



## **Foxyards Academy – Reading Policy**

Subject coordinator – Chris Weaver (Lindsey Lewis)

### **Our Mission Statement:**

#### **Achieving Excellence Together**

*Our mission: To foster and grow a love of learning that enables our children to access the wonderful world of opportunities that await them. To create a harmonious and tolerant community that is built on our school values of care, respect, creativity, and resilience. We do this as a family, our Foxyards Family.*

### **Curriculum Intent:**

*To teach a child to read is to teach them a vital life skill to allow them to become educated citizens.*

*To teach a child to love to read is to expand their horizons and open them up to a world of possibilities.*

Reading is a vital skill that will support children's learning across the whole curriculum. As a school, we will ensure that our children are taught to read with fluency, accuracy and understanding through a variety of both explicit and discreet teaching across all areas of the curriculum.

Above all, we want children in our school to become enthusiastic, independent and reflective readers. Essentially, we want children to enjoy reading. Reading for pleasure will always underpin and inform how we develop our Reading curriculum at Foxyards.

For our children to fulfil their potential in reading we need as much parental support as possible and our aim, with this policy, is to demonstrate how school and home can work together.

### **Our Teaching Philosophy**

The development of reading cannot be seen in isolation from other areas of the curriculum. The best readers are the best writers - we read as writers and write as readers!

In our school, we will strive to give pupils a stimulating environment, where reading materials are presented in an attractive and inviting way. Not only that, but we will also endeavour to always ensure that the school has the most current popular fiction and non-fiction, ensuring that pupils have a wide variety of texts to choose from. Furthermore, within all lessons we create an environment that stimulates the generation of ideas from texts where all ideas are accepted and valued.

Teachers will act as role models in their enthusiasm for both reading and writing by keeping up to date with current children's literature. This will be displayed on classroom doors for the children to see. Our aim with this is to spark discussion amongst the children and staff, so that an encouraging discourse can take place around the love of reading.

*'We shouldn't teach great books we should teach a great love of reading' B.F. Skinner*

### **Aims**



Our aims for reading are to:

- Ensure our children have sound phonic awareness and use a phonics first approach to reading, through the RWI programme.
- Instil 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 our 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.
- Use drama and role-play, where appropriate, to immerse children in the text.

## **Curriculum Implementation**

### **Teaching Approaches and Strategies**

Reading is taught throughout the whole school, not only through explicit phonics and guided reading sessions but also as an integral part of the school day.

### **Our approaches and strategies are summarised below:**

During English, guided reading and other areas of the curriculum, children will have the opportunity to experience a wide range of good quality texts (both fiction and non-fiction) and are encouraged to respond and reflect on these. Through the use of shared and guided reading children will experience good models of reading and reading discussion, using a variety of quality texts written for a range of purposes.

### **Guided Reading/Comprehension**

Every pupil will take part in Guided Reading sessions with his or her teachers, on a daily basis. Texts chosen should aim to challenge the children to develop high-order comprehension skills, generate child-led discussion and lead to independent written activities that allow children to reflect on the text. The structure will follow a fortnightly cycle linking to the 10 reading domains.

- Decoding and intonation
- Vocabulary instruction
- Prediction
- Questioning and clarifying
- Summarising
- Decoding and Intonation
- Inference
- Comparison
- Application- Volitional
- Recommend



The daily structure will consist of: Activating prior knowledge, My turn, Our turn, your turn and Review.

We are focussing on developing children's understanding and application of the reading domains. This is done through explicit teaching of the reading domain and then building up their skills over time.

KS1	KS2
<ul style="list-style-type: none"><li>• 1a draw on knowledge of vocabulary to understand texts</li><li>• 1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</li><li>• 1c identify and explain the sequence of events in texts</li><li>• 1d make inferences from the text</li><li>• 1e predict what might happen on the basis of what has been read so far</li></ul>	<ul style="list-style-type: none"><li>• 2a give / explain the meaning of words in context</li><li>• 2b retrieve and record information / identify key details from fiction and non-fiction</li><li>• 2c summarise main ideas from more than one paragraph</li><li>• 2d make inferences from the text / explain and justify inferences with evidence from the text</li><li>• 2e predict what might happen from details stated and implied</li><li>• 2f identify / explain how information / narrative content is related and contributes to meaning as a whole</li><li>• 2g identify / explain how meaning is enhanced through choice of words and phrases</li><li>• 2h make comparisons within the text</li></ul>

### **Independent Reading**

Pupils will be given opportunities for independent reading of their reading scheme/library books during the school week. All children will have a reading book, chosen by them, at an appropriate level. These books should be 90% readable by the child and the class teacher will monitor this regularly. If children want to read a book that is currently beyond their ability level, we will encourage parents to share the book at home with them. Children will be given the opportunity to change their library and stage books as often as needed; this may be with an adult or before and after school on specified days. All reading to an adult should be recorded in the children's Learning Diary and the class teacher's reading record.

### **Accelerated Reader**

The AR scheme is designed to not only help assess children's' reading abilities, but also develop their love of reading through an exciting and engaging array of texts. Children will generally start to access this scheme half way through Year 1 – once their phonic knowledge and skills have been embedded and they are more fluent readers. Once they are ready to access the scheme they then take a STAR test, to assess their reading age and provide a band within which they can take out recommended reading books. The children are then assessed every term to monitor progress within the scheme. Importantly, children are able to choose their text independently. There is no set rule that they must stick within their recommended reading range. Part of our ethos as a school is that we will always actively encourage children to build on their love of reading through choosing books which excite and interest them. Therefore they may choose a text which is below or above their recommended range.

### **Reading Aloud**

Children are given opportunities to read aloud with staff and other adults at school. When this is 1:1, it is recorded in children's Home/School diaries and within the class reading records.

Reading regularly at home with parents or carers makes a huge difference to children's reading ability and helps to develop an enthusiasm for reading and life-long love of books. Research shows that it is the single most important



thing parents can do to help their child's education and their vocabulary; this in turn will feed into the

Reading aloud improves children's reading ability quality of their writing.

Discussing what is being read also develops comprehension skills.

At Foxyards Academy, we expect every child to have a parent/adult listen to them read for 15 -20 minutes every night (to include reading and discussion of the book). Parents are asked to sign the Home/School Diary daily.

### Developing Phonic Awareness – Read Write Inc (RWI)

The RWI phonics scheme is targeted towards children aged 4-9

Throughout the programme, children will:

- Learn to read accurately and fluently with good comprehension. Children learn the 150+ graphemes which represent the 44 sounds.
- Rapidly learn sounds and the letter, or groups of letters, they need to represent them in 3 sets of speed sound lessons.
- Be taught through simple and enjoyable mnemonics
- Consolidate their knowledge every day.
- Learn the high frequency words which are not phonetically regular – tricky words – are known as 'red' words, and are practised frequently.
- Read phonics books which are closely matched to phonics knowledge, and will read these repeatedly to support increasingly fluent decoding.

Five key principles in RWI:

1. Purpose
2. Passion
3. Pace
4. Participation
5. Praise

Expectation of progress through RWI:

	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<b>October</b>	Know most Set 1 sounds and blend orally (set 1B)	Purple	Baseline – Blue
<b>December</b>	Know Set 1 sounds and read words by blending (Set 1C)	Pink (know Set 2)	Grey
<b>February</b>	Ditties	Orange	Grey
<b>April</b>	Red	Yellow	Comprehension
<b>May</b>	Green	Yellow (know Set 3)	
<b>July</b>	Green/Purple	Blue	

Below shows a breakdown of how the RWI programme splits the sounds into taught sets.

SET 1	<ul style="list-style-type: none"> <li>• Teach a new sound everyday</li> <li>• Don't use letter names</li> <li>• Sounds taught in this order: <b>m a s d t l n p g o c k u b f e l h sh r j v y w th z ch qu x ng nk</b></li> <li>• Word time is taught as part of speed sound lessons once the children have learnt the first 5 sounds (m a s d t)</li> <li>• Speed sound lesson:               <ul style="list-style-type: none"> <li>- Say the sound</li> <li>- Read the sound</li> <li>- Review the sounds</li> <li>- Write the letter</li> <li>- Speed write</li> <li>- Oral Fred Talk</li> <li>- Word time lesson (see pgs 37-39 in Handbook 1)</li> </ul> </li> </ul>
SET 2	<ul style="list-style-type: none"> <li>• Teach 2-3 new sounds a week</li> </ul>



	<ul style="list-style-type: none"> <li>• Don't use letter names</li> <li>• Taught as soon as children can read Set 1 sounds speedily and blend words with 4 sounds</li> <li>• Sounds taught in this order: <b>ay ee igh ow oo oo ar or air ir ou oy</b></li> <li>• Speed sound lesson: <ul style="list-style-type: none"> <li>- Say the sound</li> <li>- Read the sound</li> <li>- Review the sounds</li> <li>- Word time: <ul style="list-style-type: none"> <li>- Read the words</li> <li>- Review the words</li> </ul> </li> <li>- Reading assessment (alien words)</li> <li>- Spell with fred fingers</li> <li>- Spell review</li> </ul> </li> </ul>
SET 3	<ul style="list-style-type: none"> <li>• Teach 2-3 new sounds a week</li> <li>• Children will be taught to use letter names as well as sounds for spelling</li> <li>• Sounds taught in this order: <b>ea oi a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure tion tious/cious</b></li> <li>• Speed sound lesson: <ul style="list-style-type: none"> <li>- Say the sound</li> <li>- Read the sound</li> <li>- Review the sounds</li> <li>- Word time: <ul style="list-style-type: none"> <li>- Read the words</li> <li>- Review the words</li> </ul> </li> <li>- Reading assessment (alien words)</li> <li>- Spell with fred fingers</li> <li>- Spell review</li> </ul> </li> </ul>

Parents and Carers will be invited to regular meetings to discuss how the RWI programme works within school, and how they can help support their child at home through the same methods and approaches.

Children will be able to take home 2 books weekly linked with their RWI programme of learning. These books will be linked to the band they are currently working in and both books will run along the same theme/topic.

**Curriculum Impact**

**Assessment**

Teachers continually assess children's reading. Individual reading to a member of staff will be used to analyse children's strengths and weaknesses and to plan future work and targets accordingly. Group and Guided reading tasks also provide assessment opportunities. Children's attainment and progress is regularly monitored and reviewed through Accelerated Reader Star tests, NFER tests, RWI Phonics assessments as well as teacher and support staff records.

**Keep up, not catch up**

Through the phonics first approach of RWI, those children who may be struggling and are assessed as being behind their expected level will take part in booster one-to-one tuition sessions. These will specifically target those sounds which the child is struggling with. They will get this support during daily, one-to-one 10 minute sessions with their

tutor. The motto through the RWI programme is always 'keep up, not catch up'. As a school we will always endeavour to ensure that every child's needs are met, and where they struggle that these issues are addressed and gaps in learning are closed rapidly. Class teachers, Phase Leaders and the English lead for Reading will also monitor the

reading of identified 'Priority Children,' providing additional opportunities for them to read aloud in school and, wherever possible, working with families to help raise the profile of reading at home.



## Expanding children's cultural capital

Ofsted defines this as "the essential knowledge that children need to be educated citizens". At Foxyards we will meet every child's need firstly through our Phonics teaching. However, at Foxyards we want to build on this and provide children with a range of experiences which will not only embed their learning, but give them opportunities which they may not otherwise get the chance to experience.

These will include:

- Story sacks for EYFS. Beautiful books, puppets and comprehension question prompts for children to take home, share and enjoy with their families.
- Opportunities for children to share their favourite texts, both within class and between year groups, for example – Year 5 reading to Year 2, and vice versa
- Dedicated book weeks twice a year – to coincide with the national Children's Book Weeks (usually Autumn and Summer terms).
- Celebrations of famous authors, such as Roald Dahl day (September 13<sup>th</sup>)
- World Book Day – every March.
- Visits from authors and illustrators.
- Visits to the local library
- Opportunities to take part in yearly Book Quizzes against other schools (Summer term)

'The more that you read, the more things you will know. The more that you learn, the more places you'll go.' - Dr.Seuss, 'I can read with my eyes shut'

### The Head and the Deputy Head teacher will:

- Provide support by encouraging staff and sharing best practice.
- Monitor learning and teaching throughout the school.
- Monitor planning and assessment.
- Support staff development through in-service training and provision of resources.

### The English Leader for Reading will:

- Ensure continuity in assessment throughout the school and lead staff meetings to support this aim.
- Monitor Reading in school and the delivery of the RWI programme.
- Keep up to date with new developments in reading and keep the staff informed.
- Play a key role in formulating, maintaining and reviewing the Reading Policy.
- Lead colleagues and at all times be supportive.
- Audit resources regularly.

### The Class teacher will:

- Endeavour to read to their class on a daily basis and promote a genuine love of reading
  - Be able to recommend books to children in their class and help them expand the authors and genres they are selecting for themselves.
  - Be responsible for the teaching of reading as set out in this policy.
  - Provide work samples to the literacy leader.
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- Assess children's reading using guided reading, support staff assessments, standardised tests (NFER) and keeping evidence to support these judgements.
  - Use evidence from the teaching and assessment of reading in order to inform future planning.
  - Monitor pupil progress in reading using assessment data and refer any concerns about individuals or groups to the Phase Leader and English lead for Reading.



“So please, oh PLEASE, we beg, we pray, Go  
install, a lovely bookshelf on the wall.” Roald Dahl,

throw your TV set away, And in its place you can  
‘Charlie and the Chocolate Factory’