

Chapel End Primary School
Reading policy

'Mission Statement.'

**We aim to provide our children
with the highest possible standard
of education, through quality
teaching and learning, in a happy
caring environment.**

**We will do the best WE can to enable our children to do
the best THEY can.**

This policy was approved by:	Full Governors
Date	Autumn 2022-2023
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"The books transported her into new worlds and introduced her to amazing people who lived exciting lives."

Matilda by Roald Dahl

Overview

We achieve the aims of our mission statement by:

- promoting within each child a positive self-image.
- encouraging and sustaining each child's natural curiosity and spontaneity, promoting the development of a lively, enquiring mind through involvement in a variety of relevant and challenging first-hand experiences.
- enabling children to acquire and develop a range of skills and concepts, with the ability to apply these in all areas of the curriculum.
- developing children's ability to use all forms of communication, recognise purpose and choose the most appropriate medium in which to express themselves.
- encouraging all children to live in social harmony; to have respect and tolerance of other races, religions and cultures and to understand the world in which they live.
- helping children to formulate a code of moral values and understand the ways in which their actions and decisions affect others.
- developing the ability and willingness to co-operate with others and recognise the interdependence of human relationships.
- helping children to find pleasure in the exploration of their imagination, senses and feelings, and by providing a full range of creative experiences.
- promoting all aspects of the physical and emotional well-being of each child.

All children have an equal Entitlement to the above.

Definition of Reading

'the skill or activity of getting information from written words'

'an occasion when something written, especially a work of literature, is spoken to an audience'

'the way in which you understand something'

Cambridge Dictionary

Statement of Intent

Chapel End Primary School holds reading to be fundamental in a child's development and, as such, it is a skill which is at the forefront of our curriculum. To read for enjoyment and to have a love of books enhances a child's life, including their social, emotional and mental well-being. Reading is essential for learning in all areas of the curriculum as well as a skill which is needed for life as an adult. Because of this, it is our intention that every child in our school will learn to read regardless of their social and economic circumstances, ethnicity, the language spoken at home or special educational needs or disabilities.

Objectives

- To strive to ensure that every child has an enjoyment of reading and a value of books.
- To encourage children to read a wide variety of genres presented in high quality texts.
- To teach children to read with confidence, fluency and understanding.
- To provide opportunities for children to be enthusiastic and reflective readers.
- To encourage a wide range of learning to read strategies, including a knowledge and understanding of phonics.
- To provide many opportunities for children to develop a wealth of vocabulary and word knowledge.
- To develop children's powers of imagination, creativity and critical awareness.
- To ensure that children use reading as a key to unlocking the rest of the National Curriculum, or key knowledge, both in primary school and in preparation for secondary school and later life.

Entitlement

All children at Chapel End Primary School will have access to high quality reading texts at an appropriate level regardless of age, gender, race, religious beliefs, ability or disability except in the interests of Health and Safety. We believe that it is important for all children to experience the range of reading activities and we plan and provide opportunities within the learning themes to extend and support children.

Reading in the National Curriculum

The National Curriculum states that reading consists of two dimensions – word reading and comprehension.

‘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.’ (National Curriculum, September 2014)

‘Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils’ experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.’ (National Curriculum, September 2014)

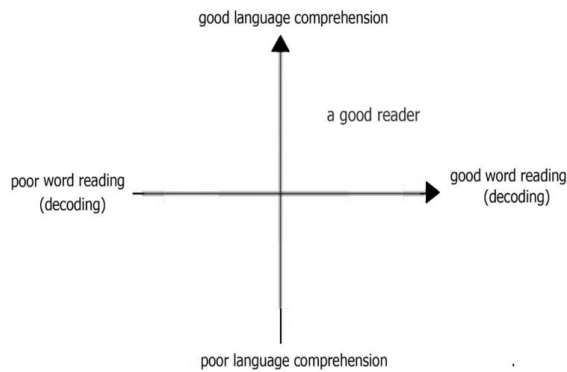
DFE Reading Framework 2021

Chapel End Primary School aims to support ‘The Importance of Reading and a Conceptual Model’. We recognise that:

- To the individual, reading matters emotionally, culturally and educationally; because of the economic impacts within society, it matters to everyone.
- Children expand their language and vocabulary when they listen to or join in with a story or rhymes in a well-scripted children’s television programme, but an adult talking about it with them adds benefits. However, talk about books brings particular advantages... book-related talk introduces children to language that they might not hear in ordinary conversation.
- Making sure that children become engaged with reading from the beginning is one of the most important ways to make a difference to their life chances, whatever their socio-economic background. For this to happen, however, children need to learn to read as fluently as possible and be motivated to continue reading.
- Children who are good at reading do more of it: they learn more, about all sorts of things, and their expanded vocabulary, gained from their reading, increases their ease of access to more reading. Conversely, those for whom reading is difficult fall behind, not just in their reading but in all subjects and a vicious circle develops.

At Chapel End Primary School we understand the simple view of reading:

- Comprehension does not refer to reading itself but, rather, to the way in which we make sense of words.
- Children need both good language comprehension and good word reading to become good readers.



- Word reading and language comprehension require different sorts of teaching.
- When children start learning to read, the number of words they can decode accurately is too limited to broaden their vocabulary. Their understanding of language should therefore be developed through their listening and speaking, while they are taught to decode through phonics.
- However, when they can read most words 'at a glance' and can decode unfamiliar words easily, they are free to think about the meaning of what they read. They can then begin to develop their understanding of language through their reading.
- But before children can write independently, they need to be able to say (aloud or just to themselves) what they want to write. A wide spoken language gives them more that they can write about and more words for what they want to say. Their expressive and receptive language develops through talk and listening.
- In learning phonics, children learn to spell familiar words accurately and how to form letters. When they can do this, and can spell any word in a way that is at least phonically plausible, they can begin to write down what they want to say.

Language Comprehension

At Chapel End Primary School we are committed to developing talk:

- A language-rich environment is one in which adults talk with children throughout the day. The more children take part in conversations, the more they will understand once they can read and the more vocabulary and ideas they will have to draw on when they can write.

- These back and forth interactions involve the adult in:
 - thinking out loud, modelling new language for children
 - paying close attention to what the children say
 - rephrasing and extending what the children say
 - validating the children's attempts at using new vocabulary and grammar by rephrasing what children say if necessary
 - asking closed and open questions
 - answering the children's questions
 - explaining why things happen
 - deliberately connecting current and past events (Do you remember when...)
 - providing models of accurate grammar
 - extending children's vocabulary and explaining new words
 - connecting one idea or action to another
 - helping children to articulate ideas in well-formed sentences.

Enabling Environments

- When children are learning to read and write, a noisy environment makes it difficult for them to hear what the teacher and other children are saying, particularly for those who have hearing difficulties or impairments, those with speech, language and communication needs and those who find it difficult to pay attention.

- If these children cannot hear clearly, their chances of responding are immediately limited. Calm classrooms give them the best chance to interact and make progress in reading and writing. It is this conducive learning atmosphere which we aspire to achieving at Chapel End Primary School.

Storytimes

In every class at Chapel End Primary School, staff read class readers to their children. We recognise that:

- There are important cognitive consequences of the story format. Our minds treat stories differently than other types of material. People find stories interesting, easy to understand, and easy to remember.
- Literature is probably the most powerful medium through which children have a chance to inhabit the lives of those who are like them. All children need to imagine themselves as the main protagonist in a story.
- Children also need to learn about the lives of those whose experiences and perspectives differ from their own.
- Teachers need to choose those that will engage all of them emotionally.

Upon choosing a class reader, staff at Chapel End consider:-Does the book:

- elicit a strong response – curiosity, anger, excitement, laughter, empathy?
- have a strong narrative that will sustain multiple readings?
- extend children's vocabulary?
- have illustrations which are engaging and reflect children from all backgrounds and cultures?
- help children connect with who they are?
- help children to understand the lives of people whose experiences and perspectives may be different from their own?

At Chapel End Primary School we recognise that:

- Through listening to repeated readings, and talking about what they have heard, the children have multiple exposures to vocabulary and the language of stories. Continued talk about words, as well as opportunities to use them, helps children to absorb the language
- Reading aloud requires preparation. How to emphasise particular words, phrases and sentences needs planning so that the children understand the story as a whole.
- The first reading should be left to weave its own magic, with no questions, no explanations and no requests for the children to predict what might happen.
- On the second reading, asides, voices and actions can explain the meanings of new words in context.
- Dramatising the story can be motivating, once the children know it well, and it can hold their interest and focus.
- Asking all the children to adopt the same role at the same time is an opportunity for everyone to participate.

Poetry and Rhymes:

At Chapel End Primary school at least one unit of reading and writing in the Literature Spine is focused on poetry and rhyme. Teachers also have the option of choosing poetry and rhyme in one guided reading session per week.

We recognise that:

- Through enjoying rhymes, poems and songs, and reciting poems or parts of longer poems together as a class, teachers can build children's strong emotional connection to language.
- The predictability of rhymes in poems and songs also helps children to memorise and re-use newly acquired words and phrases.
- Learning poetry and songs using 'call and response' allows children to join in gradually. Each repetition strengthens vocabulary, embedding new words.

Reading:

At Chapel End Primary School children are taught:

- To decode (read) words children are taught to look at graphemes in written words from left to right and to say each corresponding phoneme in turn. Then they blend the phonemes to say the whole word.
- To blend phonemes into words; teachers aim to pronounce the sounds as purely and clearly as possible.

Spelling:

- At Chapel End Primary School children are taught to encode (spell) words, and identify the phonemes in spoken words first. This is also referred to as 'segmenting' spoken words. Then they write the graphemes that represent the phonemes.
- Children learn to read more quickly than they learn to spell correctly. This is why their progress in reading must not be held back by whether or not they can spell accurately.
- Reading and spelling are taught alongside one another, 'so that pupils understand that they can read back words they have spelt.'

For Reading, children are:

Children are:

- given opportunities to revise GPCs taught in earlier sessions
- taught new GPCs
- given opportunities to practise reading words containing those GPCs
- taught how to read common exception words
- given opportunities to practise reading 'decodable' phrases, sentences and books that match the GPCs and exception words they already know.

At Chapel End Primary School we believe that dictation is a vital part of a phonics session. Writing simple dictated sentences that include words taught so far gives children opportunities to practise and apply their spelling, without their having to think about what they want to say.

Children with SEN and Disabilities:

- These children have to navigate the same written language, unlock the same alphabetic code, learn the same skills, and learn and remember the same body of knowledge as their peers. It is a critical skill in helping them prepare for life.
- Teachers:
 - provide the skills and knowledge they need to read and spell, by direct instruction, progressing with carefully structured, small, cumulative steps
 - use instructional routines that become familiar
 - provide materials that limit distraction; are clear, linear and easy to follow; are age-neutral or age-appropriate and can be adapted further
 - provide opportunities for work on vocabulary, fluency and comprehension
 - provide multiple opportunities for overlearning (recall, retrieval, practice and application at the level of word, sentence and text).
 - Provide opportunities for reading and phonics above the offer given to the rest of the class
- Teaching is:
 - at a suitable pace for the child because progression through a programme will be much slower than for their typically developing peers
 - performed daily, well-paced, well-planned lessons that are engaging and motivating
 - planned taking full account of the child's individual strengths, weaknesses, knowledge and understanding, and profile of needs.

Our approach to the teaching and learning of reading and phonics supports children in their ability to develop fluency. We recognise that:

- Fluent decoding allows us to understand what we read. Because the reader has gained accuracy and automaticity in word reading, the brain's resources are available to focus on lifting the meaning from the page.
- As children gain fluency, their motivation increases: they start to enjoy reading more and are willing to do more of it.
- Accuracy as well as speed influences fluency; it is not just about the speed at which a child reads.
- Equally, accuracy on its own is not useful, unless they can read at a sufficient rate to support comprehension. Both accuracy and speed are essential.

Implementation

Agreed Practice/approaches to the teaching and learning of reading and phonics

Chapel End Primary Literature Spine

The 2014 English National Curriculum, 2021 DFE reading framework and the literature spine are used as a basis for the reading long term plan and sets out the progressive programme of study for each year group. The literature spine ensures that all children experience a range of texts by different authors as they progress through the school. The spine, unique to Chapel End as it was created by the staff and children. It is reviewed at the end of each academic year so that new texts can be added if they offer more quality, or if they are more relevant to the cohort of children who will be entering the year group. The texts that make up the literature spine are used in whole class guided reading sessions. They are often used as a stimulus to inspire writing where appropriate.

Phonics first fab 4

Children at Chapel End Primary School are taught the method of 'phonics first fab 4' to enable them to read words that they cannot decode.

In EYFS and Key Stage 1 children use phonics first then: use the picture, read the rest of the sentence, ask a friend, ask an adult.

In Key Stage 2 children use phonics first then: use the picture, read the rest of the sentence, use a reference tool to look it up, ask an adult.

This strategy is used to promote independence and resilience in reading for every child.

Class Readers

Teaching staff at Chapel End Primary School have the freedom to select class readers to suit their preference, class interests, cohort ability levels and current affairs. This promotes a love of books from a range of authors and genres. Records are kept centrally in school so that texts are not repeated.

Home Reading

At Chapel End Primary School, Nursery, Reception and Year 1 children are supported with selecting books from the class library of carefully chosen quality texts to take home and read with their families each week.

Children also take home a targeted phonics book linked to Essential Letters and Sounds, and this is carefully selected to match exactly the phonic sounds and harder to read and spell words that have been covered in class that week in group reading sessions.

EYFS and Year 1 parents are supported with a weekly reading and phonics newsletter which supports the teaching of phonics at home and also allows parents to record their thoughts and their children's thoughts about the sharing book.

In Year 2 and Key Stage 2, children progress through the colour band system. The expectation is that every child reads for 10 minutes every day with their family, and this is confirmed in the home school agreement which is updated each year. It is expected that children move away from the coloured band system during Year 4 and begin to choose 'free readers'. Children receive support when choosing free readers to ensure their choices challenge but also match their reading ability.

Staff and parents/carers use home reading records to communicate with each other regarding ongoing progress and attainment regarding home reading. These record books have been carefully selected to ensure that they offer parents tips for reading and how to check understanding. There are also phonics guides and common exception words included.

Early Years Foundation Stage

Introduction of reading

When a child starts Reception at Chapel End, parents attend a curriculum session. At this meeting, the parents are shown a variety of reading books. They are given guidance about how reading is taught at Chapel End, and they are introduced to the home reading record book/phonics newsletter. Guidance about how to write comments and how to support their child's reading at home is also given during these sessions. In addition to this, they are given an introductory session to synthetic phonics.

Children are baselined using the 'Reception Baseline Assessment' within the first 6 weeks of them beginning our setting. Reading is also assessed during 'checkpoint meetings which are held termly between the EYFS team and the Headteacher.

Throughout their Reception year, all children will progress through phonics phases 1 (recap), 2, 3 and 4. To give the children more support in any phase, with using and applying, they will receive follow up phonics in addition to their daily phonics session in class. In the Summer 2 term, children are introduced to phase 5 in preparation for the transition to Year 1.

Phonics interventions operate daily for any children who require more support.

At Chapel End Primary we aim to complete Phase 2 by the end of the Autumn term. Following this Phase 3 is completed around the end of the Spring Term. Our children progress through Phase 4 in Summer Term 1. We feel that teaching and learning Phase 4 in Summer Term 1 along with the introduction to phase 5 in Summer 2, allows the children to fully secure Phase 3 before moving into Year 1.

Reception end points

The end points of Reception are for children to be achieving the expected standards set out in the 'Development Matters' framework. Children will be confident in reading books that have fidelity towards the phonic sounds that they have been learning in class. In addition, they will have had experience in sharing a wide range of texts with adults to ensure that they are developing a variety of reading strategies.

Year 1 end points

Children reading at the expected level are confident in reading books that have fidelity towards the phonic sounds that they have been learning in class. They have attained well on the end of year reading assessment, and they have progressed through most of the National Curriculum statements for Year 1. In addition to this, they will have passed the national phonics screening test.

Year 2 end points

Children reading at the expected level are confident, fluent readers who can decode all of the sounds from the ELS scheme of work along with non-decodable words and high frequency words. They have attained well on the end of year reading assessment, and they have progressed through most of the National Curriculum statements for Year 2.

Year 3 end points

Children reading at the expected level are confident readers who can use their skills to complete daily comprehension activities. They have attained well on the end of year reading assessment, and they have progressed through most of the National Curriculum statements for Year 3.

Year 4 -6 end points

Children have attained well on the end of year reading assessment and they have progressed through the vast majority of National Curriculum statements for their year group. Expected readers will also be enjoying free readers.

Guided reading

Reception and Year 1

In the Autumn term in Reception, children are introduced to picture books and phase 2 sounds along with harder to read and spell words. Following this in Reception and Year 1, children will complete phonic based activity linked to the sounds and words of the week in group guided sessions, and read the class book together every Friday.

Year 2

In Year 2, children continue the banded book progression scheme (providing that they have passed the phonics screening test). Each child reads with their class teacher in a small group session at least once a week using their home reader, or on occasions, an unseen text. They have opportunities to use online programs and experience multiple sessions of whole class reading based upon quality texts.

Each day the class teacher will take a small group to a quiet space to complete small group reading task along with online reading activities. This ensures that the children continue to read aloud to their class teacher at least once a week. In class, the children work with a Learning Assistant, completing phonic/spelling and other basic skills activities.

Key Stage 2

As children move into Key Stage 2 they experience a more whole class guided reading package. Children use the class key text as a stimulus for their guided reading in up to 3 sessions of guided reading each week. Teachers tailor questions to the class using VIPERS

V- Vocabulary/ I- Inference/ P- Prediction/ E- Explanation/ R- Retrieval/ S- Summarising

At least one session a week is based upon non-fiction or poetry.

Children begin each reading session by highlighting in red any words that they do not understand. The class then have a vocabulary discussion and put new words into context. Following this, children are challenged with questions based upon 'VIPERS'. Children are encouraged to use green highlights to indicate the important parts of each question and areas of the text from which they have taken answers from. Children who are achieving highly within a lesson are given opportunities to complete more complex reading challenges.

In the final stages of the lesson, the class discuss the answers to each question and every child has the opportunity to self/peer assess and edit/self-correct their work. Teachers check every child's book and mark it in addition to self and peer assessment to ensure any misconceptions are identified and addressed. In the final week of every term, guided reading operates in a carousel system which ensures that every child is heard reading by the class teacher. This is also an opportunity for the class teacher to assess each child using school assessment sheets.

VIPERS

In Key Stage 1, children at Chapel End are introduced to VIPERS to support them in answering comprehension questions. The snakes are used as a stimulus for supporting the development of each child's reading skill progression. The VIPERS approach continues throughout Key Stage 2 in a systematic and progressive way.

High Priority Readers

Children who require extra support with their reading are classed as 'High Priority Readers' at Chapel End Primary. These children receive extra 1:1 reading sessions with a Learning Assistant outside of guided reading sessions.

Formative Assessment

Children's progress and attainment in reading is tracked continually by each class teacher on the National Curriculum statement tracking sheets, which can be found in class-based reading assessment files.

Feedback regarding their child's reading is continually given to parents through home reading records. Progress and attainment is reported to parents during parent interviews.

Summative assessment

Y1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Type of test		PIRA		PIRA	PIRA	

Y2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Type of test		PIRA		Previous SAT	National Assessments	

Y3, Y4, Y5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Type of test		PIRA		PIRA	NFER	

Y6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Type of test		Sample Papers		Sample Papers	National Assessments	

Phonics

Phonics in Nursery

When the children are in the Nursery at Chapel End Primary School they focus on Phase 1 of Letters and Sounds. This phase concentrates on developing children's speaking and listening skills and lays the foundations for the phonic work which starts in Reception. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

Phonics in Reception and Year 1

At Chapel End Primary School our phonics teaching and learning is guided by 'Essential Letters and Sounds'. Children receive daily whole class phonics sessions with their class teacher.

Children who require more support, receive keep up not catch -up sessions in small groups or on a 1:1 basis.

'See Essential letters and sounds teacher's handbook for more information on the organisation of teaching and learning.'

Phonics in Year 2

During the Autumn term in Year 2, children recap on phase 5 sounds to ensure complete understanding of these essential building blocks for reading and spelling.

Following on from this they progress through the spelling rules which were detailed in 'Letters and Sounds Phase Six':

Adding the suffix 'ed' to words

Adding the suffix 'ing' to words

Adding the suffix 'er' to words

Adding the suffix 'est' to words

Tricky Words a-z

Past tense

Words ending with the 'v' sound

Contracted words

Plurals

Words beginning with 'w' followed by the 'ur' sound

Adding the suffix ,ly,

Adding the suffix 'ful'

Adding the suffix 'y'

Adding the suffix 'ness'

Adding the suffix 'ment'

Adding the suffix 'en'

There and were

tion, cian, sion

ible or able

Phonics in Key stage 2

Children who do not pass the phonics screening retest in Year 2 are identified and highlighted for further intervention in Year 3. At Chapel End Primary School children receive support and intervention based upon the Keep up not catch-up strategy published by the ELS.

Roles and responsibilities

Governing Body

It is the responsibility of the Governing Body, in particular the English link governor, to ensure that agreed practises for the teaching and learning of reading are in place.

Senior Leadership Team

It is the responsibility of the Senior Leadership Team (SLT) to ensure that the English lead has the appropriate knowledge, training and opportunities to ensure that agreed teaching and learning practises are in place. They are responsible for completing pupil progress meetings and setting targets for all children. The SLT are also responsible for coordinating information evenings with parents.

English Leader

It is the responsibility of the English subject leader to ensure that class teachers are delivering the agreed teaching and learning practises. The subject leader is responsible for monitoring the planning, delivery and outcomes of reading in all year groups throughout the year. They are responsible for reporting their findings to SLT and the Governing Body. The subject leader is responsible for ensuring that all staff have the support and training needed to deliver the agreed strategies.

Class teacher

The class teacher has a wide range of responsibilities in line with teaching standards:

- Reading opportunities are planned so that they are integral to learning across the curriculum
- Reading sessions are fun and inspiring
- Children develop a love of reading and read for enjoyment
- All children make progress within their reading
- Support is given to those children whose progress is not meeting expected standards
- They work with parents to support them with their child's reading
- They adhere to the agreed teaching and learning practises at Chapel End
- They act as role models for reading

Learning support staff

It is the responsibility of learning support staff to work under the direction of the class teacher to support and develop reading within each class.

Parents and families

It is the responsibility of parents and families to use the guidance given to them by class teachers to support their child when reading at home.

Monitoring and evaluation

The English subject leader is responsible for creating a reading action plan each year. This plan must contain specific actions needed to improve standards in the teaching and learning of reading along with how actions will be monitored.

(Please see the current English action plan)

This policy will be reviewed periodically in light of the needs of the school as well as National and local initiatives.

Impact

At Chapel End Primary School, we aim to ensure that all children leave our setting with a solid foundation of reading knowledge skills and vocabulary. These qualities will enable them to apply and use reading skills not only as they progress into Secondary School but moreover in their everyday lives. We endeavour to instil confidence, resilience and independence within every child so that they can contribute positively to society as responsible global citizens.