

# Lacey Green Primary Academy

## Reading Policy



### Reading Vision

At Lacey Green, we actively promote a love of reading. Our objective is to ensure that all children are able to read confidently, fluently, accurately and with understanding. All children will develop an interest in words and their meanings and to gain an appreciation of books from a variety of genres. Our learning is holistically planned around quality texts. We ensure all children read and enjoy looking at a variety of fiction and non-fiction books. These are taken home to be shared with parents, to support them in their reading progress and maintain a love for reading.

### Reading for Pleasure

Throughout the year, events are planned to promote reading for pleasure throughout school. These events include World Book Day, local library visits, author visits and our Summer Reading Challenge. Children are encouraged to bring in their own story or non-fiction text to share with their class. In addition to this, we have a well-resourced library which is accessed by all children several times a week. The books are constantly updated and the children enjoy sharing these at home. Reading for pleasure is at the heart of our curriculum and is promoted throughout all subjects.

### Quality Story Time

This is an integral part of the teaching day. Quality story time is timetabled across all Key Stages. This is recognised as an important tool to enhance language development and the love of stories.

### Teaching Reading in EYFS and KS1

Our pupils learn to read effectively and quickly using *Read Write Inc*, a systematic synthetic phonics based programme.

During phonics lessons children:

- 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 spelling, letter formation and punctuation
- Spell quickly and easily by segmenting the sounds in words (using Fred Fingers)
- Acquire good handwriting

In addition, we teach pupils to work effectively with a partner to explain and consolidate what they are learning. We group pupils homogeneously, according to their progress in reading.

### EYFS and KS1

In Reception and Year 1, children learn:

- Single letter sounds
- Digraphs (special friends)
- Tri-graphs (special friends)
- Simple mnemonics

The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Once they are ready, children will read books that are closely matched to their increasing knowledge of phonics and common exception words through our shared reading programme.

In Year 2, once the children have completed the *Read Write Inc.* phonics programme, they progress on to the *Read Write Inc.* spelling programme.

### Shared Reading

Once children are confident with recognising, blending and reading Set 1 sounds (see table), they begin shared reading. During shared reading, children learn to:

- Practise with, and support, a partner
- Quickly recognise sounds
- Read common exception words (and identify which part of the word is tricky)
- Decode new story vocabulary
- Develop a wide range of vocabulary
- Read accurately and fluently
- Locate information in the text
- Make basic inferences based on what they have read
- Comprehend what they have read
- Articulate their thoughts and ideas
- Communicate what they know and understand

### Year 2

Children in Year 2 continue to progress through the *Read Write Inc.* programme. Children are regularly assessed and grouped into small focus groups for shared reading. In the Spring

term, children progress onto the *Read Write Inc.* comprehension programme. Reading comprehensions are regularly undertaken.

## KS2

Children access our reading scheme at age- related expectations, unless additional intervention is needed. Reading assignments are set and followed up by the class teacher three times a week. Reading comprehensions are regularly undertaken.

### Assessment

#### Assessment in EYFS and Year 1

Children are assessed every 6 weeks by the Reading Leader and re-grouped according to this outcome. Reading groups are fluid to ensure all children are appropriately supported and challenged.

In Year 1, summative assessment is carried out in the spring term using NFER testing materials. Class teachers are responsible for listening to all of their children read to monitor each child's reading progress.

Children are assessed using the RWI phonics assessment three times a year. We also assess the children using materials from previous Phonics Screening Checks.

#### Assessment in Year 2

Children are grouped by ability into shared reading groups. Assessment is ongoing and formative. In addition to this, children complete comprehension activities and reading tests regularly. Outcomes from these assessments are used to re-group the children.

#### Assessment in KS2

We have recently introduced the Big Cats Collins assessment tool. Children will be assessed using this tool, three times a year by the class teacher. The lowest 20% of children in each year group are assessed half termly and intervention strategies are put in place accordingly. In addition, we assess children in the Autumn and Spring terms using NFER testing materials.

Each child is issued with a reading assignment three times a week which is followed up by the class teacher.

#### 1:1 Tuition (Read Write Inc)

The lowest 20% of children in EYFS to Year 3, continue to receive daily 1:1 tuition tailored to their individual needs. Children in Year 4 and 5, who require additional reading support, also receive this tuition.

## Reading at Home

Children are required to read from their assigned reading book for a minimum of 20 minutes per day in KS2 and daily in KS1. In EYFS and Year 1, in addition to their home reading books, children also learn to read National Curriculum high frequency words and practise these using their word strings. As soon as children in EYFS learn to blend, they take home a sound blending book. All children enjoy books that are matched to their reading ability and read daily.