



# **Highfield Community Primary School**

## **Reading Policy 2023**

## **Aims**

Reading is an essential life skill and at Highfield Community Primary School we are committed to enabling our children to become lifelong readers.

At the heart of our strategy is our drive to foster a love of books through a whole school commitment to reading for pleasure. We aim to enrich children's learning and lives through a curriculum immersed in high quality texts.

Reading is a skill that enables children to develop their learning across the wider curriculum and lays the foundations for success in future lines of study and employment. We recognise the importance of taking a consistent whole school approach to the teaching of reading in order to close any gaps and to ensure the highest possible number of children attain the expected standard or higher. In the early years and KS1 this will be achieved primarily through our phonics programme (See Early Reading Policy). High quality phonics teaching will run alongside an environment infused with books and book talk. In Key Stage 1 and Key Stage 2 quality texts, increasing in complexity, will be the basis of all writing lessons. Alongside this children will follow the banded reading scheme, participate in objective driven guided reading sessions, Readers' Theatre and visit our inspiring library every week.

## **The importance of early reading, our approach to teaching phonics**

At Highfield Community Primary School phonics is taught through the systematic acquisition of sounds using the synthetic phonics programme, Little Wandle. Phonics is the method of teaching children to read by linking sounds (**phonemes**) and their symbols (**graphemes**). Phonics lessons begin during summer term in Nursery, for those children who are ready, and following baseline assessments in Reception for those who join from other settings. Phonics lessons continue throughout Reception and Year 1 when children are exposed to more complex phonemes. See *Early Reading Policy for more information*. The 'Phonics Screening Check' is taken individually by all children in Year 1 and is designed to give feedback to teachers and parents on how each child is progressing in Phonics.

In order to become a reader children must be able to decode a word and understand its meaning. Alongside daily phonics sessions children in Reception and Year 1 will take part in group guided reading sessions three times a week. Here will they work on decoding, prosody (to read with expression and intonation) and inference (understanding the meaning behind texts).

## Teaching reading from Year 2

Pupils move through the phonics stages as detailed in our phonics map. Once they have mastered the sounds within our programme and can read fluently, they will move on to our banded books. Children from Reception onwards will take two books home each week. This will be a phonically matched text plus a choice of their own from our library (This could be a book they can read by themselves or one they will read together with an adult at home).

When children finish the Little Wandle programme they will take part in daily reading sessions to strengthen their vocabulary, inference, retrieval and fluency.

**Guided Reading:** One week this will be in the form of Guided Reading in small groups. Teachers will work with children to learn specific reading skills, build their fluency and answer questions around the text. The teacher will explicitly teach a skill, such as summarising, using the book. They will model how to use evidence from the text and provide children with the opportunity to write a shared response to a question. Once confident readers, teachers may combine a range of reading skills in one lesson. Children will then complete follow up tasks linked to their reading and have the opportunity to read on their own.

**Readers' Theatre:** Readers' Theatre is a strategy for developing reading fluency. It involves children in oral reading through parts in scripts. In using this strategy, children do not need to memorise their part; they need only to reread it several times, thus developing their fluency skills. They will work together to annotate their text with notes on expression and they will read the text repeatedly across several days. On the final day they perform the text (in a group) to the rest of the class.

### Introducing books in class

Teachers follow a similar process for all texts introduced in class.

**Creating enthusiasm:** Whether in English lessons, whole class reading or Readers' Theatre the teacher will introduce a book with excitement. They may use a hook or a clue to incite interest and motivation. The teacher will present the cover of the text to activate children's prior knowledge and discuss the main themes of the text, including some predictions of the contents.

**Explicit teaching of vocabulary:** Teachers identify words which the children are unlikely to understand. They teach these words explicitly using the SEEC model. (Select, Explain, Explore, Consolidate).

**Reading the text:** The teacher models good intonation, allows opportunity for children to notice or ask questions and highlights pre-taught vocabulary.

### **Storytime**

From Nursery through to Year 6, every class has a daily storytime session. Children listen to a range of stories, poems and non-fiction texts which have been carefully chosen to develop children's knowledge of the world around them, to build knowledge of vocabulary and establish an appreciation and love of reading.

### **Celebrating Reading**

Across the year the English Coordinator will look for opportunities to enrich the reading curriculum. This may take the form of author visits (both virtual and in person), theatre trips and special events. The Subject leader is supported by Reading Champions in Year 5/6. These children represent the voice of our children in the acquisition of new books, supporting younger children and managing the library.