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Marlborough St Mary's CE Primary School



MARLBOROUGH
ST MARY'S
PRIMARY SCHOOL

Reading Policy

Together we believe, learn and achieve

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Reading Policy

Statement of Curriculum Intent:

Marlborough St Mary's' engaging, active curriculum is inclusive and experiential. We enrich children's learning through practical, cross-curricular activities, which build curiosity and resilience.

In a caring, inclusive environment, based on Christian values, we foster creativity, imagination and a love of learning that will build self-sufficiency and develop children's independence to become life-long learners.

Our curriculum is challenging, sequential and aspirational for all, building knowledge and skills while linking to real life experiences, preparing our pupils to take their place as global citizens.

Rationale:

Reading for pleasure is the most important facet of teaching children to read. As a school, we believe that creating a culture of reading is a vital tool in ensuring our children are given the best life chances. Cultivating readers with a passion for a wide range of literature will ensure that children's love of reading will extend far beyond the classroom and allow them to build on their skills independently through a real curiosity and thirst for knowledge.

Equal Opportunities:

At Marlborough St Mary's we aim to nurture and develop a life-long love of reading with all the children in our care, irrespective of their background and attainment.

Overall Aims:

As a school, we will:

- expose all children to a range of high quality texts by sharing stories aloud
- provide a diverse range of books to enable children to develop their own reading tastes, from humour and sci-fi to mystery and historical fiction
- ensure children experience success and enjoyment through providing regular opportunities to read and re-read known and loved favourite books
- ensure that books and reading have a high profile in every classroom through inspiring book corners or well stocked and inviting book shelves
- carefully level books in order to develop stamina and fluency
- hold regular events celebrating storytelling and books - such as: World Book Day, Book Fayres, Theatre trips, visits by authors, Book clubs, Book reviews published in school newsletters, Reading buddies, Summer Reading Challenge
- provide a vibrant library with regularly updated stock
- regularly update a list of recommended books to be made available to all children and families.



How this looks in practice:

Children are encouraged to read independently from a range of genres. Additionally each class shares stories and often these books will be linked to a cross-curricular theme e.g. diaries by Egyptians, wartime stories and stories about the Vikings. Texts and key authors are selected to accompany our curriculum.

Picture books are engaging and accessible at different levels across the whole primary range and are used across all year groups. Some examples include *The Viewer* by Gary Crew, *Where the Wild Things Are* by Maurice Sendak, *Tuesday* and *Flotsam* by David Wiesner or *The Journey* by Aaron Becker.

How we Teach Reading at Marlborough St Mary's

Our reading plans are developed using the Marlborough St Mary's progression documents for reading which include all objectives from 2014 National Curriculum. At Marlborough St Mary's we teach reading through a whole class approach. Underpinning this is our Reading Spine. Each term, the children explore a new topic and for each topic, there is an engaging and high quality text to explore too. The children are introduced to a wide variety of authors and genres, giving them the opportunity to encounter high quality texts with language and ideas that challenge them. Each text is studied in depth alongside quality poetry and non-fiction texts. We teach children the skills that they need to be great readers, give them the knowledge they need in order to understand what they read and provide them with the opportunity to make links across their learning and respond with their views. This is a combination of word reading skills (both phonic decoding and the quick recognition of "tricky words") and comprehension - including retrieving information, summarising, deduction, making inferences and using evidence from the text to justify these. We believe the key to success in teaching reading skills is consistency and rigorously embedding developmentally appropriate skills in the curriculum.

Phonics

In KS1 we use Read, Write, Inc. Phonics (RWI) for our phonic lessons. In Reception, these lessons start at 20 minutes every morning and once the children know all their Speed Set 1 sounds and are orally blending they join the rest of KS1 in homogenous groups where the lessons run for 40 minutes. Phonic lessons are timetabled every morning to allow groups to use the RWI teaching stations around the school. Additional TA support is provided to enable small groups for optimal learning. The scheme is well resourced and every member of staff has been fully trained in its delivery. In addition, staff can access training videos via the RWI School Portal. Each lesson follows a rapid, multisensory and participatory pattern. All children are engaged through a variety of individual, choral and partner activities. Adults are role models; they expertly model correct pronunciation, segmenting and blending skills.

Every child is assessed and placed in the correct RWI group across KS1. Groups are fluid and individual progress is monitored regularly. When appropriate, children are given extra support through one to one phonics tutoring. This is focussed on the bottom 20 per cent. This is to ensure children make rapid progress; the maxim is *Keep Up* not *Catch Up*.

RWI provides a systematic approach to teaching phonics and teachers demonstrate fidelity to the scheme within these lessons, however teachers are encouraged to provide a creative environment where phonics is not confined to the daily lesson but is accessed throughout the day. Strategies may include Fred talk, Fred Fingers, My Turn Your Turn, Pinny time, Fred games, Special friends and Perfect Partners.

Children are taught tricky words which are referred to as Red words. These words are introduced as part of the phonics lessons and the tricky sound within the word is highlighted. We also teach the saying 'you can't Fred a Red', which refers to the Fred frog character that can only segment words and not blend them. In Year 1 the Red words are taught in conjunction with common exception words to ensure maximum exposure.

All teachers ensure their TAs follow the RWI lesson plans to ensure a consolidation of teaching and learning across the key stage. KS1 English planning sheets record the phonemes and High Frequency words being learned each week in every group. These are reinforced in Shared Writing, Shared Reading and Guided Reading sessions.

National milestones expect Speed Set 1 to be mastered in reception Speed Set 2 is also covered in reception and is mastered in Year 1 along with Speed Set 3 in preparation for the Phonic Screening Check.

Reading Books

Our children are immersed in books and storytelling from their earliest days in the Foundation Stage. They are taught to recognise phonemes and graphemes and how to segment and blend simple words. When the individual child can recognise the single sounds in RWI Speed Set 1, they are introduced to simple reading books containing those words and sounds.

We use national Book Bands to scaffold and monitor each child's progress in reading. Our core reading scheme is RWI. This is supplemented with a variety of fiction and non-fiction books from other schemes as well as carefully banded non-scheme books. Teachers will monitor children's book choices to ensure coverage of a variety of genres and will move the children through the book at an appropriate pace.

In KS1, Reading Books are changed at least once a week. Children take three books home - a RWI colour coded book bag book, a copy of the RWI colour coded book they have been reading in their phonics group and a book for pleasure from a carefully selected set of books within their classroom.

In KS2 Reading Books are changed regularly dependent on the individual child's readiness. Children choose books independently with guidance available from teachers and teaching assistants. All children are encouraged to write the date and title of the book in their Reading Record. This Reading Record goes home every day and parents are expected to record when their child reads at home.

Teaching Comprehension

In early years, success in reading is highly correlated to decoding and the demands of reading texts are mostly at a literal level. This changes as the children go through the school. Decoding remains vital but continuing success depends on reading comprehension. Children need to develop reading stamina by reading longer texts. In addition, children need to gain confidence with higher order reading skills.

Through Shared and Whole Class Reading our children will be taught to:

- Use multiple strategies to understand text. We model using a range of reading strategies including phonics, re-reading, reading around the word to decipher the context.
- Use the skills of prediction, visualisation, summarising and clarifying
- Use inference and deduction
- Understand structure and organisation of texts
- Skim and scan for information
- Distinguish between fact and opinion
- Identify the author's viewpoint and comment upon the author's use of language
- Establish author intent and give justification
- Justify preference

From Year 2 onwards, during Whole Class Reading, the children listen to a longer or more complex text than they would be able to access alone.

Whole class reading is organised into Week A (fiction) and Week B (Non-fiction and poetry.) Children begin their reading session by exploring and extending their vocabulary through playing 'Call My Bluff'. Teachers select language from the key text and children are challenged to identify the correct definition. This consolidates their understanding of key vocabulary from the text and also strengthens and broadens their own vocabulary range.

Whole class reading includes individual, paired and shared reading of texts but there is also a significant amount of teacher modelled reading. This has many benefits as the teacher is able to model different key skills:

- reading with fluency and expression
- using punctuation to inform intonation
- thinking out loud when making inferences
- how to tackle tricky language
- re-reading or reading on
- asking questions to check comprehension.

Within lessons, children are explicitly taught the specific skills needed to answer comprehension questions:

- Text- marking
- Skimming
- Scanning
- Locating evidence.

Initially, Whole Class Reading involves lots of discussion and oral rehearsal of answers. In upper KS2, children begin to develop the skills required to provide more detailed, written responses. They are taught how to quote from the text to support their answer and we use PEE (Point, Evidence, Explain) to ensure that their answers include sufficient detail and evidence.

To ensure all children fully access the text and become involved in the lesson, pre-learning sessions are planned for those children working below the expected standard. These sessions allow the children to 'pre-read' the sections of text that will be covered in the lesson, to explore unknown vocabulary and to build their confidence so that they feel able to contribute to the main lesson.

Assessment in Reading

All class teachers are responsible for their pupil's progress in reading. Teachers plan key questions for each reading session, which may also involve pre-reading or post-discussion tasks. Evidence from Whole Class Reading sessions is used to inform the Tracker updates. Year 2 and Year 6 take Reading SATs in May.

Mastery

Mastery is taken as a child who is secure in all areas without exception and is able to apply these in a large range of contexts fluently, habitually and confidently.

Parental Support

We value the impact parental support has on children's progress and attainment in reading. Year group curriculum workshops every autumn inform parents how they can support their children's reading.

Appendix A

English Book Scheme – Core texts

Year 1 (Flexible use of texts)

The Tale of Jack Frost by David Melling
The Owl who was afraid of the Dark by Jill Tomlinson
Vlad and the Great Fire of London by Sam Cunningham
The Smartest Giant in Town by Julia Donaldson
Tabby McTat by Julia Donaldson
The Pirates Next Door by Jonny Duddle
The Pirate Cruncher by Jonny Duddle
Captain Buckleboots on the naughty step by Mark Sperring
Tiddler by Julia Donaldson
Dear Greenpeace by Simon James

Year 2

Polar Bears by Laura Marsh
Penguin Small by Mick Inkpen
Ice Trap by Meredith Hooper
The Egg by M P Robertson
Fantastic Mr Fox by Roald Dahl
Titanic – I was there by Margi McAllister

Year 3

Stone Age Boy by Satoshi Kitamura
Ug by Raymond Briggs
Amazing Grace by Mary Hoffman
There's a Boy Just Like Me by Frasier Cox
Azzi in Between by Sarah Garland
The Invention of Hugo Cabret by Brian Selznick
Escape from Pompeii by Christina Balit
Romans in Britain

Year 4

Why the Whales Came by Michael Morpurgo
Leon and the Place Between by Angela McAllister
Illusionology by David Wyatt and Levi Pinfold
Percy Jackson and the Lightning Thief by Rick Riordan
Freedom for Bron by N S Blackman
The Anglo Saxons, Britain in the Past by Moira Butterworth
Day of the Dreader by Cressida Cowell

Year 5

Viking Boy by Tony Bradman
Harry Potter by J K Rowling
Swimming against the Storm by Jess Butterworth
Journey to the River Sea by Eva Ibbotson
The Rain Player by David Wisniewski
Spymaster: First Blood by Jan Burchett and Sara Vogler

Year 6

Goodnight Mr Tom by Michelle Magorian
Letters from the Lighthouse by Emma Carroll
The Mysteries of Harris Burdick by Chris Van Allsburg
The Hobbit by J R R Tolkien
The Viewer by Gary Crew
Anthony and Cleopatra by William Shakespeare (Adapted by Andrew Matthews and Tony Ross)

Appendix B

Recommended Reads

Recommended books lists are available to all children and families on the website.

Reception – <https://www.booksfortopics.com/reception>

Year 1 - <https://www.booksfortopics.com/year-1>

Year 2 - <https://www.booksfortopics.com/year-2>

Year 3 - <https://www.booksfortopics.com/year-3>

Year 4 – <https://www.booksfortopics.com/year-4>

Year 5 – <https://www.booksfortopics.com/year-5>

Year 6 - <https://www.booksfortopics.com/year-6-1>

Appendix B

Poetry Anthology

Year 2

Pirate Pete - James Carter
Written in March - William Wordsworth
Roadways - John Masefield
The Four Friends - AA Milne
Big Red Boots - Tony Mitton

Scissors - Janet and Allan Ahlberg
Colour - Christina Rossetti
Someone - Walter de la Mare
Cats - Eleanor Farjeon
The Small Ghostie - Barbara Ireson
Song of the Train - David McCord
Sampan - Tao Lang Pee
The Polar Bear - Jack Prelutsky
Witch Witch - Rose Fyleman

Year 3

Rebecca - Hilaire Belloc
Octocure - Alison Chisholm
The Ning Nang Nong - Spike Milligan
Gran Can You Rap - Jack Ousby
The Magic Box - Kit Wright
Escape at Bedtime - Robert Louis Stevenson
Extinct - Mandy Coe
Slowly - James Reeves
Bed in Summer - Robert Louis Stevenson
The Door - Miroslav Holub
The River - Valerie Bloom
Mother Doesn't Want a Dog - Judith Viorst
Greece - Oscar Wilde
The Myth of the Minotaur - Paul Perro

Year 4

Human Family - Maya Angelou
Mock Turtle's Song - Lewis Carroll
Why - Charles Causley
Revolt Rhymes - Roald Dahl
Hope is the Thing with Feathers - Emily Dickinson
Albert and the Lion - Marriott Edgar
Autumn Song - Usha Kishore
The Sacrecrow - Walter de la Mare
Overheard on a Saltmarsh - Harold Monro
A Visit from St Nick - Clement Clarke Moore
The Wind - Christina Rossetti
The Wind - Robert Louis Stephenson
Time Transfixed - By Carol Ann Duffy
Granny Is - Valerie Bloom
Instructions for Growing Poetry - Tony Mitton

Year 5

Isn't My Name Magical - James Berry
The Tyger - William Blake
Rats - Robert Browning
Jabberwocky - Lewis Carroll
You are old, Father William - Lewis Carroll
Five Ways of Looking at a Lemon - Pie Corbett

The Entertainment of Small Things - Pie Corbett
Secret Poem - Pie Corbett
Wildlife - Peter Dixon
Sixteen Steps to the Ice House - Gina Douthwaite
Macavity - T S Elliot
If - Rudyard Kipling
Sea Fever - John Masefield
In Flanders Field - John McCrae
The Woman of Water - Adrian Mitchell
Keepsake Mill - Robert Louis Stevenson
Daffodils - William Wordsworth
Everybody Is Doing It - Benjamin Zephaniah
Talking Turkeys - Benjamin Zephaniah
The Hunt for The Northern Lights by Lesley Elaine Greenwood
The Witch - Mary Elizabeth Coleridge
The Owl - Alfred Tennyson

Year 6

About His Person - Simon Armitage
Cataract Operation - Simon Armitage
Night Mail - W H Auden
The Way Through the Woods - Rudyard Kipling
Silver - Walter de la Mare
Everything Touches - Roger McGough
The Highway Man - Alfred Noyes
Dulce et Decorum Est - Wilfred Owen
Casabianca - Felicia Hemans
The Raven - Edgar Allen Poe
Words are ours - Michael Rosen
Song of the Witches (Macbeth) - William Shakespeare
Sonnet 18 - William Shakespeare
Two Owls - Edward Thomas
To the Cuckoo - William Wordsworth