



# CORBY PRIMARY ACADEMY

## Reading Policy

<b>REVIEW PROCESS</b>	
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## **Reading at Corby Primary Academy**

### **Our Aims:**

- For our children to read with fluency, accuracy and understanding.
- To provide our children with prompts to support independent reading and the understanding of texts.
- To support the children with the understanding of new technical vocabulary.
- To create opportunities for reading across our curriculum.
- To allow the children to read for pleasure and have access to a wide range of genres.
- To develop reading skills alongside writing to support our children to become literate adults and readers.

### **The teaching of reading**

The teaching of reading in Corby Primary Academy allows the children to become avid readers, who enjoy reading for pleasure as well as being able to comprehend a variety of texts through reading lessons. We strive to offer a stimulating environment, where children can access different genres of text and be able to share and discuss books. Furthermore, we use our English lessons to explore books and create an environment where reading and writing work alongside each other.

Modelling good reading is an important part of our teaching of reading. As teachers, we ensure children are read to regularly so we can demonstrate skills to become affluent readers.

Early reading is taught through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery/Reception and follow the progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through the school.

## **Reading Strategies used throughout Corby Primary Academy**

**Individual reading** – This is where a child shares a book with an adult, individually, whether it is their reading book or a book for pleasure.

**Reading practise sessions** – This is group reading. We share books (matched to the children's secure phonics knowledge) within a group and focus on key reading skills – decoding, prosody and comprehension.

**Whole Class reading** – This is sharing texts as a whole class, where all children access the same text and all children answer the same questions. This allows children to be supported by their peers and still have access to challenging texts.

**Shared reading** – This is where the adult models strategies and skills to the children and demonstrates how to be a fluent reader.

**Paired/Buddy reading** – This is sharing books with a partner. This could be through reading for pleasure or as a support for each other.

Word reading – This is the reading of words in a text. This is supported through different strategies e.g. phonic, graphic, syntactic, contextual.

Comprehension – This is the understanding of texts and becoming familiar with something.

## **Phonics**

We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPC's) and blending in Reception.

Phonic lessons are taught daily in Reception and Year 1. We teach phonics for approximately 30 minutes a day. In Reception, we build from 10-minute lessons with additional daily blending games, to a full-length lesson as quickly as possible.

We follow the Little Wandle Letters and Sounds Revised expectations of progress. Any child who needs additional practise has daily Keep-up support, taught by a fully trained adult.

In Year 2, daily phonics lessons are provided for any child who is not fully fluent at reading or has not passed the Phonics Screening Check, so the gap between themselves and their peers does not widen.

## **EYFS (F1 – Nursery/F2 – Reception)**

Across all of EYFS, reading is an important part of the children's provision. They are exposed to books in a variety of ways. The children are taught in a stimulating environment, where reading is included throughout their provision.

In Reception (F2), reading is taught alongside daily phonic sessions. The children take part in practise reading sessions 3x a week, reading books matched to their secure phonic knowledge. These sessions are taught by a fully trained adult to small groups and are monitored by the class teacher. Each reading practise session has a clear focus and explores three key reading skills – decoding, prosody (reading with expression) and comprehension (understanding the text). In Reception, these sessions start in Week 4. The book from these reading practise sessions is taken home to ensure success is shared with the family. The children also take home a shared reading book (not matched to their secure phonic knowledge), which can be shared for pleasure with parents/carers.

Also, children in EYFS (F1 and F2) have the opportunity throughout the day to share books in small groups, where they read and discuss together. Children have stories read to them daily as part of shared reading. Lots of opportunities to explore vocabulary is a regular part of the reading as well. The children take part in vocabulary sessions frequently, where they are exposed to different types of words, which links to the 'Fantastics' work from the Jane Considine writing scheme.

## **Key Stage 1**

In Year 1, reading follows the same process as Reception. Any children in Year 2, who are not fully fluent at reading will be provided with Keep-up sessions for phonics lessons and reading practise sessions. These will follow the same structure of class teaching but are taught in smaller groups.

Additionally, adults will read books to children throughout the day in groups as well as whole class. Children have a reading session daily, which is timetabled for the end of the day and explore a variety of books through English/Topic lessons.

## **Key Stage 2**

In Key Stage 2, children are assigned 1 or 2 reading books from our coloured scheme, which children take home to read. In Lower Key Stage 2, children are heard read individually by an adult every half term to assess their reading. In Upper Key Stage 2, majority of the children are free readers, so children are mainly heard reading through their comprehension lessons. All children are given the opportunity to change their reading books regularly.

The majority of reading in Key Stage 2 takes place in guided reading and whole class reading sessions. The structure of the lessons is at the teacher's discretion, but a session is allocated every day to reading from the start of the school year. These sessions focus on the understanding of texts and gives the children the opportunity to explore questions and have discussions together. The texts used in these sessions are challenging and generally above the children's reading age. This is so the children are exposed to a higher level of vocabulary.

Children are modelled good reading through English lessons as well as reading lessons. Children may also be given copies of books, which are a focus in class so they have their own access to the text. A daily story session is also timetabled where children are read to by an adult from a shared class book. This may be a book which isn't related to texts they are exploring in English lessons or reading sessions. It is an opportunity for teachers and children to enjoy some reading for pleasure.

## **Reading environments**

### **Library**

The library is the pinnacle area of our school. Classes and groups of children make as much use of the library as possible. Children have regular visits to the library, whether it is changing books or enjoying reading for pleasure. This will allow them to familiarise where different types of books are and have the chance to explore a variety of books.

### **Classrooms**

In EYFS each class has a designated reading area offering a range of fiction and non-fiction books. This area is a comfortable area, which is engaging and promotes a love of reading. In addition, each class has a lower case alphabet displayed within the room, introducing upper case when appropriate and support the teaching of phonics by displaying relevant phonemes and tricky words. Throughout the learning environment, there are many opportunities for children to engage

with reading, for example in the role play and outdoor area. Books associated with the class topics are displayed and shared with the children throughout each half term.

In the KS1 classrooms, each class has a designated reading area offering a range of fiction and non-fiction books, which may also relate to the current topic. This area is a comfortable area and support the learning of phonics, high frequency words and/or topic words. Upper and lower case letters of the alphabet are displayed in the classrooms. Encouraging questions may also be displayed.

In the KS2 classrooms, each class has an area which offers a variety of fiction and non fiction texts, which may also relate to the current topic. Children are encouraged to access these throughout the day at the teacher's discretion.

### Corridor reading spaces

The corridor spaces are utilised to continue a love for reading across the whole school. The corridor outside year 5 and 6, has a selection of books aimed at their reading age, which children can use when changing their reading books or read at their leisure.

Outside the year 4 classrooms, the children have a selection of books for their reading age, which children can use when changing their reading books or read at their leisure.

There are seating areas throughout the corridors, which can be used for when children are reading with adults or sharing books with their peers.

### Reading resources

There are a variety of resources, which teachers use to support their teaching of reading.

### Comprehension cards

These are used by each class from Year 2 up to Year 5 weekly and as soon as possible from September. Year 1 use these in the second part of the year with more of a group focus rather than individually.

The texts come in different genres, but numbers 1-10 do not need to follow an order. The children are to get full marks on the multiple choice questions or one incorrect on 2 texts before they can move onto the next colour.

Most children in Year 2 will work through each coloured level and the teacher will start the children in a colour, which resembles their reading ability. When they reach 'Mauve' onwards, children will complete all ten texts before moving onto the next colour. If they are consistently, not achieving this level, they are not ready to move on.

When children are in Year 3, they will continue from the colour they finished the previous year on. Once they reach 'Scarlet' onwards, they need to complete all ten texts before moving onto the next colour.

When children are in Year 4, they will continue from the colour they finished the previous year on. Once they reach 'Lavender' onwards, they need to complete all ten texts before moving onto the next colour.

When children are in Year 5, they will continue from the colour they finished the previous year on. Once they reach 'Aquamarine' onwards, they need to complete all ten texts before moving onto the next colour.

### Guided reading books and story sacks

Within our school, we have a selection of guided reading books. These range from picture books to chapter books as well as fiction and non-fiction texts. These can be used in reading sessions at the teacher's discretion. Also, there are story sacks, which use puppets and props to support the reading of traditional stories.

### PM benchmark

This is a tool to support the assessment of reading and check if a child is reading at the correct reading scheme colour. This is not needed to be used for every child in the class, but teachers may use this as an assessment tool.

### PIXL

Resources from PIXL as used in classrooms at the teacher's discretion. They may be used for whole class teaching of reading or group learning.

## **Parental involvement**

### Home

It is a job for our school and our role as staff to teach children how to read and how to develop as readers. However, children will also develop reading within their own environment. Parents are encouraged to listen to their children read with more able readers reading independently as well. We ask our parents to sign and make a comment in their child's reading diary each time they hear them read. In Lower Key Stage 2 as appropriate, children should begin taking responsibility for recording comments in their own reading diary. Parents can be provided with some guidance on how to help their child read at home e.g. questions they could ask before, during or after their reading session from the class teacher.

A reading diary is seen as a link between home and school where comments are valued.

EYFS use a 'lending library' to encourage and support reading at home. They allow children to swap and take books home. The parents and children can choose a book together to share at home and swap these as often as they wish.

### School

Parent helpers are welcome to hear children read in the afternoons as agreed with the class teacher.

In Reception and KS1, parent helpers should help children choose a picture book that they can read together. This book does not have to be of the child's ability, but a book to simply enjoy. Parents can make a simple comment on the child's reading.

In KS2, children can choose any fiction or non-fiction book from the library that they can read together. This book does not have to be of the child's ability, but a book to simply enjoy. Parents can make a simple comment on the child's reading.

## **SEN**

Children with Special Educational Needs or difficulties reading have extra provision in place to support their progress with reading. Class teachers identify children who may require some extra support with reading and at their discretion organise intervention support. In Key Stage 1, this may

be extra reading sessions to support word reading and phonic support. In Key Stage 2, extra 1:1 reading sessions are a way to support word reading and/or guided sessions, which are extra to class teaching to support comprehension skills.

## **EAL**

Children who have English as an additional language are encouraged to read books in English as well as read books in their own language. Children can have access to books in English as well as other languages in the school library.

## **Assessment**

Regular, ongoing and accurate assessment is essential to inform planning and ensure that all children make progress. Assessment of phonics and early reading is carried out by the class teacher, using resources/guidance from Little Wandle Letters and Sounds Revised.

Throughout the school, class teachers may use a variation of recording sheets when listening to children read or during group reading sessions.

Teachers and Learning Support Assistants can record relevant comments and observations during any reading session. It is the class teachers responsibility to move children up (or down) a level appropriately.

Assessment data is collected by the end of each half term.

From Year 2 upwards, the children complete termly reading assessments from PIXL, which is used to identify gaps and support the teacher with future planning and complete a reading speed assessment. This also allows key children, who may require additional intervention to be identified and provision to be put into place.

## **Leadership and monitoring**

Monitoring of the teaching and learning of reading takes place in various ways:

- Observations of reading lessons and phonics teaching
- Monitoring of planning and record keeping
- One to one reading where the Reading Leader or another Senior Leader listens to a child read. They will look at the reading level and ask appropriate questions related to this stage.
- Learning walks (displays, book corners, reading spaces around school)



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## Reading Resources

### Comprehension Card Colour Chart

	Suggested reading age
Red	5.0 – 5.2
Yellow	5.2 – 5.4
Blue	5.4 – 5.6
Orange	5.6 – 5.8
Green	5.8 – 5.10
Purple	5.10 – 6.0
Brown	6.0 – 6.2
Black	6.2 – 6.4
Lime	6.4 – 6.6
Grey	6.6 – 6.9
Pink	6.9 – 7.0
Lemon	7.0 – 7.3
Mauve	7.3 – 7.6
Silver	7.6 – 7.9
Gold	7.9 – 8.0

	Suggested reading age
Scarlet	8.0–8.2
Peach	8.2–8.4
Jade	8.4–8.6
Apricot	8.6–8.8
Emerald	8.8–8.10
Violet	8.10–9.0
Olive	9.0–9.2
Salmon	9.2–9.4
Lilac	9.4–9.6
Sapphire	9.6–9.9
Crimson	9.9–10.0
Lavender	10.0–10.3
Teal	10.3–10.6
Indigo	10.6–10.9
Bronze	10.9–11.0

#### Above Primary Reading Age

Burgundy
Saffron
Turquoise
Copper
Khaki
Magenta
Tan
Aquamarine
Ruby
Charcoal
Coral
Maroon
Denim
Fuchsia
Rust



# Reading Progression

Sticker	Colour	Approx. age range	Approx. Phonic phase	Expectation
	Lilac	R		
	Pink	R	2	
	Red	R/1	3	
	Yellow	R/1	3/4	End of Reception
	Blue	1	4/5	
	Green	1	5	
	Orange	1/2	5/6	End of year 1
	Turquoise	2	5/6	
	Purple	2	6	
	Gold	2/3	6	End of year 2
	White/Silver	2/3		
	Lime	2/3/4		
	Grey	3/4		End of year 4
	Black	5/6		

Name: \_\_\_\_\_

Class: \_\_\_\_\_



Date	Text level	Title of text, pages read	Comments on the reading.	Adjust level?