

LEARNING TOGETHER TO BE OUR BEST

**DOVER PARK  
PRIMARY SCHOOL**



**Reading Policy**

Date agreed: July 2022

Review date: July 2024

Signed: \_\_\_\_\_

Chair Board of Governors

## Revision Record

Revision No.	Date Issued	Prepared By	Approved	Comments
1	July 2019	MK	FGB	Revised Policy
2	July 2021	AW	FGB	Review
3	July 2022	MK	FBG	Revised Policy

*As reading is a complex skill with many components, Dover Park Primary School has adopted a comprehensive and consistent approach to the teaching of these skills throughout the school. We believe that reading is a valuable and rewarding experience and that the importance of laying a firm foundation in this critical area will allow children to access fully all areas of the curriculum successfully. Through reading children have the chance to develop culturally, emotionally, socially, intellectually and spiritually. Literature, especially plays a key role in such development. We believe that success in reading opens doors to a world of enjoyment, knowledge and lifelong learning.*

### **Our Aims:**

- To develop a habit of reading widely and often, for both pleasure and information.
- To develop reading strategies and skills that enable children to read easily, fluently and with good understanding.
- To use discussion in order to learn and in response to different texts.
- To read and enjoy a variety of texts from a variety of sources: library, class book corners, online.
- To create a strong, embedded reading culture.
- To acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- To deliver a structured and consistent whole school approach to reading.
- To recognise the value of parents/carers as essential components in supporting and developing children's reading skills and love of reading.
- To rigorously monitor and assess children's progress in reading, identify those pupils who require extra support and intervene at an early stage.
- To ensure that, by the end of their primary education, pupils are able to read fluently and with confidence in any subject.

### **Guidelines**

There is a whole school approach to the teaching of reading. A wide range of teaching strategies that reflect the requirements of the National Curriculum and EYFS Development Matters programme will be taught throughout the school. The programme of study for reading at key stages 1 and 2 consist of two dimensions:

- Word reading
- Comprehension (both listening and reading).

The teaching of reading at Dover Park focuses on developing children's competence in both dimensions and different kinds of teaching are used for each.

### **The teaching of Phonics**

EYFS and KS1 children will be taught phonics through the Read Write Inc. programme that explicitly teaches pupils a comprehensive set of letter-sound relationships through an organised sequence. This continues into year 1 and 2.

The programme aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills. A detailed and systematic programme for teaching phonic skills is taught to children starting by the age of five, with the aim of them becoming fluent readers by age seven.

In reception and year 1 the teaching of reading focuses on word reading, working out the pronunciation of unfamiliar printed words (decoding) and word recognition, learning to recognise by sight familiar printed words. Underpinning both is the understanding that letters represent the sounds in spoken words. This is why phonics is emphasised in the early teaching of reading when children are in EYFS and year 1. The Read Write Inc. phonics programme is used for this.

Both de-coding and comprehension skills are necessary for confident and competent reading, but neither is sufficient on its own.

It is also important to remember that progress in reading requires pupils to develop motivation and engagement, which help each child to develop persistence and enjoyment in their reading.

Children will need a wider range of language and literacy experiences across the curriculum to develop their understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of content topics.

### **Year 1**

During year one the teacher will build on the work from EYFS, making sure that children can sound and blend unfamiliar printed words quickly and accurately using their phonic skills. The Read Write Inc. programme continues to be used for this.

Teachers will also ensure that children are taught new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier.

The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs.

Alongside this knowledge of GPCs, pupils will 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.

At the same time, they will hear, share and discuss a wide range of high-quality books to develop a love of reading and broaden their vocabulary.

Pupils will be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill will have extra practice.

## **Year 2**

By the beginning of year 2, pupils should be able to read all common graphemes.

They will be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge.

They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first.

Pupils' reading of common exception words [for example, you, could, many, or people], will be secure. Pupils will increase their fluency by being able to read these words easily and automatically.

Finally, pupils will be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1.

During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word reading skills. They 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 their knowledge across the wider curriculum.

## **Lower Key Stage 2: Years 3 and 4**

By the beginning of year 3, 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 and using a wide range of reading strategies to help them decode unfamiliar texts.

They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should 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: with support at the start of year 3 and increasingly independently by the end of year 4.

## **Upper Key Stage 2: Years 5 and 6**

By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace.

They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.

They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words.

They should be reading widely and frequently, outside as well as in school, for pleasure and information.

They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read.

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>

## **Reading Scheme**

Children will follow the Oxford Reading Tree reading scheme. They will read at least once each week to the teacher and again to another adult. They will take a reading book, from the appropriate level, home to practise with a parent/carer. Each time a child reads in school this will be recorded in the child's Reading Record. We also encourage parents and carers to record each time their child has read at home.

Children who are making slow progress can access Read, Write Inc. Rapid Readers, and Project X reading schemes.

Toe by Toe and Catch Up Literacy are also used to support struggling readers.

## **Reading Activities**

Throughout the school, all classes will be involved in focused reading activities at a set time each day. Each week every child will experience the following reading activities:

- A guided group session with the class teacher
- A focused phonic/ spelling/ grammar session with the class teacher
- A reading comprehension activity linked to their reading or another curriculum area.
- Hear an adult read part of a Read Aloud book several times each week.

Fluent reading supports comprehension because pupil's cognitive resources are freed from focusing on word recognition and can be redirected towards understanding the text.

This can be developed through:

- Repeated reading – pupils re-read a short and meaningful passage a set number of times or until they reach a certain level of fluency
- Guided oral reading instruction- teacher models fluent reading of a text, then pupils read the same text aloud with appropriate feedback

### **Guided reading**

Guided reading will be planned and taught each week. Focused time is given to the teaching of reading. Pupils will be taught to explain their understanding of books and other texts, using the 5 question types (See appendix A).

The teaching of reading will include:

- The teaching of phonic awareness and linguistic knowledge, in particular vocabulary and grammar.
- High quality discussion about a range of texts, including fiction, poetry and non-fiction.
- Questioning about character, plot, setting, events, structure and literary devices.
- Prediction of the story.
- Clarifying
- Summarising
- Activating prior knowledge
- Developing decoding skills for unfamiliar words.
- Deducing and inferring meaning from context, syntax and previous experience.
- Scanning text for information and to support comprehension.
- Encouraging clear and precise speaking and expression when reading texts aloud.
- Awareness of layout and punctuation.
- Discussion about the effectiveness of chosen language.

### **Reading Journal**

Each child (Y2-6) will regularly reflect on texts they have read in their reading journal. In Yr 1 this will be in a Class Floor Reading Journal.

In the initial stages children will benefit from suggestions from the teacher about what and how they might record their responses, for example:

- Record their likes and dislikes- prompts: 'I dislike the story because...' 'I really enjoyed reading this because...'
- Record their feeling- prompts: 'I felt sad when...', 'it made me angry when...' 'I was surprised that...'
- Relate their reading to their own experience- prompts: 'This reminds me of when...', 'This is similar to...'

- Make connections between their reading and knowledge of the world- prompts: 'I heard about ... on the news', 'We have learned about... in geography'.
- Reflect on characters and their motives, feeling, personality traits
- Reflect on settings
- Make an evaluative comment: 'I thought this was an effective piece of writing because...'
- Make notes for discussion or questions about confusions- prompt 'I don't understand why...', 'a question I have is...'

### **The Reading Environment**

Every class will have an attractive reading area that invites children to come and read a variety of fiction and non-fiction texts reflecting the current class topic and a diverse range of genres, cultures, gender and race.

Net books and desktop computers will be available for children to access digital form of written materials to support their reading in all curriculum areas.

A respect and love for books will be fostered and modelled by all staff.