



## **Reading Policy**

*'The more you read, the more things you'll know; the more that you learn, the more places you'll go'  
(Dr Seuss)*

At Whinney Banks we know the ability to read is fundamental to all aspects of life and is central to progress and development across the curriculum. Success in reading is crucial in developing children's self-confidence and motivation to learn. Reading is given high priority by all staff.

### **Aims:**

- To help our children develop a love of reading and to recognise the value of reading as a life skill.
- To teach reading skills that will allow our children to read with confidence, fluency, and pace.
- To provide our children with high quality reading experiences which help them to understand and empathise with a diverse range of cultures and experiences.
- To share carefully chosen texts in each year group that cover a range of genre in English and across the wider curriculum.
- To develop the children's ability to reflect on what they have read, express opinions, and have confidence in their own voice.
- Develop and extend children's vocabulary through shared and guided reading.

### **Early Reading and Phonics**

Preparing children to read begins in Nursery, where children are discreetly taught the early phonics skills of speaking and listening, auditory discrimination and comprehension, through carefully planned play-based activities.

In Reception and throughout Key Stage 1, children are taught daily phonics following the Sounds-Write phonics programme. Sounds-Write is a synthetic phonics programme that teaches children how to read from the very first moment they enter Reception. It takes the sounds that the children hear in their everyday language and teaches them to represent these sounds. The teachers model the learning process and the children participate until they become independent themselves (see attached information). The teaching of synthetic phonics will continue into Key Stage 2 for those children who are identified as needing extended support.

### **Reading across school**

The children are provided with rich reading experiences throughout school. Reading will be found within direct teaching as well as throughout continuous provision and all areas of the curriculum. All children have an opportunity to read 1 to 1 with an adult, in small groups and as a whole class. Every class in school will have EPIC Reading time (Every Person Reading in Class) and reading areas containing high quality texts will be present in every classroom.

The following reading skills will be explicitly taught through quality first teaching within the classroom and the use of high quality BAD (basic, advanced, deep) questioning:

- Compare and contrast
- Expressing Opinion
- Inference
- Language effects
- Prediction
- Reasoning about layout and punctuation
- Retrieval
- Sequencing
- Skimming and Scanning
- Summarising
- Vocabulary

### **Reading Books**

Every child will take a reading book home. In Nursery/Reception, a child may take home a wordless book to encourage discussion about the pictures/events. In Reception and Key Stage 1, the reading book will be closely aligned with the phonics sounds they have learnt. In Key Stage 2, the children will work through the reading bands, a system regularly monitored by the class teachers.

All children will also have an opportunity to borrow a book of their choice. These books are carefully selected high quality texts that will give the children a wide experience of genres and text types. The book a child chooses to borrow may not align with their reading capability; this book is to share and enjoy with someone at home.

### **Assessment**

All children's progress in reading is monitored and assessed throughout school.

EYFS:

Children are monitored and assessed against the Early Learning Goals. This assessment takes the form of listening to the children read, discussions with the children, teacher observations and the more structured assessment tool Phonics Tracker.

Key Stage 1 and 2:

Children are monitored and assessed against the National Curriculum. These assessments include teacher assessment (listening to the children read), Phonics Tracker, comprehension tasks and questioning and more formal standardised testing.

### **Reading Interventions**

Continuous formative and summative assessments inform staff of any children who require additional support and in which area the support is needed. These interventions will take place within the classroom one to one and within small groups.

Identified children will access support from our highly experienced Reading Intervention Team. This team consists of intervention teachers who work with the children on one to one, as well as carrying out group interventions and that address specific gaps in learning.

## Sounds ~ Write

From Reception onwards children are taught Phonics through the '**Sounds Write**' **Phonic Programme**. Its purpose is to provide classroom professionals with a comprehensive system with which to teach reading, spelling and writing. The programme focuses on three key skills:

- **Segmenting** – (splitting a word up into its sounds)
- **Blending** – (recognising the sounds in a word and putting them together)
- **Phoneme manipulation** – (ability to change or move individual sounds in a word to make a new word)

And **4 key concepts**:

- Letters are used to spell individual sounds (symbols for the sounds we make). What sound do you say for this?
- Each sound may be written in more than one way (c k ck- same sound written differently).
- Many sounds may be written in more than one way.
- Many spellings represent more than one sound. (ow – cow ow – snow)

The programme starts in Reception with the Initial Code.

This teaches all of the letters of the alphabet and simple CVC (consonant, vowel, consonant) words only are introduced. As the programme progresses, the complexity of one-syllable words is increased to four-, five- and six-sound words of the structure CVCC, CCVC, CCVCC/CCCVCC, before introducing the most common consonant digraphs such as ch sh, ng, th, wh.

Words which cannot be sounded out are also taught throughout. Words such as I and was.

Thereafter, from Y1 onwards, all the remaining common vowel and consonant sound to spelling correspondences are taught until all the common spellings for the forty-four sounds in English have been covered. In parallel with this, pupils are taught how to read and spell polysyllabic words, progressing from two-syllable to five- and six-syllable words.