



Greystoke
Primary School

Work Hard. Be Kind.



Reading Policy

2024-26

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Reading Policy

Introduction

This policy reflects the school's aims and objectives in relation to the teaching and learning of Reading. It sets out a framework within which teaching and non-teaching staff can operate. It gives guidance on planning, teaching and assessment. The policy should be read in conjunction with the National Curriculum which sets out the rationale for teaching each area of the English (Reading) Curriculum and specifies the skills that will be developed for the majority of children in each year group. This document is the outcome of consultation and review undertaken by the English subject leader with the staff. At Greystoke Primary School we use the National Curriculum for English (2014) as the basis of our English teaching and learning programme.

We supplement this with the Discovery Schools Academy Trust 'Language Comprehension Framework' and use the RWI approach for our teaching of phonics.

Reading is a complex skill with many components. Successful approaches to the teaching of reading should encourage children to use a variety of strategies in their pursuit of meaning. It is important to lay firm foundations in this crucial area of the curriculum and establish a consistent whole school/Trust approach to the teaching of reading.

The policy document is designed to ensure that Greystoke Primary School meets the needs of all children, taking into account their individual contexts and strengths. It is important that we meet the diverse needs of all children to ensure inclusion for all and that all children can confidently apply all reading skills.

We aim to ensure that all children:

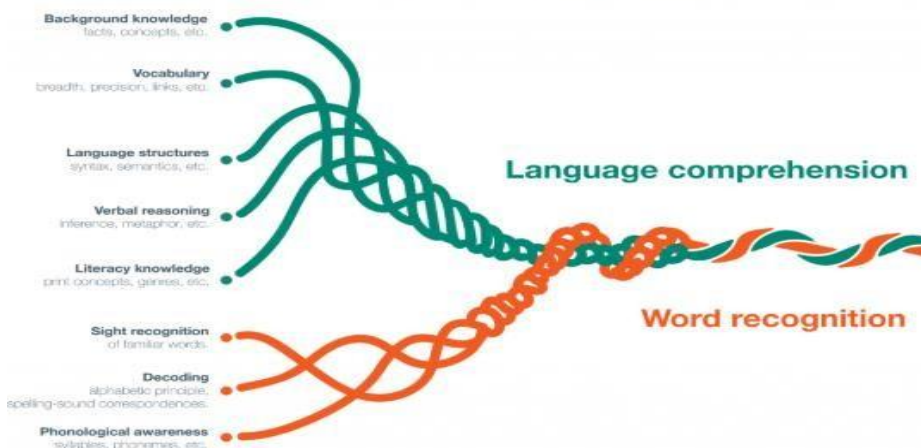
- are given access to quality, age-appropriate reading books.
- receive high quality first teaching and high-quality modelling of all of the skills required to become a proficient reader, these include:
 - To explain the **meaning of words** in context
 - To **retrieve** and record information, identifying key details from fiction and non-fiction
 - To **summarise** main ideas
 - To **make inferences** from texts, explaining and justifying inferences with evidence from the text
 - To **predict** what might happen (from details stated and implied)
 - To **explain** how information/narrative content is related and contributes to meaning as a whole
 - To **identify** and **explain** how meaning is **enhanced** through choice of words and phrases
 - To make **comparisons** within a text
- have the opportunity to develop reading accuracy, fluency, and understanding.
- develop the ability to use and manipulate a variety of texts, both fiction and non-fiction.
- are given time to read at school.
- are given extra support with reading at school (especially when they are not so well supported at home)
- listen to high quality texts being read aloud to them every day for at least 15 minutes during class 'storytime'
- acquire a love of reading for pleasure.
- develop the independence to apply all the reading skills taught in school.

The Greystoke Primary School curriculum for reading consists of two dimensions:

- word recognition
- language comprehension

It is essential that teaching focuses on developing children's competence in both dimensions.

FIGURE 1: THE MANY STRANDS THAT ARE WOVEN INTO SKILLED READING



(Scarborough, 2001)

Word Reading

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (*decoding*) and the speedy recognition of familiar printed words (*sight vocabulary*).

Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading.

Word Recognition comprises of three elements:

- Sight words (*including words that are high in frequency and common exception words*)
- Decoding strategies (*involving grapheme/phoneme correspondences*)
- Phonological awareness (*though the direct and systematic teaching of phonics*)

Language Comprehension

Our teaching of reading has carefully considered the balance of the National Curriculum's statutory **Programmes of Study** and the **Content Domains** identified in the Reading Test Developer's Frameworks for KS1 and KS2.

Relevant skills identified in both of these documents, act as a basis for the teaching of language comprehension and also reflect the rigour and expectations of the milestone assessments which children encounter during their journey through the primary phases of their education.

Year Group Progression

Teachers will be required to teach children the different **content domains** (which are also the key skills of the National Curriculum) in order to help the children's language development and understanding. The progression

of expectations, for both teacher questioning and age-related child responses are clearly mapped out on the school's 'Reading Progression Map'. (See appendices)

Phonics

At Greystoke Primary School we use the RWI programme to teach phonics. Children in EYFS1 have daily phonological awareness input – focusing primarily on oral discrimination and speaking and listening skills. They focus on listening to the sounds around them and also begin building on their oral segmenting and blending skills. We also introduce EYFS1 children to the first 6-8 'sight' words in readiness for EYFS2. Children from EYFS2 onwards are taught phonics in the set that they are working at. These daily sessions follow a clear 4-part teaching sequence (*i.e. review, teach, practice, apply*). We demonstrate fidelity to only one scheme and have invested heavily in training and resources with RWI to ensure there is consistency across the school for all children who require phonics teaching.

Expectations:

By the end of pre-school

Children should have completed and be developing oral blending and segmenting. For those that are ready, they will be shown letter pictures and names matching to the single sounds. Children will spend the year working on all 7 aspects- explicitly teaching aspect 7 once 1-6 are embedded.

Children can read the first 6-8 sight words. Set 1 letters are used within provision to expose children to them and for children who show interest.

By the end of reception

Children should be reading 41 sounds (set 1 and first 6 sounds of set 2 sounds) and be reading green story books confidently.

From September until Christmas they will be taught and secure with the first 25 sounds in Set 1. They can independently blend the sounds in CVC words orally.

From Christmas to Easter, to continue to develop set 1 understanding and blend sounds to read words. The children will also begin to read ditty and red story books.

From Easter until the end of the year, they will learn the rest of set 1 sounds (including double consonants) and the first 6 sounds in set 2. They will be reading green story books. Segmenting and blending these sounds will then be the focus until the end of the year.

Children who are not on track to be secure with these sounds by the end of the year will receive additional phonics intervention and small group phonics lessons. Assessments will take place at 6 weekly intervals throughout the year in order to ensure all children are being closely tracked and gaps closed quickly.

In Year 1

Set 1 will be recapped and by the end of Autumn term, children will have been taught set 2 sounds too. They will be reading pink story books. In Spring term, the children will be beginning set 3 as well as embedding the previous sounds taught. They will move through orange story books to yellow during this term too. By the end of year 1, they children will have covered all 75 sounds (all set 3 sounds and additional graphemes) and reading blue level story books. They will then sit a phonics screening in June to test this phonic knowledge.

Children who are not on track to be secure at set 3 by the end of the spring term will receive additional phonics intervention and small group phonics lessons. Assessments will take place at 6 weekly intervals throughout the year in order to ensure all children are being closely tracked and gaps closed quickly. We will use assessments to guide our teaching timeline and where appropriate, children may move through these stages more quickly.

Children from Year 2 onwards

Will be taught spelling rules using 'Read Write Inc.' They will also begin to access Guided Reading using grey phonics books.







Children not secure in set 3 at the end of Year 1 will continue to receive phonics teaching through moving to ability groups across KS1.


Children in KS2

Should continue to access phonics teaching where there continues to be a need. Children working significantly below age-related expectations should have a phonics assessment and receive phonics intervention based on gaps in their knowledge. Assessments will take place at 6 weekly intervals throughout the year in order to ensure all children are being closely tracked and gaps closed quickly.

From set 2 onwards, children should be learning 3 graphemes a week with 2 recap sessions.

Set 1	Set 2	Set 3
<p>Structure of lesson is:</p> <ol style="list-style-type: none"> 1. Review and recap 2. Teach (<i>new learning</i>) 3. Practice 4. Apply <p><i>Where possible model reading and/or writing; practice and apply with the same skill.</i></p>	<p>Structure of lesson is:</p> <ol style="list-style-type: none"> 1. Review and recap 2. Teach (<i>new learning</i>) 3. Practice 4. Apply <p><i>Where possible model reading and/or writing; practice and apply with the same skill.</i></p>	<p>Structure of lesson is:</p> <ol style="list-style-type: none"> 1. Review and recap 2. Teach (<i>new learning</i>) 3. Practice 4. Apply <p><i>Where possible model reading and/or writing; practice and apply with the same skill.</i></p>

Group	In Speed Sounds lessons, teach children to:	To progress into the next group children should be able to:
Set 1 Sounds Group A 	Read Set 1 single letter sounds Learn to blend: Word Time 1.1 to 1.3 Spell using Fred Fingers	Read 16 or more single-letter sounds speedily
Set 1 Sounds Group B 	Read all Set 1 single letter sounds Learn to blend: Word Time 1.1 to 1.4 Spell using Fred Fingers	Read most Set 1 single-letter sounds speedily Blend sounds into words orally
Set 1 Sounds Group C 	Read all Set 1 single letter sounds speedily Blend independently using Set 1 Group C blending lesson (maximum 2 weeks) Blend independently using Phonics Green Word cards: Word Time 1.1 to 1.5 Spell using Fred Fingers	Read all Set 1 single letter sounds speedily Read Word Time 1.1 to 1.5 words with Fred Talk
Ditties PCM 	Read Set 1 Special Friends Read Word Time 1.6 words (words with Special Friends) Review Word Time 1.1 to 1.5 Read 3-sound nonsense words Spell using Fred Fingers	Read all Set 1 sounds speedily Read Word Time 1.6 words (words with Special Friends) with Fred Talk Read 3-sound nonsense words with Fred Talk
Red Ditty Books 	Review Set 1 sounds speedily Read Word Time 1.7 words (words with double consonants and 4- and 5-sound words) Review Word Time 1.1 to 1.6 Read 3 and 4 sound nonsense words Spell using Fred Fingers	Read all Set 1 sounds speedily including ll, ff, ss, and ck Read Word Time 1.6 and 1.7 words (words with Special Friends; words with double consonants and 4-sound words with Fred Talk) Read 3 and 4 sound nonsense words with Fred Talk
Green 	Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words and previously taught Set 2 Phonics Green Words Read nonsense words Spell using Fred Fingers	Read Word Time 1.6 and 1.7 words Read 4 sound nonsense words with Fred Talk Read previously taught words with Set 1 sounds speedily

		Open using Fred fingers	
Purple		Read Set 2 sounds and matching Phonics Green Words including longer words Review Set 1 Phonics Green Words and previously taught Set 2 Phonics Green Words Read nonsense words Spell using Fred Fingers Once secure, read Set 3 sounds and matching Phonics Green Words. Continue to spell Set 1 and Set 2 words	Read the first six Set 2 sounds (ay, ee, igh, ow, oo, oo) speedily Read these sounds in real words and nonsense words with Fred Talk Read previously taught words with Set 1 sounds speedily
Pink		Read Set 2 sounds and matching Phonics Green Words including longer words. Review Set 1 and 2 Phonics Green Words Read nonsense words Spell using Fred Fingers Once secure, read Set 3 sounds and matching Phonics Green Words. Continue to spell Set 1 and Set 2 words	Read all Set 2 sounds speedily Read these sounds in real words and nonsense words with Fred Talk Read previously taught words with Set 1 and 2 sounds speedily
Orange		Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1 and 2 Phonics Green Words, plus previously taught Set 3 Phonics Green Words Read nonsense words Spell using Fred Fingers: focus on Set 2 words	Read Set 1 and Set 2 sounds in longer words Read Set 1 and Set 2 sounds in 4 and 5 sound nonsense words Read previously taught words with Set 1 and Set 2 sounds speedily
Yellow		Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1, 2 and 3 Phonics Green Words Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Read the first six Set 3 sounds (ea, oi, a-e, i-e, o-e, u-e) speedily Read these sounds in real words and nonsense words Read a passage at 60-70 words per minute, attempting intonation to show comprehension
Blue		Read Set 3 sounds and matching Phonics Green Words including longer words Review Set 1, 2 and 3 Phonics Green Words Read nonsense words Spell using Fred Fingers: Set 2 and 3 words	Read all Set 3 sounds speedily Read Set 3 Sounds in real words and nonsense words Read a passage at 70-80 words per minute, attempting intonation to show comprehension
Grey		Read unfamiliar longer words Review Set 1, 2 and 3 sounds and matching Phonics Green Words including longer words speedily Read nonsense words Spell using Fred Fingers: longer words, Set 2 and 3 words	Read longer words containing Set 1, 2 and 3 sounds Read a passage at 80-90+ words per minute with intonation that shows some comprehension

Individual Reading

Although phonics gives children the best start in learning to read, at Greystoke Primary School, we also recognise that children need to practise reading regularly in order to become proficient.

Children in EYFS and year 1 are given a reading book that is focused on the phonemes that are being learnt within the respective phase of phonics. All children in year 1 are also then placed on a PM banded book that is appropriate to their current reading attainment (once secure up to set 2 phonics). Once children achieve a reading ability beyond PM30, they become free readers and can choose books from the classroom or library. They also will be assessed using Star Reader tests every term to determine their reading age and ZPD level. This will then give the children a range of books to choose from on that level and a quiz to complete to aid comprehension.

As part of our home school agreement with parents, we ask that parents also support this journey by reading with their children for 10 minutes a day and sign their reading record.

Children are encouraged to read their take home books 2-3 times to help develop word reading (fluency), understanding (comprehension) and performance.

Within each PM book band, children become fluent and confident with both decoding (*saying the words*) and in comprehending (*understanding the text*). Children are assessed using the PM benchmarking system whilst reading with the teacher and the teacher ensures that they have secured both of these skills before changing the number of their book band.

Within the phonics take home readers, children will always take home the book which reflects the sounds previously taught and be at least one week behind the current sounds to enable them to consolidate prior learning and develop fluency.

Proficient readers in year 2 and beyond also access the library once a week, selecting a 'real' reading book which they take home alongside their PM Benchmark book. The books selected match their reading ability by assessment using the Accelerated Reading online reading system. Children complete a Star Test diagnostic which results in a ZPD level range being assigned and input their areas of interest and the system recommends a range of books appropriate to their level. Once completed the children undertake an online quiz to assess their comprehension of the book they have read and teachers will monitor this and use the information to inform assessments and forward planning.

Shared Storybook Reading (KS1) linked to Phonics

Read Write Inc. (RWI) Shared Storybook Reading is part of the broader Read Write Inc. Phonics program, designed to develop children's reading skills through structured phonics lessons and engaging storybooks. Below are the key aspects that support reading during phonics:

1. **Phonics Foundation:** RWI uses systematic phonics to teach children how to decode words, which is essential for reading fluency
2. **Storybooks:** The program includes a variety of storybooks that are carefully levelled to match children's reading abilities. These books are designed to be engaging and enjoyable, encouraging a love for reading linking to the sounds they are able to read.
3. **Comprehension Development:** Beyond decoding, RWI emphasizes comprehension, vocabulary, grammar, and composition. This helps children understand and absorb the stories they read
4. **Reading Aloud:** Reading aloud is a key component, fostering positive attitudes towards reading and enhancing vocabulary and knowledge

Guided Reading (Year 2 through to year 6)

All KS2 classes (and year 2 children, once secure with phonics) at Greystoke Primary School, receive forty minutes of high-quality guided reading teaching at least 4 times per week. Whole-class guided reading are content domain based lessons which ensure that the children understand the specific skills of language comprehension and are confident in the rigour, pace and age-related expectations

Across the week, children take part in whole-class shared/guided reading, usually covering the content domains in the following sequence.

- Session 1** – Exploring the text as a whole
- Session 2** - Vocabulary (*'Never Heard the Word'*)
- Session 3** – Retrieval
- Session 4** – Inferences
- Session 5** – Summarise, Predict, Explain, Compare

Each session focuses on one particular content domain (reading skill) with teachers explicitly modelling the skill (*'I do'*), collaboratively practicing the skill (*'We do'*) and then individually demonstrating the skill (*'You do'*). Questions explored match the focus of the session and are carefully matched to the expectations of the particular year group (making use of the school's 'Reading Progression Map' to aid appropriate progression). Whilst some questions will be discussed orally, children record most answers (working in pairs/individually) within a guided reading journal. Whilst children are working in their guided reading journal, teachers should be working (orally) with a focus/target group. Answers to questions are discussed at the end of each session and feedback and misconceptions addressed.

Although we plan for these sessions over 5 sessions, this may look different depending on the length and challenge of a text. For example in upper KS2, children may have two sessions on inference and may have a session on explaining and separate session on prediction. This means the text maybe used across 2 weeks.

Twice a half term, each year group will do a 'mixed VIPERS' week in which they will use an unseen text and the children will have questions across all domains so they are understanding and unpicking what each question is asking them and the appropriate skills they need to use.

In year 6, the VIPERS approach is not taught as explicitly beyond the autumn term, in readiness for children needing to identify the domain needed for themselves. The plans for these lessons are much more fluid, will include a range of reading domains within one lesson and will ensure that targeted support is offered for those that need it.

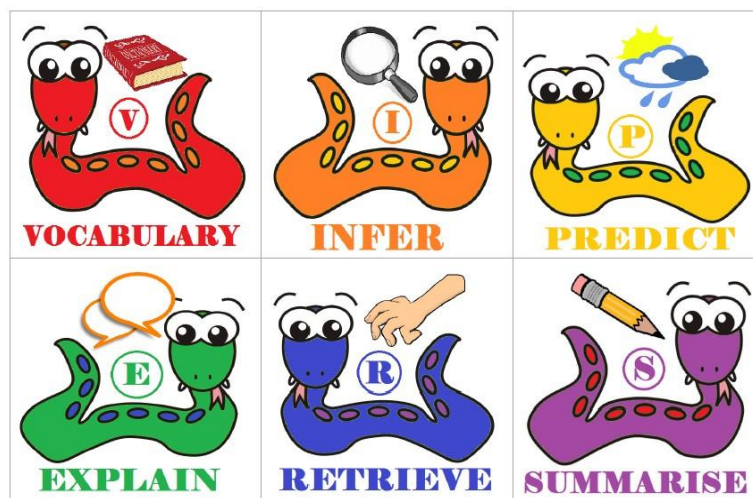
Within KS2, we identify (through PM Benchmark assessments and Star Reader Tests) those children who are below age-related expectations in reading. The class teacher will devise the groups of children based on results from these assessments. These groups receive focused teaching, separate from the main class, either during guided reading or another convenient time in the school day. These groups are typically small (6-8 children). The groups are provided with a different book from the main class, meeting their specific needs and improving engagement.

Storytime

We have curated a selection of high-quality texts across the school for children to enjoy with their class teacher each day. These sessions provide an opportunity for children to hear all the reading skills modelled aloud including intonation, expression, fluency and accurate de-coding. As well as this, we know from research that hearing stories read aloud helps children to develop a love of reading themselves. Specific time is planned straight after lunch for this session in order to ensure it happens and isn't dropped off at the end of a busy day. In EYFS each term there are 10 books selected for this time and the same 10 books are read again and again to encourage the children to familiarize themselves with the story language and internalize story structures, rhymes and repetitions. Once shared they are then placed in the class library for children to select during continuous provision and 'read' themselves.

The Reading Environment

A set of posters for KS2 have been created, showing visually the content domains. At Greystoke Primary School, we use these posters as part of our reading environment and reference them during our reading lessons. (*KS1 use sequence instead of summarise.*)



Each class has a dedicated and inviting reading area which includes a wide variety of books (including fiction and non-fiction) that span a range of reading difficulty.

Assessment of Reading

Greystoke Primary School use the DSAT 'Teacher Assessment Frameworks for Reading'*. These reflect the national, local and school developments in the assessment of reading. PM Benchmarking and Accelerated Reader are also used to gather assessment evidence. Additional materials to support the assessment of key areas (of the TAF*) are provided by the English lead practitioner (*See appendices*).

End of Year 1 - Expectations Teacher Assessment Sheet
Reading

Name: _____	
Working Towards the Expected Standard (Pink to green / SAT 1-6 Benchmark)	
1.	Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes. *
2.	Read accurately <u>some</u> words of two or more syllables that contain the same GPCs. *
3.	Read <u>many</u> of the Year 1 common exception words *
4.	Read aloud <u>many</u> words accurately
5.	Explain why they like a part of the story.
Working at the Expected Standard - In an age appropriate book (Orange & Turquoise PM1 15-18)	
1.	Read accurately many words of one or more syllables.
2.	Read <u>most</u> of the Year 1 common exception words. *
3.	Sound out some unfamiliar words accurately, without undue hesitation.
4.	Check that I understand what I have read.
5.	Answer questions and make simple inferences. *
Working at Greater Depth (purple)	
1.	Sound out many unfamiliar words accurately, without undue hesitation.
2.	Make inferences.
3.	Plausible predictions of what might happen on the basis of what has been read so far.
4.	Read some Year 2 common exception words. *
5.	Read some of the year 2 words containing suffixes. *

*Resources available

End of Year 3 Teacher Assessment Sheet - Reading

Name: _____	
Working Towards the Expected Standard	
1.	Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes. *
2.	Read accurately <u>some</u> words of two or more syllables that contain the same GPCs. *
3.	Read <u>some</u> of the year 3 common exception words. *
4.	Read aloud <u>many</u> words quickly and accurately without overt sounding and blending. *
5.	Sound out <u>many</u> unfamiliar words accurately of words up to 5 graphemes. *
6.	Answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to me.
Working at the Expected Standard - In an age appropriate book	
1.	Read accurately <u>most</u> words of two or more syllables.
2.	Read <u>most</u> words containing common suffixes. *
3.	Read <u>many</u> common of the year 3 exception words. *
4.	Read words accurately and fluently without overt sounding and blending i.e. approximately 90 words per minute.
5.	Sound out <u>most</u> unfamiliar words accurately, without undue hesitation.
6.	To have knowledge of and explain the meaning of many tier 2 age appropriate words. *
7.	Check that I understand what I have read by giving a summary in my own words.
8.	Ask and answer questions and make inferences on the basis of what is being said and done. *
Working at Greater Depth	
1.	Make inferences on the basis of what is being said and done. *
2.	Predict what might happen on the basis of what has been read so far.
3.	Make links between the book I am reading and other books I have read. *

* Resources available

'PM Benchmark' Assessment

The children of Greystoke Primary School will be assessed using the PM Benchmark materials from level 1 to 30. They will be assessed every 6 weeks throughout the year but also when the teacher or TA feels they may need to move on. This provides teachers with important data on progress.

Accelerated Reader 'Star Reader' Assessment

From Spring term in year 2, children complete an initial assessment providing them with a 'ZPD range' score from which they can choose books from the library. Further assessments are carried out during the termly assessment weeks.

Microsoft Reading Progress

All children taking part in a 1:1 reading intervention and all children in Year 3 and 4 are currently developing a pilot scheme with Microsoft to complete Reading Progress assessments every 6 weeks. This data then helps inform teacher assessment and helps us to interrogate a wider number of possible barriers to reading. This may identify whether the issue is fluency, decoding, accuracy etc

'Rising Stars' Tests

As part of the Discovery Schools Trust we complete 'Rising Stars' tests three times a year. This shows teachers any gaps that children may have in their reading knowledge and skills - These are then addressed through the planning of guided reading sessions.

Reading Interventions

Interventions such as 1-to-1 readers, phonics 1;1 tutors and targeted phonics groups take place with children identified as working below A.R.E.

All children across the school who are identified as working below the age related expectations for their age and stage are provided with daily 1:1 reading instruction. This is carefully planned across the school with each supporting adult having a caseload of up to 5 readers. They start with a clear baseline and target and this is reviewed after 6 weeks of tuition with meetings held between supporting adults and class teachers to discuss progress and impact.

Differentiation and Inclusion

In accordance with the school's policies on SEND and Equality, all children are entitled to access reading at an appropriate level for their age and development. Activities are differentiated where possible both for the less able and more able. Differentiation is through resources used, the difficulty of the task, questioning, support given and outcome. Provision is made, when necessary, for children to extend their experiences beyond that of the majority of the class - by providing further challenge.

The school's ethos on equal opportunities aims is to eliminate unlawful racial discrimination and to promote equal opportunities and good race relations in all areas of school life. All children are expected to achieve the highest standards possible regardless of race, culture, gender or disability. Whenever possible materials and images used reflect a varied cultural dimension e.g. fruit from different cultures or learning about scientists from around the world. School staff are fully committed to ensuring all children regardless of their differences have the opportunity and support necessary to enable them to achieve their full educational and social potential.

ROLE OF ADVISORY BOARD

The purpose of the Advisory Board is to ensure the implementation of the National Curriculum and to review the policy. Additional meetings may be held to discuss English (Reading) priorities across the school and to gain an overview of the teaching and learning of English (Reading).

MONITORING OF POLICY

We are aware of the need to monitor and update the school's Reading Policy on a regular basis, so that we can take account of improvements made in our practice and to changes in assessments, materials and government requirements. We will therefore review this policy at least once a year. The members of staff with responsibility for reading are Jodie Hawkley, Alice Walker and Ronnie Richardson (Head Teacher).

Reading throughout the school, and how it reflects this policy, will also be reviewed throughout the school year in the following ways:

- *Advisory Board work scrutiny*
- *School Improvement Partner*
- *DSAT Quality Assurance reviews*
- *SLT/staff work scrutiny*
- *KS2 internal moderation*
- *KS2 external moderation*
- *Moderation with other schools*
- *Learning walks*

REVIEW

This Policy will be reviewed in May 2026 (or sooner, only if national legislation / policy demands it).