

East Ayton



Primary
School

Traditional Values, Modern Vision

Reading Policy

Reviewed: December 2023

Next review due: December 2025



East Ayton Primary School



English Reading

Rationale

The **enjoyment of reading** pervades our culture and is seen as a right not a luxury as it unlocks the door to a **life-long love of books** and fosters a passion for the enjoyment of literature in all its guises.

At East Ayton, we are fundamentally driven to ensure that all children acquire the necessary skills to become successful readers. In essence, they will receive a secure foundation of **pre-literacy skills** ensuring that they are ready to **acquire phonics knowledge at a fast and furious pace** resulting in effective **word readers**. This will ensure that they can access the wider curriculum both at primary and extending into the secondary phase of their education. Reading is a fundamental part of the education provided at East Ayton Primary School. It is so important for children to learn to and enjoy reading, as well as being read to. Our books introduce pupils to **high-quality and diverse texts** as part of their designated reading lessons. The importance of reading is recognised and celebrated and, as the key to unlocking the rest of the academic curriculum, underpins much of what we do in school. **Developing a culture where reading is at the forefront of our day-to-day teaching** is established in Nursery and Reception and consistently developed through to Year Six with opportunities for children to **read for pleasure**, both individually and with others, provided regularly. As reading engagement is strongly correlated with reading performance in an academic sense, we strive to make reading as enjoyable and purposeful as possible to ensure no child is left disengaged with reading; our children's passion for reading is evident in school and is something we intend to build upon. **Verbal discussions** based around a text are recognised as key to unlocking understanding and engagement and this is a key factor in our approach to teaching comprehension skills. Once a text has been digested and understood, with the children provided with the opportunity to question and share their thoughts, then written comprehension skills can be developed. By the end of Year 6, we intend for our children to be fluent and passionate readers, whilst also being equipped with the skills to apply this passion to enhance their understanding across the curriculum.

We have a **holistic view** of reading which allows children to develop their **comprehension skills, valuing** the role that **fluency** has to play alongside their vital acquisition of phonics, therefore ensuring that their reading entitlement is both broad and balanced.

Aims

Children will acquire the skills to:

- Read easily, fluently and with good understanding.
- Understand a wide vocabulary and
- Appreciate our rich and varied literary heritage.

Key Concepts

Understanding that confident reading capability is underpinned by many concepts and skills:-

1. Auditory memory
2. Visual memory
3. Sequential skills
4. Phonic knowledge

The ability to apply prior knowledge, predict, question, summarise, explain, infer, deduce, retrieve information, clarify, sequence, compare and give opinions develop and apply a wide vocabulary

Skills Progression

In Key Stage One children will

- Develop their pre-reading skills whilst experiencing a wide knowledge of quality texts
- Experience a rigorous and systematic phonics programme
- Explore a range of specific reading skills in focussed reading sessions
- Use reading as a basis for their writing
- Enjoy whole class story sessions and independent reading time

In Key Stage Two children will :-

- Continue to embed phonics and develop knowledge of spelling patterns
- Explore a range of specific reading skills in focused reading sessions
- Use reading as a basis for their writing
- Enjoy whole class story sessions and independent reading time

Implementation

Our reading curriculum is designed around developing our children's **pre-literacy** skills in the early foundation Stage and is built upon by a government approved **synthetic phonics programme** (Twinkl Phonics).

Reading is taught **discretely** and is **applied** in all subject areas to develop **disciplinary knowledge** and to support learning in the **wider curriculum**.

Comprehension is developed alongside the acquisition of **word building skills**.

We passionately believe that **all** children should have the support they need to reach at least age-related expectations.

In order to achieve this, we use **assessment rigorously** and **systematically** to **diagnose issues** which may prevent the acquisition of essential skills at appropriate milestones in a child's education.

Once diagnosed, individuals and groups of children are targeted for intensive, bespoke interventions which are systematically monitored and evaluated with the key purpose being to rapidly assist the children in reading, understanding and enjoying age-appropriate texts.

Impact

Our learners will:

- Meet or exceed **age- related expectations**
- **Enjoy** reading
- **Understand the importance of reading** in supporting academic success
- Be able to **reflect** on themselves as **readers**

By the time children leave East Ayton Primary School, they are competent readers who can recommend books to their peers, have a thirst for reading a range of genres including poetry, and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader. They can also read books to enhance their knowledge and understanding of all subjects on the curriculum, and communicate their research to a wider audience. Primarily, they develop a love of reading and establish themselves as 'Lifelong Readers'.

We encourage children to orally talk through their answers and ensure it is the best they can give before writing anything down. We also acknowledge it is good for children to also be able to formally record an answer. Children can do this in a variety of different ways such as discussing the answer first with peers and/or an adult and then being provided with the opportunity to develop their best response in writing. All skills must be modelled by the teacher and children should have a clear picture of how well they are doing in reading with answers discussed, edited and improved each lesson.

During this reading session teachers focus on specific children during the session, this may mean hearing them read individually whilst others are reading independently, in pairs or groups, discussing answers with those children and working one to one or within a group with them during a session whilst the others form an answer independently. Teachers can then assess these children based on NC expectations and how they are performing relating to the specific content domain.

Children have access to high quality texts in their classroom, on the reading scheme and in the school library. All children have a home reading book to help them enjoy reading with parents as well.