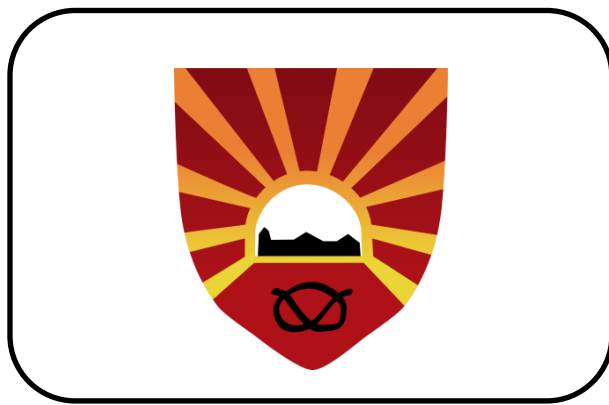


Goldenhill Primary Academy



Reading Policy: September 2024

“Everyone Shines At Goldenhill”.

Mission statement:

Goldenhill Primary Academy provides a happy, friendly, secure and respectful environment; where everyone achieves their potential and develops a lifelong love for learning.

Signed by:

_____ Headteacher

Date: _____

_____ Chair of governors

Date: _____

Contents:

Statement of intent

1. [Legal framework](#)
2. [Roles and responsibilities](#)
3. [EYFS](#)
4. [Teaching and learning](#)
5. [Handwriting](#)
6. [The curriculum](#)
7. [Assessment and reporting](#)
8. [Resources](#)
9. [Equal opportunities](#)
10. [Monitoring and review](#)

Statement of intent

At Goldenhill, we believe that the teaching of reading is integral to a child's understanding and appreciation of the world around them; a platform that allows our children to see beyond what they know, share in cultural experiences and develop the vocabulary they need to effectively express themselves. Our reading curriculum strives to foster a lifelong love of reading. We cultivate the behaviours that they will need to be discerning readers as they read frequently and widely using self-regulation strategies and discuss what they read. This curriculum is delivered through synthetic phonics, a linked approach to shared and guided reading, home reading, reading across the curriculum, regular opportunities for independent reading and hearing quality texts read aloud every day. All of these are essential components as they offer the range of opportunities needed to develop fluent, enthusiastic and critical readers.

It is important that children are motivated to read at home regularly; when their reading opportunities increase, so does their fluency and stamina which in turn increases their enjoyment of reading. Therefore, the link between children's motivation to read and reading for pleasure is reciprocal. Furthermore, we know that reading pleasure is beneficial not only for not only reading outcomes, but for wider learning enjoyment and mental wellbeing. Thus, we work hard to foster a love of independent reading and build communities of engaged readers. We understand the significance of parents and carers in supporting their children to develop both word reading and comprehension skills so we endeavour to build a home-school partnership which enables parents and carers to have the confidence to support their children with reading at home. Reading is at the very heart of our curriculum. We are committed to promoting a love for reading and not only giving children opportunities to read in English lessons, but in the wider curriculum too.

Our aims for reading are to:

- Instil children with a love of reading that lasts for their lifetime, share with them an enthusiasm for children's literature and help children to recognise the value of reading as a life skill.
- Encourage children to become enthusiastic and reflective readers by introducing them to good quality books, from a variety of cultures and in a range of different styles and formats.
- Develop our children's understanding of a variety of text types including non-fiction, fiction, poetry and drama.
- Develop children's confidence, fluency, and independence when reading for different purposes.
- Develop children's abilities to reflect on and have an interest in what they have read and the language and punctuation choices made by the author.
- Use drama and role-play, where appropriate, to immerse children in the text.
- Ensure our children have sound phonic awareness and use a phonics first approach to reading.
- To read widely across the curriculum

This policy outlines the school's approach to teaching reading.

1. Legal framework

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

- DfE (2014) National curriculum in England: English programmes of study
- DfE (2013) 'English programmes of study: key stages 1 and 2'
- DfE (2023) 'Early years foundation stage statutory framework'
- DfE (2020) 'Headteachers' standards 2020'

This policy operates in conjunction with the following school policies:

- Primary Curriculum Policy
- Primary English Policy
- Primary Spelling Policy
- Primary Teaching and Learning Policy
- Primary Assessment Policy
- Early Years Teaching and Learning Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy

2. Roles and responsibilities

The governing board is responsible for:

- Ensuring a broad and balanced English curriculum is implemented in the school.
- Ensuring the school's English curriculum is accessible to all pupils.

The headteacher is responsible for:

- Acting in accordance with the '[Headteachers' standards](#)' and the expectations of the school community.
- Establishing and sustaining high-quality, expert English teaching across all phases, built on an evidence-informed understanding of effective teaching and how pupils learn.
- Ensuring English teaching is underpinned by high levels of expertise in English and approaches which respect the distinct nature of English as a discipline
- Ensuring effective use is made of formative assessment.
- Ensuring a broad, structured and coherent English curriculum entitlement which sets out the knowledge, skills and values that will be taught.

The English lead is responsible for:

- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to expand on colleagues' areas of expertise in English.
- Organising the deployment of resources and carrying out an annual audit.
- Liaising with teachers across all phases.
- Communicating developments in English to teachers and the SLT, as appropriate.
- Leading staff meetings and providing staff with the appropriate training.
- Organising, providing and monitoring CPD opportunities regarding English skills.

- Ensuring common standards are met for recording and assessing pupils' performance.
- Advising on the contribution of English in other curriculum areas, including cross-curricular and extracurricular activities.
- Collating assessment data and setting new priorities for the development of English in subsequent years.
- Leading on the school's approach to teaching writing.

Teachers are responsible for:

- Acting in accordance with this policy.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Ensuring progression of pupils' English skills, with due regard to the national curriculum.
- Liaising with the literacy lead about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on a termly basis to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach writing.

The SENCO is responsible for:

- Liaising with the literacy lead in order to implement and develop specialist writing-based learning throughout the school.
- Organising and providing training for staff regarding the writing curriculum for pupils with SEND.
- Advising staff how best to support pupils' needs.

Pupils are responsible for:

- Ensuring they complete work on time and to the best of their ability.
- Ensuring they behave in accordance with the Pupil Code of Conduct.

3. EYFS

Educational programmes will involve activities and experiences that enable children to learn and develop, as set out under each of the areas of learning, as outlined below:

1. Communication and language: listening, attention and understanding; and speaking
2. Personal, social and emotional development: self-regulation, managing self, and building relationships
3. Physical development: gross motor skills and fine motor skills
4. Literacy: comprehension, word reading, and writing
5. Mathematics: number and numerical patterns
6. Understanding the world: past and present; people, culture and communities; and the natural world

7. Expressive arts and design: creating with materials; and being imaginative and expressive

Teaching staff will ensure that the EYFS curriculum provides opportunities to establish links between the different areas of learning and development and develop pupils' writing skills.

Pupils will be supported to meet the expected level of development for writing outlined before Year 1, namely that they are able to:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

4. Teaching and learning

Phonics

Learning to read is one of the most important things a child will ever learn. It underpins everything else, so we believe in putting as much energy as we possibly can into making sure that every single child learns to read as quickly as possible. We also want our children to develop a real love of reading and to want to read for themselves. This is why we work hard to make sure children develop a love of books as well as simply learning to read.

We start teaching phonics in Nursery/Reception and follow the Little Wandle Letters and Sounds Revised progression through Y1 and in Y2 (for those children who have not passed the phonics screening check). This ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

As a result, all our children are able to tackle any unfamiliar words as they read. At Goldenhill Primary Academy, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

Alongside this, the children are taught the 'tricky words' – high frequency words which do not follow the regular phonetic pattern. Phonics and reading activities are taught as a whole class. Discreet phonic sessions take place daily for 15 - 20 minutes and there are also enhanced phonic activities within the indoor and outdoor environment available for the children to explore independently throughout the day – (in the Nursery and Reception classes.) Phonics provision is also supplemented by a wide range of speaking and listening, English, spelling and grammar activities.

Teachers regularly read with the children so the children get to know and love all sorts of stories, poetry and information books. This is in addition to the books that they bring home. This helps to extend children's vocabulary and comprehension, as well as supporting their writing. All classrooms have attractive book corners where the children can access a wide range of books, both fiction and non-fiction to help embed their love of books, stories and reading. **(See Phonics Policy)**

(Guided Reading in Year 1)

Guided Reading is taught daily for 30 minutes in Year 1 following a 'Reading Squad' approach. The class is split into 5 groups and 4 of these groups are supported by an adult.

Each member of the squad has a consistent 'tool kit'

- Tricky words

- phase 2,3,5 sounds

- Year group expected reading words

- reading domain skill for KS1 (child friendly version reading emojis)

Teachers plan and resource every group and the sessions that will be delivered.

Each session is structured in a consistent way –every session starts off using the flash cards appropriate for the group. When listening to reading adults will 'live mark' reading strategies by intervening at the point of reading and re-model the error observed in the moment of reading. (Immediate feedback).

Year 1 read the same text all week

Session 1

Focus - Book introduction and first exposure.

Key teaching points – identify front/ back cover/ blurb/ vocabulary that children will encounter/ reading strategy that will be used.

Session 2

Focus – Prosody and second exposure to text

Key teaching points – Fluency, expression, intonation, taking account of punctuation. The children re-read the text using expression, intonation.

Session 3

Focus – Oral comprehension

Key teaching points – comprehension linked to a specific reading domain. Adult to introduce/ reinforce the reading skill that is being focused on and what we do to answer those types of questions. Guide children through a range of questions linked to the reading domain.

Session 4

Focus – Written comprehension

Key teaching points – comprehension

Children to answer comprehension questions. Adult to reinforce the reading skill that is being focused on and 'live mark' written answers.

Session 5

Focus – Reading for pleasure

This is an opportunity for pupils to independently read a book of their choice / interest. This may be a school book, library book, topic book, book from home etc.

The types of comprehension questions that children will have exposure to are:

Tick a box

Fill in the table

Draw lines to match the correct answers

Justification – give one/ two reasons why / How do you know

True / False statements

Use numbers to order

Explain a word meaning

Find and copy

Match the meaning questions.

(Guided Reading in Year 2)

In Year 2, we take a mastery approach to reading, using the scheme Pathways to Read.

Guided Reading is taught 4x per week with a focus on shared reading, group reading, independent reading, vocabulary, reading for pleasure and 'cold comprehension'.

Groups	HA (8)	MA 1 (8)	MA 2 (7)	LA (7)
Monday	Whole Class Shared Read			
Tuesday	Vocabulary Task and Reading for Pleasure	Vocabulary Task and Reading for Pleasure	Grouped Read (mixed ability pairs) TA	Grouped Read (mixed ability pairs) Teacher
Wednesday	Grouped Read (mixed ability pairs) TA	Grouped Read (mixed ability pairs) Teacher	Vocabulary Task and Reading for Pleasure	Vocabulary Task and Reading for Pleasure
Thursday	Follow on task			
Friday	Cold Comprehension (Comp Ninja/Topic Based)			

Whole Class Shared Read

This session is approximately 30 minutes long with roughly 5 minutes per section of the lesson. It should be taught at a fast pace. The shared lesson always follows a four-part structure: Predict, clarify vocabulary, read and retrieve, and read and explain (where the mastery focus is taught and practised).

Recommended Reading Practices:

- Teacher reads aloud to model intonation and fluency while pupils are following the text
- Teacher reads aloud to model intonation while pupils are reading aloud alongside the teacher
- Pupils read in pairs quietly (same or mixed ability) – supportive role to be carried out where appropriate
- Pupils read the text silently at own pace
- Pupils read a section of text in an allocated time to improve fluency

Grouped Read

Similarly to the whole class session, each grouped reading session also has four parts:

- Predict / Summarise: A short discussion, linking topic/theme of the text to prior knowledge. Pupils should either summarise previous reading or predict what will happen in the next section of the text.
- Strategy Check / Vocabulary: A reading strategy is practised e.g. visualisation/ working out unknown words etc. Vocabulary is discussed.
- Read for a range of purposes (Key Question – Mastery Focus): This is the section of the lesson for independent reading of the text. Pupils should read on their own with the adult listening in to 2 or 3 pupils per session. A key question based on the mastery skills is presented and pupils should answer it in their reading journal.
- Discuss Understanding: Discuss pupils' answers to the key question and address any misconceptions. Discuss any further thoughts or queries.

Vocabulary Tasks

These tasks are designed to explore key vocabulary from the text, including exploring meanings/definitions/origins etc.

Reading for Pleasure

This is an opportunity for pupils to independently read a book of their choice / interest. This may be a school book, library book, topic book, book from home etc.

Follow on Tasks

- These tasks are designed to further practise the mastery skills taught in the shared and grouped reading sessions, which allow for independent reflection on reading. They may also involve re-reading of the texts or pre-reading before grouped sessions.
- Pupils will complete follow on tasks in their Reading Journal.

Cold Comprehension

Children to answer a range of question types based on focussed skills and domains from the week using an unseen text. Every other week, the unseen text should be based on the class 'Topic' to encourage reading in the wider curriculum.

Guided Reading in KS2

In KS2, Guided Reading is taught 5 times per week– lasting 40 minutes and shown on weekly overviews. Classes in KS2 will read one high quality text over a term (3 texts per year). This allows for a deep understanding / analysis of a text, characters, settings and themes. An adapted (easier) version of the same text is used for some pupils (where appropriate).

Session 1: Decoding & Summarising / Sequencing

Children will take part in reading and understanding the chapter/chapters of the week from their high-quality class text. This may take place in the form of independent reading, teacher reading, partner (tennis) reading, or choral reading. During this session, there will also be a prediction / summarising or sequencing focus in order to further understand the key events of

the chapter. During this session, it is important that teachers model the correct intonation, pace and volume.

Session 2: Vocabulary

During this session, children will explore key / unfamiliar vocabulary from the chapter/s.

Examples of learning activities experienced in a vocabulary session are:

- ☐ Find the meaning of unfamiliar words from the text using a dictionary.
- ☐ Find and copy / underline or highlight a word that means ...
- ☐ Match the definition to the word
- ☐ Cloze Procedure
- ☐ Circle the word closest in meaning to ...
- ☐ Match the word on the right to its synonym on the left

Session 3 – Retrieval

Teachers will model how to retrieve answers from a text and each session will begin with 'Guided' questions before children complete independent activities.

Examples of learning activities experienced in a 'Retrieval' session are:

- ☐ Answering retrieval questions in full sentences based on the text
- ☐ Writing own retrieval questions
- ☐ True or False statements (explain why statements are false if appropriate)
- ☐ Fill the gap / find the missing word
- ☐ Multiple Choice Questions

Session 4 – Inference

Teachers will model how to search for clues / evidence in the text in order to answer inference questions. Modelling of how to structure answers to retrieval questions is also integral to this session. Each session will begin with 'Guided' questions before children complete independent activities.

Examples of learning activities experienced in an 'Inference' session are:

- ☐ Answering inference questions in full sentences based on the text (PEE if appropriate)
- ☐ Match the P E E statements to make a coherent answer
- ☐ Hot Seating

- ☐ Roll on the Wall (Finding evidence from the text to back up information about a character)
- ☐ Say / think / feel
- ☐ 'Freeze Frames' and 'Thought Tapping'

Session 5 – Cold Comprehension

Week 1: During this session, children will read a 'cold text'. Children will answer questions using a range of comprehension skills (e.g. summarising, predicting, true or false, sequencing etc.) especially those skills focussed on throughout the week.

Week 2: This session will be evidenced in Topic Books. During this session, children will read a quality 'cold text' based on the wider curriculum/topic, which they are studying. Children to answer questions using a range of comprehension skills (e.g. summarising, predicting, true or false, sequencing etc.) especially those skills focussed on throughout the week.

Story Time

In EYFS, Story Time is timetabled daily. In KS1 / KS1, the minimum expectation for Story Time is 3 x Per week. Story Time Books should be high quality texts, that are diverse and written by a range of authors, promote a love of reading and develop the vocabulary that the children are exposed to.

Home Reading

All pupils are expected and encouraged to read a minimum of 4 times per week at home.

KS1: Each time a child reads at home they move their name on the interactive display and children who reach the end of the display by the half term, win a certificate and a prize.

KS2: Children are encouraged to build their 'word count' and move up the 'word count' wall. Each time the children reach the next step on the wall, they earn raffle tickets to win books and vouchers. Once children reach the Millionaires Club, they win extra prizes and join the wall of fame!

Reception / Year 1: Pupils take home books that are matched to their learning in Phonics. Children should be secure in the phonemes in the books that are sent home.

Year 2: Children are 'Benchmarked' and their home reading book is colour banded to match their reading level. **(Please see Reception Y1 for pupils who have not passed their phonics screening check).**

KS2: From Y3, all children who are working at 'Gold' or above will move on to the Accelerated Reader programme. These children will take a Star Reading Test which will give them a ZPD which enables the children to select home reading books at an appropriate level. Once children have completed their reading book, they take an Accelerated Reader reading practice quiz on that text to ensure that they are comprehending their independent reading. The results of these tests, along with the teacher's judgement, help us to decide whether the child is ready to move on to more challenging texts. It is through this that we ensure progression in the children's home reading.

Class Library

Our class libraries allow children to immerse themselves in the wonderful world of books. They are stocked with an attractive range of fiction and non-fiction to support every ability and reading choice and encompass the latest reading trends and classic texts that should be part of every child's primary school experience- building the children's cultural capital. Children have free choice of these books to take home as a 'Reading for Pleasure' book. Each class has 'Library Time' each week, where books can be reviewed / swapped.

Reading Events

Over the year, each class holds a 'Reading Breakfast' where parent / grandparents are invited into the school library with their child to share stories together.

We address book poverty by giving out free books to children through a variety of initiatives and arranging 'Book Swaps'.

We celebrate reading together throughout the year by taking part in both school based, local and national reading initiatives including the Read for Good Readathon, National Poetry Day, World Book Day, author visits, book swaps, extreme reading challenges and book fairs.

Each class has a 'Playtime Book Box' which is taken outside at break and lunch for children to enjoy.

5. Assessment and reporting

Pupils' Reading ability will be assessed in line with the school's Primary Assessment Policy.

Phonics Assessment

Assessment for learning is used:

- Daily within class to identify children needing Keep-up support
- Weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.

Summative assessment is used:

- Every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.
- By SLT and scrutinised through the Little Wandle Letters and Sounds Revised assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.
- Children in Year 1 sit the Phonics Screening Check. Any child not passing the check re-sits it in Year 2.

Reading Assessment

- Children are assessed using a variety of summative methods including Benchmarking, PIRA, Accelerated Reader, Star Reader and practise SATS papers.
- In addition, evidence from Guided Reading sessions (Reading Squads/ Reading Journals) is used to formatively assess children using the formative assessment sheets in order to identify gaps and plan subsequent lessons.

Parents will be provided with a written report about their child's progress during the Summer term every year. These will include information on pupils' attitudes towards writing and understanding of the key concepts.

Verbal reports will be provided at parent-teacher interviews during the Autumn and Spring terms.

The progress of pupils with SEND will be monitored by the SENCO.

6. Resources

The subject lead will remain responsible for the management and maintenance of reading resources, as well as for liaising with the SBM to purchase further resources.

Reading resources will be stored in each classroom. Reading equipment and resources will be easily accessible to pupils during lessons.

Display walls will be utilised and updated on an ongoing basis, in accordance with the topics being taught at the time.

The school library will contain an array of resources to support pupils' learning.

The subject leader will undertake an audit of writing equipment and resources on an annual basis.

7. Equal opportunities

The school will ensure that all pupils have equal access to the writing curriculum, in line with the Pupil Equality, Equity, Diversity and Inclusion Policy.

The literacy lead and teachers will ensure writing activities are adapted as appropriate to ensure all pupils can access the curriculum.

8. Monitoring and review

This policy will be reviewed on a **bi-annual** basis by the literacy lead and the headteacher.

Any changes made to this policy will be communicated to all teaching staff and other key stakeholders.

The next scheduled review of this policy is **September 2026**.

