



# Greystoke Primary School

Enabling our children to reach  
their full potential

## Reading Policy 2021-22

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Ratified by Advisory Board 27.9.21		

# 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 new 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 our own bespoke phonics programme based on Letters & Sounds.

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.

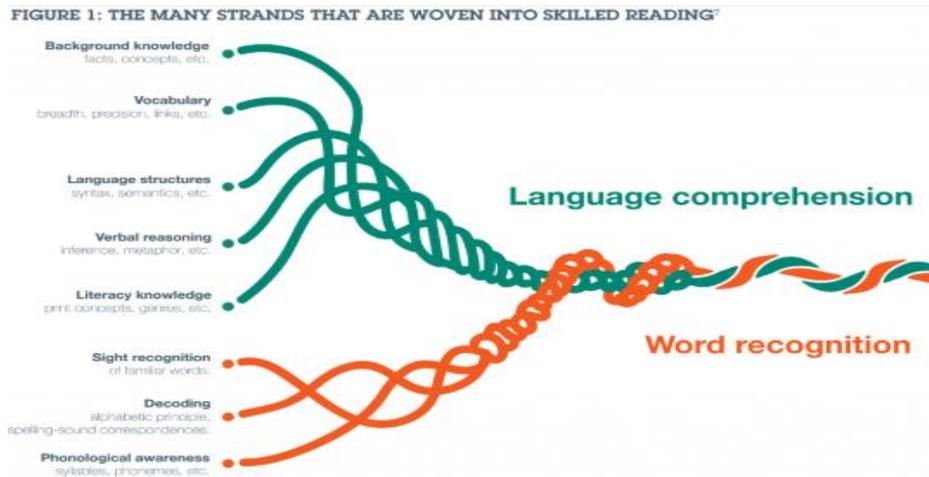
We aim to ensure that all children:

- 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)
- acquire a love of reading for pleasure.
- develop the independence to apply all of 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.



(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 'Letters and Sounds' to teach phonics. Children in EYFS1 have daily Phase 1 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 phase that they are working at. These daily sessions follow a clear 4-part teaching sequence (*i.e. review, teach, practice, apply*). Planning is primarily based on the Letters & Sounds approach including the sequence of teaching. Alongside this we use RWI resources and rhymes throughout the school along with consistent specific actions.

### **Expectations:**

**By the end of FS1** children should have completed and be secure with Phase 1. 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. Phase 2 letters are used within provision to expose children to them and for children who show interest.

**By the end of FS2** children should have completed Phase 3, with the majority of children being secure and fluent within the phase. From September until Christmas they will be taught and secure with phase 2. They can independently segment the sounds in CVC words. From Christmas to Easter, Phase 3 will initially be taught (including the letter names) and recapped. 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 at Phase 3 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**, Phase 3 should be recapped over the first half term, then Phase 4 up until October and finally Phase 5 from Autumn term 2 until the end of the academic year. Children who are not on track to be secure at Phase 5 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.

Children from **Year 2** onwards will be taught spelling rules using 'Read Write Inc.' Children not secure in Phase 5 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 Phase 2 onwards, children should be learning 4 graphemes a week.

<b>Phase 2</b>	<b>Phase 3</b>	<b>Phase 4 and 5</b>
Structure of lesson is:	Structure of lesson is:	Structure of lesson is:
<ol style="list-style-type: none"> <li>1. Review and recap</li> <li>2. Teach (<i>new learning</i>)</li> <li>3. Practice</li> <li>4. Apply</li> </ol>	<ol style="list-style-type: none"> <li>1. Review and recap</li> <li>2. Teach (<i>new learning</i>)</li> <li>3. Practice</li> <li>4. Apply</li> </ol>	<ol style="list-style-type: none"> <li>1. Review and recap</li> <li>2. Teach (<i>new learning</i>)</li> <li>3. Practice</li> <li>4. Apply</li> </ol>
<i>Where possible model reading and/or writing; practice and apply with the same skill.</i>	<i>Where possible model reading and/or writing; practice and apply with the same skill.</i>	<i>Where possible model reading and/or writing; practice and apply with the same skill.</i>

Phase	Learning	Outcome
1	Hearing and playing with sound – <b>7 Aspects</b>	Please <b>refer</b> to Phase 1: <i>'Letters and Sounds'</i>
2	ONLY at this phase are Grapheme, Phoneme Correspondence introduced  Phase 2: s,a,t,p,l,n,m,d,g,o,c, k,ck,e,u,r,h,b,f,ff,ll,ss	Children are secure at Phase 2 when they can: <ul style="list-style-type: none"> <li>• Give the sound when shown the Phase 2 grapheme, securing first the start letters: s,a,t,p,i,n</li> <li>• Find from a display the Phase 2 grapheme when given the sound.</li> <li>• Orally blend and segment CVC words</li> <li>• Blend and segment in order to read and spell (<i>using magnetic letters</i>) VC words such as as, if, am, on, up and “silly names” such as ip, ug, ock.</li> </ul> <p>Children will be moved to Phase 2 even if they haven't secured segmenting &amp; blending and will receive additional phonics sessions to secure this skill alongside the teaching of the phase 2 graphemes.</p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Daily discrete phonics lessons – “review” and “apply”</li> <li>• Reading independently.</li> </ul> <p><i>Children who <b>cannot</b> orally segment CVC words are <b>not yet secure</b> at Phase 2.</i></p>
3	Alphabet letter names need to be known by this stage.  Single sounds: j,v,w,y,z,  Phase 3 diagraphs: zz, qu, ch, sh, th, ng, nk, ai, ee, igh, oa, oo (moon), ar, or, ur, ow (cow), oi, ear, air, ure, er, oo (book)	<b>Children are secure at Phase 3 when they can:</b> <ul style="list-style-type: none"> <li>• Give the sound when shown all or most Phase 2 and Phase 3 graphemes.</li> <li>• Find from a display all or most Phase 2 and Phase 3 graphemes when given the sound</li> <li>• Blend and read CVC words consisting of Phase 2 and Phase 3 graphemes.</li> <li>• Segment and make a phonetically plausible attempt to spell CVC words using Phase 2 and Phase 3 graphemes.</li> </ul> <p>Children can move to Phase 4 <b>when they are able to make phonetically plausible attempts to most words they wish to use, using the GPC they have been taught. They will be able to read two-syllable words and simple captions and the skills of blending and segmenting should be well-established.</b></p> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>• Daily discrete phonics lessons – “review” and “apply”</li> <li>• Reading independently</li> </ul>

		<ul style="list-style-type: none"> <li>Guided writing sessions</li> </ul> <p><i>Children who are <b>unable</b> to make a phonetically plausible attempt at writing using taught graphemes are <u>not yet secure</u> at Phase 3.</i></p>
4	Phase 4: <i>consonant clusters, inc. ccvc, cvcc, ccvcc, ccc, cc</i>	<p><b>Children are secure at Phase 4 when they can:</b></p> <ul style="list-style-type: none"> <li>Give the sound when shown any Phase 2 and 3 graphemes.</li> <li>Find from a display the Phase 2 and 3 graphemes when given the sound.</li> <li>Blend and read words containing adjacent consonants</li> <li>Segment and spell words containing adjacent consonants</li> </ul> <p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>Daily discrete phonics lessons – “review” and “apply”</li> <li>Reading independently</li> <li>Guided writing sessions</li> </ul> <p><i>Children who are <b>unable</b> to segment to spell words containing adjacent consonants at the beginning and end of words are <u>not yet secure</u> at Phase 4.</i></p>
5	ay, ph, ow (snow), oe, ie, i_e, o_e, a_e, ea, e_e, ir, ue, ew, u_e, aw, au, oy, ou, wh,	<p><b>Children are secure at Phase 5 when they can:</b></p> <ul style="list-style-type: none"> <li>Give the sound when shown any grapheme that has been taught</li> <li>Write the common graphemes for any given sound</li> <li>Use phonic skills and knowledge as the prime approach to reading and spelling unfamiliar words including those that are not completely decodable</li> <li>Read and spell phonetically decodable two-syllable and three-syllable words.</li> </ul> <p><i>(Some spelling may be inaccurate at this stage, but children’s knowledge of graphemes, along with their ability to segment, should allow them to make a good attempt at writing most of the words they wish to use.)</i></p>

### 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 placed on a PM banded book that is appropriate to their current reading attainment. Once children achieve a reading ability beyond PM30, they become free readers and can choose books from the classroom or library.

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 the banded book 2-3 times to help develop word reading (fluency), understanding (comprehension) and performance.

Within each 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.

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 Scholastic Pro online reading system. Children complete a diagnostic which results in a lexile level being assigned and input their areas of interest and the system recommends a range of books appropriate to their lexile 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/Guided Reading (KS1/KS2)**

### **Whole-class Shared/Guided Reading (KS1- until year 2, spring 2)**

All KS1 classes at Greystoke Primary School, receive thirty minutes of high-quality guided reading at least 4 times per week. These sessions support children in developing the skills identified by the reading content domains. Within KS1, these are understood by the acronym 'V.I.P.E.R.S.' – Vocabulary (*meaning*), Inferences, Prediction, Explanation (*layout/choice of words, etc.*), and Sequence (and Summarise). An age-appropriate book will be used within these sessions, covering the following sequence of sessions:

#### **Session 1a.**

i. Look at the **front cover**:

- What do you think the book will be about?

(*What things can you see on the front cover?*)

- What sort of book might it be? (*Fiction/Non-fiction?*) What makes you think this?

- **Predict** what you think might happen in the story.

#### **Session 1b. (with similar sessions until the book is **finished**)**

- Each session will involve a **series** of questions linked to a number of pages (2-4), covering the skills of **Retrieval, Vocabulary, Inferences, Explanation and Prediction**.

- Teacher will model and explore questions with the children, enabling them to learn and practice each of these key reading skills.

(*It is expected that the teacher will explore x3 questions for Retrieval and Vocabulary; x2 for Inferences; and x1 for both Explanation and Prediction.*)

**Following sessions** (Once the book is complete, one or more of the following sessions is conducted - if a fiction/story book)

a. **Sequence** a series of sentences (*summarising the story*) or images from the text with the class, as a group or in pairs. Teachers will discuss children's responses and the reasons given for the order chosen.

b. Complete a 'Story Flower' **summarising** the book, with - **Who** (*character/s*), **What** (*key event/s*), **Where** (*setting/s*), **When** (*time of day/year*), **Why** (*Why the character got into a difficulty – i.e. Problem*), **How** (*How the character got out of the difficulty - Resolution*). Depending on the time of year (and children's confidence) this will be completed collaboratively as a class, in pairs or individually.

c. We provide further learning opportunities to support children with developing **inference** skills **using images** (*visual literacy*) - linked to the story (e.g. *theme, topic, setting, characters*). We encourage children to adopt the phrases: 'I know' (*observable facts*) and 'I infer' (*sensible guesses based on clues*).

Four strategies are used to support book talk (focused on developing inference skills, including Reasoned Reveals (FS2 to year 1), Step by step stories (year 1- term 3) and S.M.I.L.E.S.)

**Reasoned Reveal** – teachers share a given images (related to the class text, topic and/or time of year) and reveal parts of the picture, encouraging children to make inferences and predictions based on what they can see.

**Single Sentence stories**- Teachers will read a short sentence that tells a story, The children then use inference to answer the multiple choice question about the story.

**Step by Step stories**- Teachers will share 4 or 5 sentences one at a time, encouraging children to make connections, predictions and inferences based on the clues within the sentences.

**S.M.I.L.E.S.** – Teachers share a given image (related to the class text, topic and/or time of year) encouraging children to describe and discuss the stimulus, giving their reasoning for their responses (see below).



Children are focused on the verbal interactions between characters in the image/ text. Children also consider the sounds that might be heard within this scene and, if appropriate, the way in which characters might be speaking.

Children are focused on the action taking place within the scene, thinking about what the characters might be doing.

Children are focused on bringing the evidence (clues together) and thinking about what might be taking place in the given image or the overall part of the text. Where appropriate, children are also encouraged to consider what the characters might be imagining or thinking.

Children are focused on what they can actually see in the image and are encouraged to use specific language (adjectives) in their descriptions.

Children are focused on the emotions of feelings or characters within the image/ text.

Children are focused on the smells that might be evident in the given image/ text – these can either be positive or negative smells.

	Autumn.		Spring		Summer	
	1 <sup>st</sup> half term	2 <sup>nd</sup> half term	1 <sup>st</sup> half term	2 <sup>nd</sup> half term	1 <sup>st</sup> half term	2 <sup>nd</sup> half term
EYFS2			 	 	  	  
Year 1.	 	  	  	  	  	  

S.M.I.L.E.S. (*Oracy+*) =   
 Reasoned Reveals (*images/inferences*) =   
 Single Sentence Stories (*inferences*) =   
 Step-by-Step Stories (*inferences*) = 

## **Whole-class Shared/Guided Reading (KS2)**

All KS2 classes at Greystoke Primary School, receive thirty minutes of high-quality guided reading teaching at least 4 times per week. Whole-class (shared/guided reading), 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** – Vocabulary (*‘Never Heard the Word’*)

**Session 2** – Retrieval

**Session 3** – Inferences

**Session 4** – Summarise, Predict, Explain, Compare

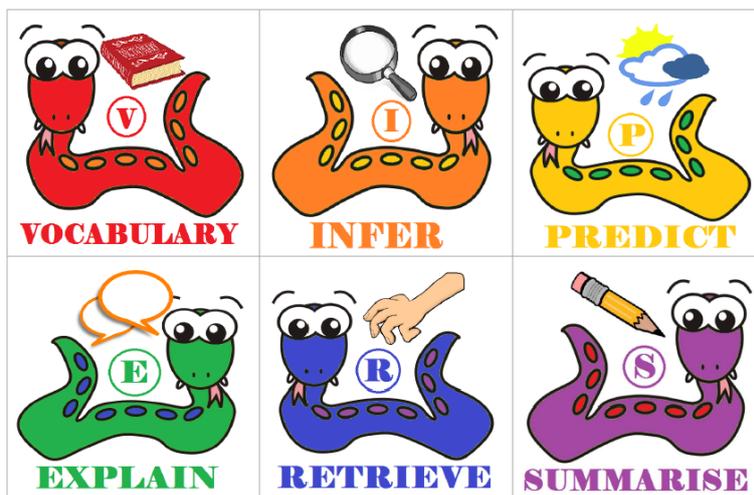
**Session 5**- Independent or paired reading with a partner for pleasure, with 1:1 reading with target children.

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 usually discussed at the end of each session.

Within KS2, we identify (through PM Benchmark assessments) those children who are below age-related 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, during the guided reading session of the 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.

## **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 Scholastic Pro 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 PM 1-14 Benchmark)	
1.	Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes.*
2.	Read accurately <b>some</b> words of two or more syllables that contain the same GPCs.*
3.	Read <b>many</b> of the Year 1 common exception words.*
4.	Read aloud <b>many</b> words accurately
5.	Explain why they like a part of the story.
Working at the Expected Standard- In an age appropriate book (Orange & Turquoise PM 15-18)	
1.	Read accurately many words of one or more syllables.
2.	Read most 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 <b>some</b> words of two or more syllables that contain the same GPCs.*
3.	Read <b>some</b> of the year 3 common exception words.*
4.	Read aloud <b>many</b> words quickly and accurately without overt sounding and blending.*
5.	Sound out <b>many</b> 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 <b>most</b> words of two or more syllables.
2.	Read <b>most</b> words containing common suffixes.*
3.	Read <b>many</b> 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 <b>most</b> 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' Assessments

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

## 'Scholastic Pro' Assessments

Within KS2, children complete an initial assessment providing them with a 'Lexile' score from which they can choose books from the library. Further assessments are carried out during the termly assessment weeks.

## 'Rising Stars' Tests

As part of the Discovery Schools Academy 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 and targeted phonics groups take place with children identified as working below A.R.E.

## 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 Mollie Boden, Jez Smith (Lead professional for English) 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 peer reviews*
- *SLT/staff work scrutiny*
- *KS2 internal moderation*
- *KS2 external moderation*
- *Moderation with other schools (both within DSAT and the school's city development group)*
- *Learning walks*

## **REVIEW**

This Policy will be reviewed in September 2022 (or sooner, only if national legislation / policy demands it).

**Signed:** \_\_\_\_\_ **Date:**

**Chair of Advisory Board**

**Signed:** \_\_\_\_\_ **Date:**

**Headteacher**