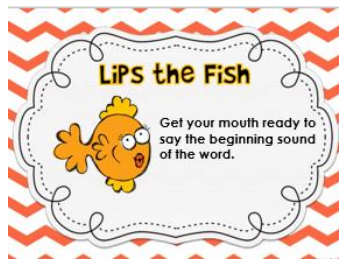
**Our reading curriculum aims for the children to become fluent and enthusiastic readers in the wider reading curriculum.**

## Appendix 1



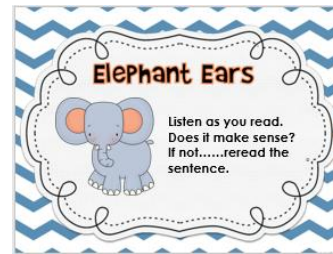
**Eagle Eye**

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.

thun|der|ing  
thunder|ing



**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      March 2018, 1889

**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 Strategy Card      © 2008 Strategies for All Learners

Appendix 2b



**S** - Survey

**Q** - Question

**R** - Read

**R** - Restate

**R** - Review

**L** - Learn