

# Reading Policy



## Mansbridge Primary School

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| <b>Approved by</b>   | Governing Body           |
| <b>Approval date</b> | 5 <sup>th</sup> May 2022 |
| <b>Review date</b>   | September 2023           |

## Mansbridge Primary School Reading Policy

### **Intent Statement**

Reading lies at the heart of our curriculum at Mansbridge Primary School. We are dedicated to enabling our pupils to become lifelong readers and we believe reading is the key to academic success.

At Mansbridge, it is our aim that every child develops a love of reading and books. We firmly believe that reading feeds children's imagination and opens up a world of awe and wonder for young minds. Our aim is that every child is able to read for pleasure, developing a keen interest in a wide range of authors and genres. We believe that all pupils should have the opportunity to become fluent, confident readers who are able to successfully comprehend a wide range of texts, and who can use their reading skills to understand more about the world in which they live. Through reading, Mansbridge pupils improve their language and vocabulary skills, inspire their imagination and experience the joy of books.

This curriculum is delivered through synthetic phonics, guided reading, home reading, reading across the curriculum, regular opportunities for independent reading and hearing quality texts read aloud every day. All of these are essential components as they offer the range of opportunities needed to develop fluent and enthusiastic readers.

## Curriculum Provision:

EYFS

Y1

Y2

Y3/4

Y5/6

## Phonics

## Intent

From YR to Y2, to teach systematic synthetic phonics following the Letters and Sounds scheme

To teach the key skills of segmenting to spell and blending to read in order that children reach age-related expectations in reading and pass the phonics screening check in Y1

To ensure that all children know the phoneme / grapheme correspondences as set out in the phonics progression map

To teach tricky words as exceptions to phonic rules

From YR to Y2, to teach systematic synthetic phonics following the Letters and Sounds scheme

To recap phase 5, ensuring that phonic strategies are fully embedded and that phonics is the first strategy for decoding an unfamiliar word

For children to continue to use phonics knowledge to decode unfamiliar words alongside wider reading strategies

To continue to support those children who are not secure at phase 5 by using a structured multi-sensory reading programme

For children to continue to use phonics knowledge to decode unfamiliar words alongside wider reading strategies

To continue to support those children who are not secure at phase 5 by using a structured multi-sensory reading programme

## Implementation

The 'revisit, teach, practise, apply, assess' teaching sequence is followed in each phonics lesson

Daily phonics lessons in YR and Y1

Teachers model the reading of unfamiliar words using phonics

Intervention sessions for those children not meeting expectations and for those not keeping up with the phonics programme

Additional phonics sessions for those children at risk of not passing the phonics screening check in Y1

Bear Necessities intervention used daily for those children who cannot yet blend and segment

Additional phonics sessions for those who failed phonics screening in Y1

Daily phonics lessons in Y2 during Autumn 1

Teachers model the reading of unfamiliar words using phonics

Phase 6 phonics addressed through Y2 spelling programme

Project X Code intervention programme is used for children who are not yet secure at phase 5

Or

ELS phonics phase 5 intervention is used for children who are not yet secure at phase 5

'Toe By Toe' multi-sensory reading programme is used for children who are not yet secure at phase 5

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| Impact                                                      | Through the teaching of systematic synthetic phonics, most children become fluent readers by the end of Key Stage 1. Children then focus on developing fluency and comprehension throughout the school.         |                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Guided reading (whole class)                                |                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Intent                                                      | To teach the comprehension skills required to achieve age related expectations (as detailed in National Curriculum)                                                                                             |                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Implementation                                              | N/A                                                                                                                                                                                                             | Oral guided reading sessions begin to allow children to start to build up comprehension skills                                                                                                                                                                                                                                           | 3 x weekly whole-class guided reading sessions using a range of fiction, non-fiction and poetry<br><br>Core guided reading books (fiction) are focused on for half a term to allow an in-depth understanding of the whole book to develop<br><br>In some units, a common text will be used in guided reading and as a writing stimulus to promote and develop key vocabulary<br><br>There is a greater expectation of written recording of understanding in KS2 |
| Impact                                                      | N/A                                                                                                                                                                                                             | A continuous monitoring cycle of pupil conferencing, focused lesson drop-ins and work sampling is used to assess the ongoing impact of guided reading sessions.<br>The percentage of pupils working at age-related expectations and above age-related expectations within each year group will be at least in line with national average |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Shared reading as part of the teaching sequence for writing |                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Intent                                                      | To expose children to high-quality models of writing in a variety of text types.<br>To provide inspiration for writing and to display appropriate features of the text type                                     |                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Implementation                                              | High-quality texts are used as part of the 'engage' stage of our writing sequence to highlight effective vocabulary, grammar, punctuation and to model the suitability of the text for the audience and purpose |                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Impact                                                      | Children are able to use the texts in shared reading as effective models for their own.                                                                                                                         |                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Independent reading and home/school reading                 |                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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| Intent         | <p>To independently read phonically decodable books matched to their phonic knowledge and skills (fully decodable)</p> <p>To offer 80% decodable books when appropriate, in addition to 100% decodable, in order that they can be shared with parents</p>                                                                                                                                                                                                                                                                                                                                                                                                             | <p>To independently read phonically decodable books matched to their phonic knowledge and skills (fully decodable)</p> <p>To offer 80% decodable books, in addition to 100% decodable, in order that they can be shared with parents</p> <p>To build fluency</p> <p>To increase stamina for reading</p> <p>To read with increasing expression and appropriate intonation, including taking account of punctuation</p>                                                                                                                                               | <p>To read a wide range of appropriate texts matched to their reading ability</p> <p>To read for sustained periods of time<br/>Increasing the length and complexity of texts being read</p> <p>To read short novels independently with understanding</p> | <p>To read a wide range of appropriate texts matched to their reading ability, including whole novels</p> <p>To widen the range and challenge of books they read, including texts from a wider literary heritage</p> |
| Implementation | <p>Decodable books selected based on children's current phonic knowledge</p> <p>Books selected by an adult in class</p> <p>Books changed once a week</p> <p>Opportunity to take home a book to share for pleasure in addition to decodable text</p> <p>Children select their own library and reading corner books (with guidance if needed)</p> <p>Additional reading at school 3 x weekly is provided for those not reading regularly at home</p> <p>Reading incentives offered to those reading regularly at home</p> <p>Children in lowest 20% attainment bracket for reading are heard read 4x weekly by a dedicated reading LSA in addition to class reading</p> | <p>Books selected by an adult according to ability</p> <p>Books changed once a week (if necessary)</p> <p>Children select their own library and reading corner books (with guidance if needed)</p> <p>Teachers monitor home reading weekly</p> <p>Additional reading at school 3x weekly is provided for those not reading regularly at home</p> <p>Reading incentives offered to those reading regularly at home</p> <p>Children in lowest 20% attainment bracket for reading are heard read 4x weekly by a dedicated reading LSA in addition to class reading</p> |                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                      |

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| Impact                    | Children in the bottom 20% demonstrate an increase in fluency and confidence with reading.<br>Children in the bottom 20% make increased progress with reading as evidenced by assessment<br>Children demonstrate their enjoyment of reading, and regularly read for pleasure both in school and at home.<br>Children are able to name and discuss their favourite authors, books and genres<br>Children’s enjoyment and engagement with reading is assessed termly through a whole-school reading survey<br>The percentage of children reading regularly at home continues to increase                                                                                                                                                                                                                     |                                                                                                                                    |                                                                                                                |                                                                                                               |
| Reading for pleasure      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                    |                                                                                                                |                                                                                                               |
| Intent                    | To create a reading culture where a love of reading is embedded in the classroom<br>To motivate children to read a range of high-quality texts in a wide variety of genres<br>To encourage children to build preferences in reading<br>To recognise the authors and styles of reading that individuals enjoy<br>To engage children in book discussion in a range of contexts, alongside both adults and peers<br>To motivate children to share and recommend books                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                    |                                                                                                                |                                                                                                               |
| Implementation            | Each class has a reading corner, inspired by pupil-voice reading questionnaires and bespoke to each year group<br>In key stage one classrooms, the reading corner offers a mix of independent reading books and books to be shared with an adult<br>Each child follows the Oxford Reading Tree or Treetops reading scheme which promotes the reading of books from a broad range of genres<br>Each class has a dedicated 10 minutes’ independent reading time 4x weekly in which children enjoy their Oxford book or a book of their choice<br>Regular DEAR time takes place, with parents invited into school half-termly to share books with their child (currently not occurring due to Covid)<br>Each class is allocated a budget each term to purchase books of their choice for their reading corner |                                                                                                                                    |                                                                                                                |                                                                                                               |
| Impact                    | Children demonstrate their enjoyment of reading, and regularly read for pleasure both in school and at home.<br>Children are able to name and discuss their favourite authors, books and genres<br>Children’s enjoyment and engagement with reading is assessed termly through a whole-school reading survey                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                    |                                                                                                                |                                                                                                               |
| Reading aloud to children |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                    |                                                                                                                |                                                                                                               |
| Intent                    | To build a bank of story and rhyme knowledge<br><br>To expose children to texts beyond what they can read themselves<br><br>To develop an enjoyment for reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | To widen knowledge of texts and authors, including non-fiction and poetry<br><br>To sustain stamina in listening and reading texts | To introduce children to a wider range of authors and contexts e.g. those with historical or cultural contexts | To expose children to increasingly challenging texts, e.g., those with challenging themes or archaic language |

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|                                                         | <p>To experience written language being modelled orally</p> <p>To be exposed to a wide range of fiction, non-fiction and poetry texts, including those which reflect the context of our school</p>                                                                                  | <p>To make connections within and between books</p>                                                   |                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                      |
| Implementation                                          | A minimum of 4x weekly exposure to quality ‘core’ texts selected to include fiction, non-fiction and poetry for a minimum of ten minutes                                                                                                                                            |                                                                                                       |                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                      |
| Impact                                                  | <p>Children demonstrate their enjoyment of listening to an adult read</p> <p>Children are able to name and discuss their favourite authors, books and genres</p> <p>Children’s enjoyment and engagement with reading is assessed termly through a whole-school reading survey</p>   |                                                                                                       |                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                      |
| Books to support reading to learn across the curriculum |                                                                                                                                                                                                                                                                                     |                                                                                                       |                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                      |
| Intent                                                  | <p>To listen to information books and non-fiction texts to establish the foundations for their learning in other subjects</p>                                                                                                                                                       | <p>To listen to, discuss and read texts which develop their knowledge across the wider curriculum</p> | <p>To listen to, discuss and read independently a wide variety of texts to find out information and develop knowledge across the wider curriculum.</p> <p>To independently select books to support their learning in the wider curriculum</p> | <p>To read independently a wide variety of texts from across the curriculum, demonstrating a motivation to find out information and develop their own understanding.</p> <p>To demonstrate understanding of how to use information texts to research areas of interest within a topic, including finding the answer to an enquiry-based question</p> |
| Implementation                                          | A set of non-fiction books to support the topic will be displayed in each classroom, to be read during independent reading time and used for research during non-core lessons.                                                                                                      |                                                                                                       |                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                      |
| Impact                                                  | <p>Children are able to apply their reading skills to access information about the topics they are studying in the wider curriculum.</p> <p>Children are able to use the knowledge they have developed and the vocabulary they have learnt to further reinforce their learning.</p> |                                                                                                       |                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                      |

| Assessment     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                               |
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| Intent         | Formative assessment is built into all aspects of the reading curriculum. A wide range of assessment opportunities including questioning and discussion form the basis for assessment alongside more formal assessment opportunities.                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                               |
| Implementation | Assessment against ELGs<br>Phonic Screening Check<br>Pupil Conferencing<br>Termly phonic assessments<br>Oxford Reading Tree assessments<br>Termly reading comprehension assessment for Y1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | End of KS1 assessments<br>Phonic Screening Check for those failing in Y1<br>Termly phonic assessments for those children on a phonics intervention programme<br>Pupil conferencing<br>Termly phonic assessments<br>Oxford Reading Tree assessments<br>Termly reading comprehension assessment<br>Daily assessment recording if the children achieve (A) part achieve (PA) or do not achieve (NA) allow for an 'at a glance' understanding of individual attainment in that lesson as well as an overall view of the unit which is used to inform interventions. | Pupil conferencing<br>Termly reading comprehension assessments<br>Oxford Reading Tree assessments<br>Phonics assessments at each stage of the Project X Code intervention<br>Daily assessment recording if the children achieve (A) part achieve (PA) or do not achieve (NA) allow for an 'at a glance' understanding of individual attainment in that lesson as well as an overall view of the unit which is used to inform interventions. | End of KS2 assessments<br>Pupil conferencing<br>Termly reading comprehension assessments<br>Oxford Reading Tree assessments<br>Daily assessment recording if the children achieve (A) part achieve (PA) or do not achieve (NA) allow for an 'at a glance' understanding of individual attainment in that lesson as well as an overall view of the unit which is used to inform interventions. |
| Impact         | Regular and ongoing assessment informs teaching and intervention support and allows all children to succeed.<br>Teachers use formative assessment to assess children's knowledge and understanding within lessons<br>Interventions are swiftly put in place when necessary to enable children to revisit learning.<br>The percentage of pupils working at age-related expectations and above age-related expectations within each year group will be at least in line with national averages and will match the ambitious targets of individual children.<br>There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                               |