



Reading Policy

Our Intent

At Outwood Primary School, we believe passionately in all children learning to read and having a love of reading. Reading for pleasure is our core value underpinned by learning to read and learning to comprehend. We endeavour to ensure all our children are proficient with the following skills:

- Retrieval
- Vocabulary
- Inference
- Prediction
- Summarising
- Clarifying
- Comparison
- Reading for performance

Implementation

Reading for pleasure

Fostering a love of reading is important to us here at Outwood. Research shows that reading for the joy of it has powerful, measurable real-life benefits that can transform lives. Children are more likely to be happier and healthier. At Outwood, we believe the benefits for improving mental health and life chances have never been more important and we see reading for pleasure as one way to support this.

Books: We have a wide range of children's books in school and we're very thoughtful about what we choose to ensure a good variety across age and genre and make sure the books reflect our diverse school community. Through stories and other books, children encounter others whose experiences and perspectives are similar to and different from their own.

Classrooms: Every classroom has a stimulating, exciting and inviting book corner that is appealing to children and uncluttered. Each class has a reading spine of high-

quality texts, picture books and poetry books. Every day, all teachers read high-quality stories aloud to the children.

Whole school environment including the Library: The school library is a vibrant, exciting place and encourages children to read for pleasure. It is kept in good order so the children learn to respect the books and the environment and have pride in their library, and it is tailored to reflect the school and its values. The children have access to a variety of books so they can find all find something to hook them into reading and to discover the joy and pleasure it brings. Topical and subject related books are also displayed around the school to inspire the children.

School Links and events: One of the most exciting (and memorable) experiences we offer in school is for the children to meet an author/illustrator. School also has a strong link with Simply Books who support reading for pleasure through invites to the book shop, through invites to author events and through guidance on the books to purchase for the school. Two annual reading for pleasure events that we run are the Read for Good “Readathon” and celebrating World Book Day. We run these events because we believe it is a fun way to get pupils reading for pleasure, as well as a way to bring the community together to help boost well-being and attainment.

Learning to read

At Outwood, high quality phonics is taught as our prime approach in learning to read. However, we also teach reading through a broad and rich, multi-sensory learning environment that combines speaking, listening, reading and writing. All English lessons are introduced with a book and hook to engage the children with reading. A love of reading is nurtured through high quality texts that are matched to the children’s interests.

How the teaching of reading is approached in EYFS/KS1

EYFS and KS1 follow the Read, Write Inc scheme. In Read Write Inc. Phonics the children will learn to:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Write confidently, with a strong focus on vocabulary and grammar
- Spell quickly and easily by segmenting the sounds in words

- Acquire good handwriting.

In addition, we teach pupils to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge.

We group pupils homogeneously, according to their progress in reading rather than their writing. This is because it is known that pupils' progress in writing will lag behind progress in reading, especially for those whose motor skills are less well developed.

In FS2 (year R) we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practise in reading high frequency words with irregular spellings – common exception words. We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher support their increasingly fluent decoding. The children also have a book that they can read at an instructional level, which they can share at school and at home. Teachers share with the parents the benefits of reading regularly and aloud at home.

Alongside this, the teachers read a wide range of stories, poetry and non-fiction to pupils; they are soon able to read these texts for themselves. Embedding the alphabetic code early on means that pupils quickly learn to write simple words and sentences. We encourage them to compose each sentence aloud until they are confident to write independently. We make sure they write every day. Pupils write at the level of their spelling knowledge. The quality of the vocabulary they use in their writing reflects the language they have heard in the books the teacher has read to them; they have also discussed what the words mean. Our aim is for pupils to complete the phonics programme as quickly as possible. The sooner they complete it, the sooner they will be able to choose books to read at their own interest and comprehension level.

Learning to comprehend

As the children learn to read, the two main strands of word recognition and language comprehension becomes entwined. The pupils learn the different components of reading. We understand that some pupils will need a greater focus on their language capability and reading fluency, but some will still need a focus on more basic skills, such as decoding. Therefore, targeted interventions support pupils who are still developing decoding skills.

Children who have not passed phonics screening have targeted intervention e.g RWI 1:1 tuition that provides support for pupils who can read but do so without understanding and enjoyment. The main aim is to develop independent reading, comprehension skills and strategies, enabling pupils to access a wider range of reading material more confidently.

At Outwood, to develop the children's comprehension we follow the Talk4Reading approach: Introduction phase, Investigation phase and Independent understanding phase. In the Introduction phase, we get the children to have a basic understanding of the text by: prior to reading providing a hook and context, activating prior knowledge and introducing vocabulary before reading and whilst reading, the teacher models reading with fluency, making predictions, gathering initial responses, rereading (choral reading, echo reading) to teach accuracy, automaticity and prosody, decoding/word recognition, developing vocabulary, literal retrieval and establishing a focus. At lunchtimes, to further develop children's fluency we run "Lunchtime reading buddy club" where children help each other to read. During the Investigation phase, the children deepen their understanding of comprehension focus through dialogic talk, strategic reading (echo reading, choral reading, paired reading, text marking for phrasing), response activities, reading as a writer, summarising what's been learnt and reading fluently. Finally, during the Independent Understanding phase the children independently demonstrate levels of understanding through identify a texts focus, demonstrating understanding of a text and applying focus.

The Outwood Reading Process

In KS2 our lessons have the following structure:

	<u>Lesson</u>	<u>Focus: Quality, challenging text chosen</u>
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<u>Introduction Phase</u>	1	<u>PRIOR TO READING</u>	<u>Hook</u> Set up curiosity and draw children into reading with a sense of purpose e.g. show an object, image, film clip, front cover reveals, author interview from their website, image from the middle of the book, a letter from someone (T4W ideas)
	2		<u>Understanding the context of the text</u> DEAL strategies e.g. Hotseating Acting out scenes Interviewing different characters
	3		<u>Activate prior knowledge</u> What do we already know about this theme? This genre? Questions: What do we expect from the text? What do we need from the text? What do we know about the main subject? What the author might have needed to know to write this text? <u>Vocabulary introduction before reading</u> Are there any unknown words? Are there any words that are key words without which the whole text meaning falls apart
	4	<u>While Reading:</u> Teacher models reading with fluency and expression Rereading: reading the text aloud. The teacher reads aloud, choral reading, echo reading Decoding/word recognition: teaching ch. How to decode the unknown words	<u>VIPER activities:</u> Prediction e.g the cover, the blurb, the chapter headings, what might happen to a character Initial responses to the text e.g. After the first read the teacher takes the children's first thoughts about the text. The ch. can talk in pairs, groups or whole class
	5		<u>VIPER activities:</u> Vocabulary: key vocabulary looked at, Shades of meaning Synonyms/antonyms, Magpieing words in the wordasaurus Etymology Literal retrieval
	6		<u>VIPER activities:</u> Comprehension tasks including explanation questions and summarising the text questions (sequencing)

<u>Investigation Phase</u>	<u>7</u>	<u>Strategic reading:</u> Teacher models reading with fluency and expression <u>Rereading:</u> reading the text aloud. The teacher reads aloud, choral reading, echo reading, paired or trio reading to perform to the class reading fluently	<u>Response activities</u> Exploring the main literacy focus of the whole text: structure of the text, role of characters/issues/information, role of setting/mood/tone, use of language, perspective, viewpoint, main themes/ideas/arguments
	<u>8</u>		<u>Response activities</u> Dialogic comprehension: modelling being a reader, line-by-line reading, questioning
	<u>9</u>		<u>Response activities</u> DEAL activities e.g. freeze frames, eye-witness, on-looker or spy, jump into the scene, hot seating, conscience alley etc
	<u>10</u>		<u>Response activities</u> Writing in role e.g. diary extracts, letters or postcards, newspapers, news bulletins, poetical response, for sale advert etc Responding through art e.g. drawing, painting or model-making, percussion and mood music, dance or mime, build a story museum
	<u>11</u>		<u>Reading as a writer</u> How did the write create the effect on the reader? (P.E.E. answers point, evidence, explanation) It involves noticing what the writer is doing and why. <u>Summarising and evaluating</u> Summarise what has been learnt This is an important skill because if the children can't summarise what has been read the text is just words on a page. Evaluate the children's thoughts on the text
<u>Independent Understanding Phase</u>	<u>12</u>	<u>Demonstrating understanding using a similar text</u> The children answer questions on another similar text using P.E.E. answers e.g. having explored how an author uses setting to develop atmosphere, children should be encouraged to read a new text and apply their knowledge Compare contrasting characters The children write extended pieces	
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Assessment

At Outwood, we track the children's acquisition of knowledge and skills in reading in a number of ways:

We assess all pupils following Read Write Inc. Phonics every 6 weeks. This gives us a very good indication of how well they are making progress. We do this for all pupils on the RWI programme, so we can track all of them effectively, including those eligible for the pupil premium. For example, we identify those who are at risk of falling behind their peers immediately – whatever their age. Highly trained staff tutor them for 10 minutes every day, using the Read Write Inc. One-to-one tutoring programme. Pupils who are making slower progress usually complete the programme by the end of Year 2. By the end of Key Stage 1, our pupils are able to read aloud age-appropriate texts accurately and with sufficient speed for comprehension. This means that we can focus on developing their comprehension, preparing them well for transition to Key Stage 2. In addition, we also assess the children in the following ways:

- Formative Assessment – feedback from lessons
- 1:1 readers
- Benchmarking
- Summative Assessment – termly reading papers
- Discussions with children – engagement with learning

Impact

At Outwood, we aim for our children to be confident readers with a love and passion for reading and who are able to apply the strategies they have been taught to maximise their reading ability. We aim for all children to have a love of reading and

reading for purpose and be able to articulate themselves as reading. They will have a secure knowledge of reading and its impact on their learning.

Data is used effectively to ensure gaps are closing between all groups – in particular those eligible for the pupil premium (Read Write Inc. assessment and tracking, standardised reading tests, phonics screening check).

2. We aim that 80-90% of the children will complete Read Write Inc. Phonics by end of Year 2 Term 1.

3. Slower progress pupils and those with specific SEN are taught in small homogeneous teaching groups and receive Read Write Inc. one-to-one tutoring.

4. In July 2022, 83% of pupils met the standard in the phonics screening check in Year 1 and 67% in Year 2.

Subject Leader

The school's appointed subject leader will oversee the continuity of the subject and the progression of teaching and learning within annual and medium-term plans. They will monitor the quality of teaching and the standard of work through 'book looks', classroom visits and pupil voice. CPD is provided where needed

Display

The school promotes the use of working walls and journey walls to show the children learning.

Equal opportunities

Equal opportunities are addressed in the whole school Equality policy and care is taken in reading lessons to ensure all pupils are provided opportunities to experience the range of activities on offer.

Cross curricular links

At Outwood, we make links across subjects wherever possible.