



# Ruardean C of E Primary School

*Love of Learning - Love of Life - Love of one another*

## Reading Policy

<b>Policy Reviewed:</b>	<b>Bi-Annually</b>
<b>Agreed:</b>	<b>January 2025</b>
<b>Next Review:</b>	<b>January 2027</b>

### Related Policies and Documents

- Read Write Inc Phonics Policy
- Writing Policy
- Homework Policy
- Ruardean - Reading Skills Progression
- English Reading Test Frameworks
- The Reading Framework

### Introduction

At Ruardean Primary School we are passionate about all children learning to read with fluency and confidence. We believe that reading opens the door to all learning and therefore aim to promote a love of reading. Our school teaches early reading through the Read Write Inc Phonics programme. See specific phonics policy for further information.

Once early reading skills have been mastered and children are secure with phonics and blending they will apply this knowledge to reading colour banded books, until such time that their text level reading and comprehension skills are developed enough to be able to read books of their choice. Children will continue to access the Read Write Inc phonics programme in KS2 if this was not completed in KS1.

Opportunities for reading and discussion are given throughout the curriculum from a wide range of text types, including fiction, non-fiction, plays and poetry. Children are read to regularly, this models prosody, enhances their listening skills and exposes them to a wide range of vocabulary from books which are beyond their current reading capabilities.

### Teaching Reading

Reading will be taught with reference to the Ruardean Reading Skills Progression document.

- In **English lessons**, children will have an individual or shared copy of the core text and will read alongside as this is read aloud by the adult (class teacher or teaching assistant as appropriate). There will be opportunities for this to be read by the children but only once it has been read by an adult. This ensures that the text is first modelled with prosody to enable understanding. Challenging and interesting vocabulary is identified and discussed.

- In KS2 the core text is used in **whole class guided reading sessions** at least three times a week.

These sessions may be purely discussion based or include an element of written responses. It is important that the focus is on comprehension rather than writing, so oral discussion forms a vital part of each session. It is not necessary for children to give written responses until they are fluent readers.

### **Individual Reading Books**

Children are provided with a reading book that matches their stage of reading development. The text level judgement is made using a combination of NFER reading comprehension results and a running record assessment using PM Benchmarking. See assessment below for further information on text level selection.

### **Intervention and SEND Pupils**

Where children have not secured their age-related expectations, appropriate interventions are put into place. This may include additional 1:1 or small group reading, phonics and more specific interventions, such as Word Hornet/Wasp for those with a particular SEND requirement.

Support for improving comprehension is given using The Fluency Project devised by Herts for Learning, The Reading Framework identifies that, *'Fluency gives the reader the choice to read at a speed that allows for comprehension'*. This twice weekly intervention improves fluency which in turn develops prosody and improves comprehension.

### **Assessment**

Formative assessment takes place during each reading opportunity. Adults identify any children who are less fluent or who are having difficulty decoding and provide additional scaffolding or an intervention as appropriate.

Summative reading comprehension assessments are carried out once a term using the NFER assessment resources. Children do not undertake an NFER assessment until they are reading fluently, as defined by The Reading Framework, *'It is neither necessary nor desirable to assess their reading comprehension using summative assessments before they are reading fluently.'*

If a child secures an expected standardised score in NFER then they will read the appropriate colour banded book for their year group. If the NFER result is above or below expected, a PM Benchmark running record assessment will be carried out to establish the correct text level.

Teacher assessments are made using a combination of NFER assessments, PM Benchmarking and ongoing formative assessments.

### **Reading Environment**

We strive to promote a love of reading by creating reading environments that are engaging and stimulating. Each classroom has a dedicated area devoted to reading with a selection of books displayed. We do not overfill our reading environments with too many books and ensure that the titles are rotated to retain interest. Children are encouraged to access their class book corner and borrow books to read in their own free time.

### **Additional Reading Initiatives**

Reception parents are given a Book Trust book to share at the start of the Reception year.

We celebrate World Book Day annually to promote a love of books and reading.

We have author visits to promote a love of reading.

### **Reading at Home**

In KS1 and EYFS, children take home their Read Write Inc Phonics books to read three times a week as outlined in the phonics policy. In KS2 children are asked to read at home five times a week. Parents/carers are asked to sign the paper reading record as evidence of this. See the associated Homework Policy for further guidance.

In KS2, reading records are checked weekly and those who have not engaged in reading at home join the 'Reading Club' to read in school at an alternative time.

### **Additional Documents**

English Reading Test Frameworks KS1

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/628806/2016\\_KS1\\_Englishreading\\_framework\\_PDFA\\_V2.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/628806/2016_KS1_Englishreading_framework_PDFA_V2.pdf)

English Reading Test Frameworks KS2

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/628816/2016\\_KS2\\_Englishreading\\_framework\\_PDFA\\_V3.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/628816/2016_KS2_Englishreading_framework_PDFA_V3.pdf)

The Reading Framework – Teaching the foundations of literacy (January 2022)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1102800/Reading\\_framework\\_teaching\\_the\\_foundations\\_of\\_literacy\\_-\\_Sept\\_22.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1102800/Reading_framework_teaching_the_foundations_of_literacy_-_Sept_22.pdf)