



Reading Policy

Reviewed: July 2024

Next review: July 2026

The Intent of our Reading Curriculum

At Walter Halls, we understand that reading is a vital skill that will support children’s learning across the whole curriculum and is the key for every child to reach their full potential. Above all, we want the children in our school to become enthusiastic, independent and reflective readers. For this reason, reading is a priority in all classes and we strive to embed a culture of reading into the core of what we do.

It is our intention to ensure that, by the time our children leave us, all pupils are able to read fluently and with confidence in any subject. We understand the key link between reading and effective **communication**- one of our key curriculum drivers. A significant number of our children enter Foundation Stage with speaking and listening skills that are below chronological expectations and therefore we use vocabulary-rich reading material to support with this development. Through building up the children’s vocabulary it gives them the word power they need to become successful speakers and writers as well as confident readers.

Reading also provides children with a world of **possibilities**- the other of our key curriculum drivers. It opens them up to a better knowledge of themselves and the world around them and helps them to be celebrate diversity and represent the Walter Halls values. We have therefore mapped out our reading curriculum and a whole-school reading spine to ensure that all pupils read widely across both fiction, poetry and non-fiction to develop these skills.

Implementation- How is the subject taught?

Early reading acquisition and phonics

Our school follows the Read Write Inc (RWI) phonics programme.

FS1

From Spring 1, some children have 4 sessions of phonics sessions a week where they are taught a sound a day following the RWI format. They move towards blending sounds as they become more familiar with them. Other children will participate in listening and sound games and be taught to make links with letters through continuous provision and adult led activities.

FS2

All children will participate in a 20 minute, daily phonics lesson. After being 1:1 assessed at the end of the Autumn Term, children will be placed into groups according to their ability to decode single sounds, segment CVC words and then segment and blend. These groups will be taught by adults across F2 and movement across groups is fluid as well as the regular 1:1 assessments.

KS1

Continuing to be regularly 1:1 assessed using both the RWI and phonics practice screening checks, KS1 children have daily, 30 minute phonics lessons following the reading and comprehension elements of the RWI programme. A large part of this is based on; well-paced recap of previously taught sounds and words, reciprocal reading, reading for meaning, comprehension and spellings. Once children have completed the programme they are placed in a reading comprehension group which teaches greater depth skills in reading for Year 2.

We have developed elements from the Read Write Inc phonics which runs from F1 through to Year 2 (which is also used in Years 3 and 4 for children that still require it). We have adapted and changed the programme to tailor reading activities that best suit the needs of our cohorts.

RWI Revised timetable

2 books a week

Day 1	Day 2	Day 3 (same as day 1 with new book)	Day 4 (same as day 2)	Day 5
Practise set 2 and 3 vowel sounds	Practise set 2 and 3 vowel sounds-polysyllabic words	Practise set 2 and 3 vowel sounds	Practise set 2 and 3 vowel sounds-polysyllabic words	
RA1: Practise reading the speed sounds	RA 5: Read the story	RA1: Practise reading the speed sounds	RA 5: Read the story	Spelling test Based on red words- 8 spellings- in jotters
RA2: Read the green, red and challenge words	VA1:	RA2: Read the green, red and challenge words	VA1: Recap/ summarise the story	Hold a sentence- from Get writing books

	Recap/ summarise the story			
RA3: Listen to the story introduction	RA6: Discuss the 'questions to talk about' (2 together)	RA3: Listen to the story introduction	RA6: Discuss the 'questions to talk about' (2 together)	Punctuation thief from Get writing books
RA4 : Discuss the vocabulary check	RA8: Complete some of the answers to 'read and answer'	RA4 : Discuss the vocabulary check	RA8: Complete some of the answers to 'read and answer'	Build a sentence
RA5: Read the story	WA1: Fred fingers -green words	RA5: Read the story	WA1: Fred fingers -green words	

Entering KS2-Early Reading and Phonics

Children who are unable to achieve the phonics expected standard at the end of Year 2 will proceed to reading intervention support in Year 3. Phonics is continued in KS2 for those who need it including application practise with decodable reading books. Because we recognise that early reading fluency is essential in aiding comprehension, we target children as soon as they enter KS2 if their fluency is a barrier to their progress. We use the YARC assessment tool to aid with our judgements.

Key Stage Two

In Key Stage 2, once the children have acquired and mastered all of the necessary phonics knowledge, the focus moves to reading aloud and with fluency as we understand that, *"Fluency is the bridge between phonics and comprehension."*

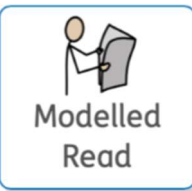







Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as if they are speaking. When fluent readers read silently, they recognise words automatically. They group words quickly to help them gain meaning from what they read.

Because fluent readers do not have to concentrate on decoding the words, they can focus their attention on making meaning from the text. They can make connections among the ideas in the text together with their background knowledge. In other words, fluent readers recognise words and comprehend at the same time.

For a fluent reader, multiple tasks are being performed at the same time, such as decoding the words, comprehending the information, relating the information to prior knowledge of the subject matter and making inferences.

Less fluent readers must focus their attention on energy on decoding text, recognising individual words, and then trying to string them together for meaning, leaving them little attention for understanding the meaning of text. Their reading is less 'smooth' because they need to decode words. By the time the child gets to the end of a sentence, they may not even remember what has been read. This means that if a reader is using their 'cognitive resource' to decode words on the paper, there is little processing space to make sense of the text/comprehend the text.

At the start of each shared reading session, each class will partake in one form of reading fluency activity. Teachers have a menu of different fluency strategies to choose from:

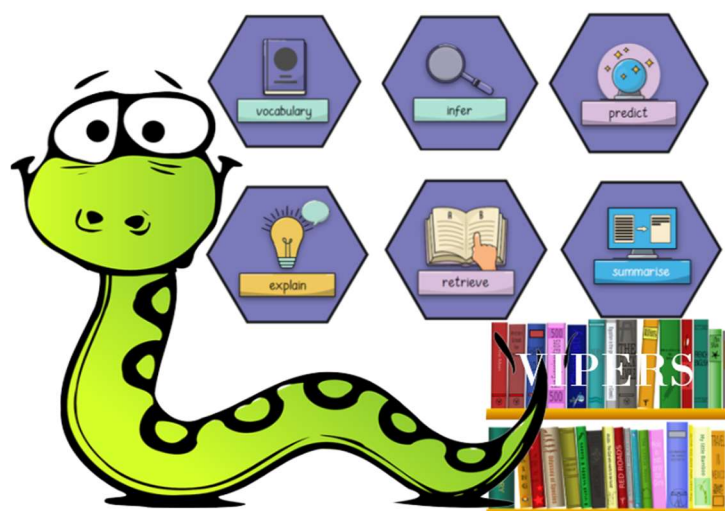
 Modelled Read	 Repeated Read	 Survey	 Choral Read
 Paired Read	 One- Minute Read	 Reader's Theatre	 Echo Read

In Key Stage 2, classes partake in a daily shared reading session. Teachers use this to introduce pupils to a range of genres and to teach a wide range of techniques and skills which enable children to comprehend the meaning of what they read. We do recognise that reading is a highly interconnected subject, so teachers, therefore, consider links between areas of reading in their planning across the curriculum.

We use the eight domains stated in the National Curriculum:

- Give/explain the meaning of words in context (**Word meaning**)
- Retrieval and record information (**Retrieval**)
- Summarise main ideas from more than one paragraph (**Summarising**)
- Make inferences from the text (**Inference**)
- Predict what might happen from details stated and implied (**Prediction**)
- Identify/explain how information/narrative content is related and contributes to meaning as a whole (**Making connections**)
- identify / explain how meaning is enhanced through choice of words and phrases (**Author's word choice**)
- make comparisons within the text (**Comparisons**)

We present these reading domains to the children using the 'Reading Vipers' displaying the following visual cues in each lesson and classroom.



One text is chosen and studied throughout the week, with three days of activities carefully planned. Two of these days always focus on retrieval and inference style activities, then the other day focusses on one of the other VIPERS skills. The Friday activity are linked to our class novel. The Key Stage 2 weekly timetable for reading looks as follows:



Monday	Tuesday	Wednesday	Thursday	Friday
Introduction of new text for week. Fluency focus. Text familiarity and vocab.	Retrieval activity (same text as Monday)	Inference activity (same text as previous 2 days)	Activity linked to different assessment foci (same text as previous 3 days)	Class novel activity

During whole class guided reading, the children access a text which will be challenging to them and above their respective reading ages as they are guided and supported to access the text. The teacher models the reading skills, strategies and recognition of words appropriate to NC expectations for their year group. Teachers also 'think aloud', modelling their thought process and how they have reached conclusions, before asking children to independently practice a similar question. Discussion helps the children to reach a deeper understanding of the text. Whole class guided reading has a specific focus and all abilities are included in discussions by scaffolded questioning.

We use a variety of activities in our shared reading sessions. We have a bank of key question openers, taken from the KS2 assessments, for each of the assessment foci so that the children are exposed to different types of ways that they may be asked to respond for each skill. We have also developed 'reading menus' to show different ways that we can challenge children against the strands. There are examples of these below:

What will you see in each year group?

Menu for teaching retrieval

<p><i>Anticipation guide</i></p>	<p><i>Good for activating prior knowledge before reading non-fiction. Children are given a list of statements and asked whether they are true or false. After reading the text, they re-visit this once they have retrieved the facts and check if they were correct or not. These can be used in other subjects such as Science, Humanities and Maths too.</i></p>	
<p><i>Highlight the facts</i></p>	<p><i>Children highlight a text to show where the facts come from. E.g. What does a giraffe look like? (Text would highlight parts linked to appearance)</i></p>	
<p><i>Give me five</i></p>	<p><i>Children write five facts they have learnt from a text on a hand template. They must write the facts in their own words - not copied from the text. An extension of this could be more specific - give me five facts about the planet Venus.</i></p>	
<p><i>Find and copy</i></p>	<p><i>Find and copy means lifting a word, a phrase or a sentence from a text. Find and copy for retrieval of facts could look like this - Find and copy a group of words from the text that shows us evacuees were well looked after.</i></p>	
<p><i>If This Is The Answer, What Is The Question?</i></p>	<p><i>A good activity to make retrieval a bit more interesting (and can also be used for inference when children are more used to the activity). Consider the questions you would normally ask the children to get them to retrieve, then give them the list of answers instead. Model through how to structure the question and then get them to find and construct the questions for all the answers. This deepens scanning and skimming skills as well as really deepening the understanding of exactly what is being asked in certain questions.</i></p>	

<p>Nursery</p> <ul style="list-style-type: none"> • 4 RWI phonics sessions a week with a new sound taught each day. • Listening and sound games. • Children retell familiar stories • Adult shared story daily • Learning based on core studies • Retelling stories with puppets, masks and drama • Pre-reading skills • Complete missing words from songs and rhymes • Innovate from familiar stories 	<p>F2</p> <ul style="list-style-type: none"> • Daily 20mins phonics lessons for all children • Introduction to Woodland Words, high frequency words that become sight words. • PM benchmarking ½ termly or when needed • Weekly Woodland reading check • 1:1 reading with key group leader at least once a week • Extra reading for PP children and bottom 20% children • Woodland Word 1-4 interventions throughout the year for targeted children 	<p>Year 1</p> <ul style="list-style-type: none"> • Daily 30mins phonics lessons for all children • Teaching and assessment of Woodland Words • PM benchmarking half termly • Regular reading for those who are behind. • Small group support for blending CVC words 4 times a week bottom 20% • Targeted skills support during continuous provision • Daily practice of Woodland Words leading into Year 1 common exception words 	<p>Year 2</p> <ul style="list-style-type: none"> • Daily 30mins phonics lessons for all children. • Catch-up phonics sessions for children who will visit the year 1 PSC • Phonics Blast twice a week for all children to keep revising sounds and apply to polysyllabic words • Teaching and assessment of Woodland words • Half-termly PM benchmarking <p>Regular 1:1 reading for those who are behind</p>
<p>Year 3</p> <ul style="list-style-type: none"> • Regular reading for those who are behind • Daily shared reading which includes fluency activities and focuses upon one of the National Curriculum domains 	<p>Year 4</p> <ul style="list-style-type: none"> • Regular reading for those who are behind • Daily shared reading which includes fluency activities and focuses upon one of the National Curriculum domains 	<p>Year 5</p> <ul style="list-style-type: none"> • Regular reading for those who are behind • Daily shared reading which includes fluency activities and focuses upon one of the National Curriculum domains 	<p>Year 6</p> <ul style="list-style-type: none"> • Regular reading for those who are behind • Daily shared reading which includes fluency activities and focuses upon one of the National Curriculum domains • Daily reading of the class book

<ul style="list-style-type: none"> • Daily reading of the class book • PM benchmarked (for those that still require it) • Daily phonics session (to start reading lesson) • Afternoon phonics catch up sessions for those that require extra support • Fluency intervention for those who have been identified as needing support 	<ul style="list-style-type: none"> • Daily reading of the class book • PM benchmarked (for those that still require it) • Afternoon phonics catch up sessions for those that require extra support • Fluency intervention for those who have been identified as needing support 	<ul style="list-style-type: none"> • Daily reading of the class book • PM benchmarked (for those that still require it) • Afternoon phonics catch up sessions for those that require extra support 	<ul style="list-style-type: none"> • Daily morning booster group (8.30-9) • 2 x after school booster comprehension groups • PM benchmarked (for those that still require it)
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How is the content chosen?

At Walter Halls, we think it is important to make connections between the subjects that we learn, to build upon and strengthen children’s knowledge. Each half term, choose a subject driver, which could be a history or geography topic, and then English leaders have carefully selected texts that compliment and enhance the learning within these topics. We are building a carefully mapped out ‘reading diet’ to show the texts that each year group will cover throughout the year. Each half term, every year group will have with either an ‘author of the half term’ or a ‘book theme of the half term’ (e.g. refugee, strong female lead) where a wide range of books by the same author or encompassing this theme will be promoted and available to the children. By the end of each academic year, we want all of our children to be able to name at least three authors that have been the focus for their learning that year and talk about their books with confidence.

Reading for Pleasure

The Learning Environment

We recognise that school is often a child’s first encounter with the written form in the wider world and that print gives meaning. Displaying signs and symbols in the Early Years gives children the opportunity to read for meaning and interact with their learning environment.

Classrooms and all school areas should provide a print-rich environment to promote the importance of reading and reading displays should form a part of that environment. All classrooms have well-stocked book areas with fiction and non-fiction titles. Care is taken to ensure that a wide range of texts is available in terms of content, form and genre, e.g. texts which are accessible and challenging, texts which show cultural diversity and avoid stereotyping of race, gender and class. These are regularly refreshed, and money is set aside in the English budget each year to ensure that texts are current, topical and interesting to our learners. Class novels are carefully selected and promoted in the classroom, and the English leader has chosen related books in theme or from the same author to encourage children to expand their knowledge of authors and continue to find books that they want to read for pleasure. There should be an abundance of vocabulary for the children to access. In KS1 and lower KS2, the classrooms have displays with graphemes to support the teaching of phonics. In addition, pupils are made aware of the importance of print both inside and outside the classroom through the use of inter-active displays, notices, charts, posters, advertisements, signs, etc.

The class book should also be promoted widely in the classroom as well as books and titles that the teacher has enjoyed/is currently reading- we understand the importance of ‘teachers as readers’ and being role models with our love and enjoyment of books.

Literacy calendar

Throughout the year, significant reading events are celebrated and promoted across school. These include World Book Day and National Poetry Week and displays can be seen around school, promoting our enjoyment of these days and the work that the children have produced.

Library

We have over 1,000 up-to-date children's books in our library, both fiction and non-fiction and covering a wide range of interests and reading abilities. Each class in school has two library monitors that organise the loaning and returning of books from the library for their classes during their class sessions and ensuring that the space is kept tidy and well respected.

Colour banded books

At Walter Halls, we have a wide range of colour-banded books that are carefully linked to the benchmarking assessment tool. Our colours run from pink (children with a reading age lower than 5 years) up to dark blue (children with a reading age of 10 or above). In order to move up a book band level, children are assessed on their reading fluency, and a percentage is given for this level of accuracy; their ability to summarise what they have read; and finally accuracy in answering key comprehension questions on the text. The books that we have available to children span from a range of reading schemes- Oxford Owl, Project X, Collins Big Books to name a few- to provide a variety of reading materials at each of the different reading levels. These are the books that the children are encouraged to take home and swap as necessary.

Storytime

Storytime plays a key part of our day in every class in school. For at least fifteen minutes is set aside to enjoy a whole-class novel. This is prioritised by staff and is scheduled as part of the day's timetable to ensure that it does not get missed.

Parent/carer support with reading

At Walter Halls, we maintain an open line of communication with parents about the importance of reading, our approaches at school and the ways in which they can support reading at home. On our website, we share our reading policy and the opportunities for reading during the school day. We have twice yearly parents' evenings in which we provide feedback to parents on their children's reading levels and give advice on how to support children with their reading at home.

In F1 we regularly invite parents in for Feedback Friday which is where parents are able to browse through their children's Superstar books alongside their child and give written feedback about something that they are proud of that week. Every Thursday, parents are invited to the Lending Library and can borrow books for the week.

In F2, at the start of the school year, we invite parents in to launch the importance of reading and introduce Woodland Words. This is to help them understand the way in which we teach phonics and early reading in particular and sharing approaches for how they can support children with learning to read at home. Parents can also take part in reading activities such as Dough Disco, Woodland Word Twister and Bingo. After Christmas, Reading for Pleasure is launched where we read a story to the children and encourage them to read it again at home, either in physical form or as a YouTube link. There is then a practical activity linked to the story.

We are excited to be able to open up our new library to parents and children and provide them with the opportunities to share books and stories together.

We encourage and welcome parent/carer reading volunteers to come into school and listen to children read. We train them and support them to use the reading diagnostic whilst reading with the children so that they can aid the children to make progress.

Daily reading at home and at school ensures children make good progress in developing reading skills, whatever their age. Reading is regarded as a regular homework activity- we ask that children read for 10 minutes a day at home. Parents and pupils are encouraged to respond to books pupils read by using the home/school reading diaries. There are also times when reading-related activities are used for homework. For children that are working through the bench-marking levels, children take home a book that is carefully matched to their level through our book-banded system. To engender a love of reading, we also allow children, no matter what their age, to take out a maximum of two books at a time from our library to share with parents/carers/siblings at home.

Impact

How do we know that our children are making progress/how do we assess reading?

As a school, we use a rigorous process of assessment to ensure that our children are making progress. These include:

- **Termly NFER tests** in Y2-5 and past KS2 papers in Year 6. These have clear tracking tools, linked to the assessment foci that give us precise information on how the children are performing against the curriculum content domains and help us to identify gaps and plan accordingly moving forwards.
- **Termly assessment capture:** We input a level for the children onto Arbor once a term. Following this, we hold pupil progress meetings with phase leaders where children who need extra support in order to ensure good progress are identified (if not already) and a plan of action is devised to ensure these children are on track to meet age-related expectations, or an expected level of progress.

- **Benchmarking:** From F2, the children are benchmarked regularly to assess their reading fluency level. Once this level is identified, we can match the children with an appropriate reading colour band, where they can select their reading book.
- **1:1 reading diagnostics** (there is a separate sheet for Early Years/KS1 and KS2) by all members of staff that carry out individual reading with a child. These help us to track a child's progress with their fluency in reading and reading aloud. We assign codes to common errors made (see attachment below) and from this, we can set the children a target to focus on for future practice reading aloud to an adult in school or at home. This target is shared with parents in a reading diary so that they can provide support with reading aloud at home.
- **Role of the two English Leaders:** Throughout the year, leaders in school have a carefully planned out monitoring schedule where we do the following to ensure the standards of teaching and learning in reading are high across school:

KS2

1:1 Reading diagnostic

Name:

Key:

TE = Tracks with eyes

B= Blends words using phonics knowledge

V= variation in tone

SC = self-corrects

P= uses punctuation when reading

RrW = Rereads word

RrS = Rereads sentence

Alt pro= uses alternative pronunciation

Sy/ll/ables = breaks up unfamiliar words into syllables

- conduct learning walks;
- do lesson drop-ins;
- carry out pupil interviews;
- take in exercise books for monitoring throughout the year.

A? = asks questions

Pre = predicts

I = infers

S/P = Sounds out when prompted

1,2,3 = sounds out unfamiliar words until it sounds right

U ---S = unfamiliar words become sight

“RA?!” Read ahead for punctuation to inform speech

These monitoring exercises inform future areas for improvement and the impact of new initiatives. Staff are keen to act quickly on any feedback given in order to ensure they are providing children with high-quality teaching.