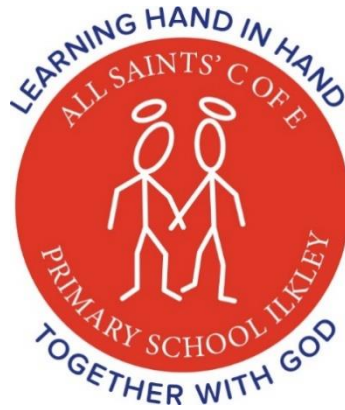


# All Saints' CE Primary School



## Vision

Learning hand in hand together with God.

## Values

Hopeful school through honesty, forgiveness and trust  
Achieving school through resilience, respect and ambition  
Nurturing school through care, compassion and friendships  
Developing school through wisdom, faith and fun  
Sharing school through kindness, celebration and love

# Subject Policy: READING

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Vision: **Learning Hand in Hand Together with God**

## **Curriculum Intent at All Saints'**

At All Saints' Church of England Primary School, our enriched curriculum enables all children to thrive as individuals and deepen their curiosity as global citizens. By learning hand in hand together with God, every child is recognised as a unique learner. We celebrate and welcome diversity within our school family.

Through our school values:

All Saints' is a:

**Hopeful** school through honesty, forgiveness and trust

**Achieving** school through resilience, respect and ambition

**Nurturing** school through care, compassion and friendships

**Developing** school through wisdom, faith and fun

**Sharing** school through kindness, celebration and love

...we provide the children with the essential skills and knowledge to be aspirational, successful and resilient learners.

Children leave All Saints' with a strong sense of belonging, with confidence for today and beyond.

## **Subject Intent**

Here at All Saints', we aim to ensure all pupils become skilled readers who can read for both purpose and pleasure.

## **How does this subject reflect our Vision and Values?**

Reading at All Saints' links strongly to our school values of **Developing and Nurturing**. Through reading, we learn to be compassionate and how to feel empathy for others. Books enable us to develop wisdom, but above all, it is fun!

## **How does Reading look at All Saints'?**

We have high expectations of children and the progression of their reading skills. Therefore, we offer as many opportunities for reading as we can. This may happen in the English lesson or across the whole curriculum. Children will experience reading in many forms:

### **Independent reading**

All children in school have their own individual reading book chosen from the school reading scheme. There is a mix of fiction and non-fiction books covering many different genres. Reading is monitored and children progress through the scheme accordingly.

At All Saints' our reading scheme is colour coded. The books in each colour band are from a range of different publishers. The first colour bands progress according to their sound content. We follow the Letters and Sounds phonics programme and children will be allocated books based on their



## Vision: Learning Hand in Hand Together with God

phonic ability. We try to ensure that each child is reading a book that is accessible for them at their level, so that they can read it and enjoy it.

From phase 6 phonics onwards, the colour bands provide a useful guide to indicate the increasing level of challenge from different books. Once a child has secured decoding, the emphasis is on broadening and deepening the children's reading experiences. The children continue to explore a wide range of high-quality texts.

### Group Reading

Children read in small groups where they can apply their phonic knowledge and focus on a different aspect of reading. This could be decoding the book, reading for speed/fluency or checking they understand what they are reading (comprehension). Talking about the book and discussing their opinions and feelings reinforces their understanding.

### Whole Class Reading

All children are taught key reading skills through a range of high-quality texts and genres. These skills include; prediction, looking at vocabulary, retrieval, inference, authorial intent, sequencing, summarising and explaining. A range of different activities are used to teach and practise these reading skills. Plots and key events are discussed, questioned and summarised as children work collaboratively and independently to deepen their comprehension of the text. Children also have the opportunity to develop written responses through comprehension/test type questions.

### Oracy skills

Oracy skills and discussion play a central role in deepening understanding and comprehension. Pupils discuss questions which require them to draw on evidence from the text and justify their answers. The use of drama is also used to deepen engagement, explore characters and further comprehension.

### How is reading developed through school?

#### EYFS - Phonics

Phonics is a vital part of the reading journey and provides children with the tools to become skilled readers. It is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language.

This high-quality phonic work is most effective when it is part of a broad and rich curriculum that engages children in a range of activities and experiences to develop their speaking and listening and phonological awareness. In line with the National Curriculum, high quality phonic work is introduced in Foundation and is taught systematically and discretely as the prime approach to teaching early reading. A carefully planned programme (based on Letters and Sounds) is followed, which reinforces and builds on previous learning to secure children's progress. We believe that phonics sessions should be engaging, interactive and delivered at a quick pace. Sessions should include aspects of physical development and engagement as well as oral and auditory phonics practice.



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### **KS1**

During KS1, teachers build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words.

Teachers should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and knowledge across the wider curriculum.

### **KS2**

By the beginning of KS2, pupils should be able to read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently and also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. They should be learning to justify their views about what they have read be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

### **Inclusion: How do we ensure all pupils learn to read?**

Children learn to read at different rates and at different times. To support this reading development, a variety of books are available for the students at different reading levels. Effective support will always be personalised, taking into account a child's specific reading needs, their strengths, motivation, and language skills. A structured intervention programme will put in place and reviewed regularly to ensure progress is being made.



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## **How does Reading at All Saints' reflect the school's local context and include opportunities for cultural capital, enrichment and diversity?**

We take every opportunity possible to enhance the cultural capital of our learners and equip them with the knowledge and experiences needed for society. One way in which we promote cultural capital via reading is by providing and exposing our children to a range of texts, from different genres, that have rich vocabulary and have been written by authors from a wide range of backgrounds. We also aim to address the mono-culture of Ilkley by exposing our children to texts that explore different cultures and diversity. In our library, we have a great variety of books that pupils can read for pleasure to enhance their understanding of the diverse world around them and discover the inspirational people within all areas of life.

## **How do we assess reading?**

Informal assessment occurs throughout every lesson through discussion and evaluation of the children's reading work. This is invaluable in enabling the teacher to check that children have grasped the main teaching focus of that lesson.

- ❖ Reception children are tested on their phoneme knowledge and their ability to blend. Teachers assess children's phonetic development continually but specifically at the end of each phase to ensure that errors, misconceptions and gaps in learning are quickly identified and addressed.
- ❖ Children from Year 1 to year 6 carry out a half termly reading assessment.
- ❖ Year 1 take the end of year Phonics Screening in June.
- ❖ Children in Year 6 take end of Key Stage national tests which examine a range of reading comprehension skills.

## **Legal Framework and Further Reading**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2013) National curriculum in England
- DfE (2021) Statutory framework for the early years foundation stage

Refer to Long Term Overviews and Curriculum Progression on our website:

<https://www.allsaintsilkleve.bradford.sch.uk/curriculum-subject-overviews/>