

Reading Policy



Cranbrook
Primary School

Signed by:

Chair of Governors: _____

Date: _____

Committee with oversight for this policy	_____ Committee
Policy to be approved by	Full Governing Board
Policy last ratified and adopted by Full Governing Board	(Date)
Policy/Document for review	(Date)

Our School Vision

Ensure equity for all to address social disadvantage

Our Mission Statement

An ambitious, inclusive and broad curriculum that develops essential skills and knowledge for lifelong essential skills and knowledge to achieve academic and personal success

Our School Values

Equality, Respect, Resilience and Kindness

These values are regularly referred to in discussion with our pupils and validated through the Art curriculum. By doing this we aim to create an ethos and culture that nurtures talent and encourages our pupils and staff to aim high for themselves and each other.

Curriculum Drivers

These drivers underpin our teaching across the curriculum and prepare children for the challenges and opportunities of the modern world.

Widening Horizons

Aspirations
Ambition
Curriculum enrichment
Cultural capital

Global Identity and Responsibility

Race and equity
British values
Global, local community issues
Decolonisation of learning

Confident Communicators

Articulate speakers
Passionate readers
Social skills
High level vocabulary

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Our Vision for Reading:

Today a reader, tomorrow a leader – Margaret Fuller

At Cranbrook, we want our children to build a **life-long love for reading** by exploring their curiosity through **memorable learning experiences**. Reading at Cranbrook **widens pupils' horizons**, stimulates their imagination and develops their understanding of the world. We begin the process of learning to read in the Early Years Foundation Stage, where we believe that the systematic teaching of phonics is the fastest and most effective way of enabling young children to start reading. We aim to expose our children to an ever widening range of culturally diverse, classic and modern texts to develop **critical thinking skills and resilience** in learning. Research shows that reading ability is one of the most important indicators of success in later life. We enable our children to become **confident and articulate communicators** by enriching their vocabulary using a range of high quality texts. We equip our children with the phonic skills to decode words and by the end of Key Stage 2 (KS2), our pupils leave our school as independent readers with a passion for reading, well prepared to tackle the next stage of their educational journey. We aspire for our children to appreciate the power of reading and we have a strong focus on this within our school.

Our Aims

- Stimulate children's imagination, inspiring them to dream and believe anything is possible.
- Promote and encourage a lifelong love of reading.
- Encourage pupils to lead their own learning, become attentive listeners and independent, reflective readers.
- Understand and discuss with others the meaning of what is read to them and what they have read themselves.
- Develop reading strategies to decode and to develop key skills in spellings, accuracy, fluency, understanding and responding to texts.
- Develop a critical appreciation of the work of authors, poets and illustrators in order to emulate these skills in their own work.
- Deliver high quality phonic teaching which secures the crucial skills of word recognition that, once mastered, enable children to read fluently and automatically enabling them to concentrate on the meaning of the text.
- Establish consistent practice, progression and continuity in the teaching and learning of phonics and spelling throughout the school.
- Differentiate phonics and spelling work according to the needs of pupils, so that all pupils are given sufficient challenge at a level at which they can experience success.
- Give children word work strategies that will enable them to become fluent readers and confident writers.
- Ensure reading enables our children to acquire knowledge and understanding of a wide range of topics.

Who has the responsibility to implement this policy?

All teachers and support staff are responsible for embedding our reading culture and implementing our school approach to reading. A shared vision and philosophy drive our determination to achieve success for all pupils. We believe that reading is applied in other subjects and all aspects of life. Reading is a

golden thread that runs through our curriculum, beginning with the teaching of Phonics. We have high expectations of all children and work hard to create reading opportunities and experiences wherever possible. We recommend that children continue their learning at home, setting an expectation that reading experiences should be shared, on a weekly basis, with an adult.

Teaching of Phonics

Phase	Year Group	Focus for teaching*
1	Nursery	Environmental sounds Instrumental Sounds Body percussion Instrument Percussion Rhythm and Rhyme Alliteration
2	Reception	Teach 19 Grapheme Phoneme Correspondences (GPCs) Identifying initial sounds in words using the 19 GPCs taught Begin to orally segment and blend Consonant Vowel Consonant (CVC) words Teach reading of tricky words
3	Reception/ Early Y1	Teach 25 new GPCs, including some digraphs Practise and consolidate blending to read and segment to spell CVC words using GPCs from phase 2 and 3 (including alien words) Teach reading & spelling of further HFWs Learn letter names

4	Reception / Y1	Consolidate knowledge of graphemes from earlier phase in reading and spelling words with adjacent consonant & polysyllabic words Teach reading & spelling of further Common Exception Words. Practice reading and writing sentences
5	Year 1	Broaden knowledge of GPCs by: Teaching alternative pronunciations of graphemes for reading Teaching alternative representations of phonemes for spelling Teach strategies / general conventions to encourage increasingly accurate choice of graphemes to spell words Teach reading & spelling of further Common Exception Words. Practise reading and writing sentences, incorporating 2/3 syllable words Teach new GPC 'zh'
6	Year 2	Learn rarer GPCs. Teach reading & spelling of further Common Exception Words.
6	Year 2 and ongoing in KS2	Begin to teach some morphological conventions e.g. inflected endings, prefixes and suffixes Consolidate knowledge and skills from previous phase, encouraging automaticity in reading and spelling Develop capacity to read for meaning

The following model for planning and delivering phonic sessions is used when teaching from Letters and Sounds Phase 2 to 5:

REVISIT AND REVIEW TEACH PRACTISE APPLY APPROX 5 MINS APPROX 7 MINS APPROX 7 MINS APPROX 5 MINS

As noted in the Reading Framework 2021, 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.

EYFS

In the Nursery the programme relies on small adult-led group sessions to develop phonological awareness. Freely chosen activities are equally fundamental to children's development at this stage. In Reception, daily phonics sessions of 20-25 minutes are taught to teach decoding skills. The continuous provision provides children with opportunities to consolidate and apply learning from these sessions.

KS1

In Years 1 and 2, a short 20 minute daily phonic session teaches children decoding skills. In Year 1, pupils are taught in sets organised according to their recognition and ability in sounding and blending graphemes for each phase. Pupils are organised into groups after teachers have administered half termly assessments. The groupings are flexible and subject to change with each child's progress during the year. Children who are exceeding their age related expectation will be in a phonics set which targets phase 6 with a greater emphasis on grammar and spelling of words with alternative spellings.

KS2

There may be groups of pupils within KS2 that need to continue with the Phonics Programme. These pupils will be identified and tracked using the Non-Passers Phonics tracking document. They will be taught in small groups or individually with a focus on a rapid acceleration to reading fluency through the synthetic phonic approach focusing on Phase 3, 4 and 5. For those pupils who do not succeed using this methodology, the Inclusion Team will select and teach a specific targeted intervention programme. Children that require extra support may also have phonics interventions to support them in developing their reading fluency, as well as a reading programme called Lexia which also develops reading fluency and phonetic understanding.

New Arrivals with English as an Additional Language (EAL)

Any new EAL pupils arriving at Cranbrook will spend their first weeks at the school settling in. There can be great diversity in the English proficiency of new arrivals, ranging from New to English to Fluent. As soon as children attend our school, the class teacher will spend time reading 1-1 with the child and carrying out a 'New arrival' phonics assessment. "Catch up" Phonics sessions are provided straight away for new EAL arrivals through class support, language translator apps, dual language resources and targeted phonics interventions. Staff liaise with parents to encourage them to enjoy bilingual books with their children, asking questions and discussing the book in their home language or in English, supporting their enjoyment of books and their acquisition of English. It is our priority to ensure that these pupils work their way towards developing fluency in reading.

Fluency and Comprehension

According to the 'Simple View of Reading' (Gough and Tunmer) comprehension cannot be achieved unless children can confidently decode (read with fluency) and comprehend vocabulary. For children who begin school with a poor understanding of language, being able to decode words is essential for equality, because their understanding of language, their vocabulary and their knowledge of the world will expand rapidly when they can read for themselves. At Cranbrook, we focus on ensuring that all pupils leave us with the ability to confidently decode and comprehend written language. Children's progress is tracked through a reliable and robust assessment process. Pupils are assessed during whole class, guided and independent activities, using observation and questioning as key tools. The principles of Assessment for Learning that we adopt in our school are applied to phonic assessments. Assessments will be carried out half termly to track pupil progress. In EYFS pupils will complete an assessment task which corresponds with the phase they are currently being taught. In Year One and those in Year Two who did not pass the phonics test in Year One, teachers will use past Phonics assessment papers to assess their phonetical awareness. Any pupils who fail to pass the screening check and are emerging in reading within KS2 are tracked using the Phonics non passers tracking sheet. These children are provided with 1-1 reading and phonics interventions to support their learning of synthetic phonics. In addition, the bottom 20% of each class will read 1:1 with the class teacher weekly and will receive targeted support through interventions. In KS1 and KS2 we use Phonic Books in small intervention groups to target gaps. In KS2, children that require extra support may also be supported through Lexia which develops reading fluency and phonetic understanding.

Year Group	Focus for teaching*
Nursery	Daily Key group story time T4W and Maths through stories
Reception	Daily 20 minute whole class model Story picture used as a stimulus Focus on pupil speaking and listening skills Pupils will be exposed to high level vocabulary and will develop their comprehension skills through a range of looking, clue and thinking questions
Year 1	Daily 20-30 minute guided reading Carousel activities focused around reading with the teacher, phonics, grammar, prediction, comprehension questions and description. Pupils will be exposed to high level vocabulary and will develop their comprehension skills through a range of looking, clue and thinking questions
Year 2	Daily 30 minute guided reading Carousel activities focused around reading with the teacher, phonics,

	grammar, prediction, comprehension questions and description.
Year 3	.Daily 30 minute guided reading Carousel activities focused around reading with the teacher, phonics, grammar, prediction, comprehension questions and description.
Year 4-6	Daily 1 hour whole class model Lessons follow a structure of reading aloud, vocabulary exploration, discussion questions and then independent questions focusing on a range of different assessment foci.

EYFS and KS1

In EYFS and Year 1 fluency focuses on the phonics assessments. Year 1 will also complete a termly Collins reading fluency assessment. Teachers will complete a half termly Reading Fluency Tracker to ensure all banded books correspond to the child's phonological awareness.

Comprehension is assessed and developed through our GRR (Guided Reciprocal Reading). In EYFS, daily GRR sessions are carried out focusing on pupil listening skills and understanding using a story picture. Pupils will be exposed to high level vocabulary and will develop their comprehension skills through a range of looking, clue and thinking questions.

In KS1, comprehension is assessed and developed through our GRR (Guided Reciprocal Reading). The class teacher will assess a group of 6 children in depth each day, as well as peer and self-marking with the whole class at the end of each lesson. During each lesson, the class will explore the text together, reading aloud and in pairs to develop fluency and clarify meaning. Following this, children will then explore new vocabulary identified in advance by the teacher – they will focus on exploring the word in context and drawing meaning from this, before clarifying their understanding. GRR sessions will include pre-read, teacher focus guided reading, response tasks, independent reading, grammar focus activities and genre focus with SPAG links.

KS2

Children in KS2 will complete termly reading fluency assessments using the Collins fluency assessments. They will undertake a 1 minute reading test, where they will read an age appropriate text and answer some simple comprehension questions in relation to that text. Teachers will then complete a termly Reading Fluency Tracker to ensure all banded books correspond to the child's fluency level.

Our Key Stage 2 children are taught reading using a whole class model. During whole class guided reading the children can access a text which may be challenging to them individually as they are supported through targeted questioning and peer discussion. The teacher should model the reading skills, strategies and recognition of words appropriate to National Curriculum expectations for their

year group. Lessons follow a structure of reading aloud, vocabulary exploration, discussion questions and then independent questions focusing on a range of different assessment foci.

We use reading VIPERS (Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising) skills to ensure children develop a deeper understanding of the text. During each lesson, the class will explore the text together, reading aloud and in pairs to develop fluency and clarify meaning. The teacher will use a range of read aloud strategies such as choral reading and echo reading to support more reluctant readers. Following this, children will then explore new vocabulary identified in advance by the teacher – they will focus on exploring the word in context and drawing meaning from this, before clarifying their understanding. The class will explore the text further with some whole class discussion questions – these will usually focus on explaining authorial intent and word choice. The children will then work independently or with their small group to answer further comprehension questions focusing on different VIPERS skills. The class teacher will assess a group of 6 children in depth each day, as well as peer and self-marking with the whole class at the end of each lesson.

National Phonics Screening Check

All pupils in Year One will be screened using the National Assessment materials in the middle of June with their class teacher. All staff must read the administration guidelines and watch the advised phonics test video before administering the test. If the pupils in Year One fail the screening they will be retested when they are in Year Two. This data will be submitted to the Local Authority.

Our banded reading books

All 1-1 reading books across the school from EYFS-Year 6 are closely matched to our Letters and Sounds phonics scheme using Collins BigCat books. These books will be selected to match the pupils current phonics phase in EYFS and KS1 and their reading band in KS2. These will be sent home weekly to be engaged with at home. Our Nursery children will be given a reading for pleasure book to take home. Pupils in the lowest 20% in Reception-Year 2 will be provided with an additional Dandelion Launchers book. Dandelion Launchers are a phonic series of books for beginner readers. Dandelion Launcher books are also matched closely to our phonics scheme. These books have been selected as they build a child's self-esteem and encourage confidence in independent reading. These books provide practice whilst offering different stories. Each unit introduces new letters/sounds while revising previously taught phonic letters/sounds and high-frequency or sight words. Pupils in KS2 will choose an additional reading for pleasure text from the classroom library.

Celebrating Reading

Reading is celebrated across the whole school. Teachers will monitor home reading and reward children if they are keeping a reading log and it is acknowledged (signed) by parents. When children move up to the next band, this will be celebrated with a 'reading certificate'. The school incorporates whole school reading initiatives like sponsor reading and summer reading challenges with the local libraries. At Cranbrook we also celebrate worldwide events such as World Book Day.

Reading at home

Reading is a great habit. Like all habits, it needs repetition and regularity to establish itself (The Literacy Trust). To help establish this habit, children should be reading at home daily, with the support of an adult where possible. Daily reading builds fluency and a love of reading. We value the important role parents and carers have in supporting their child's reading development. We recommend that children read with an adult for 15-20 minutes a day at home and parents support their child in keeping



their reading record up to date to allow parent-teacher communication. We know that many of our parents have English as an additional language and therefore pupils at Cranbrook tend to read with better fluency than understanding. Therefore, our school has invested in an online resource 'Bug Club' which offers our children a range of books and supports understanding and comprehension.