



Elton Primary School & Nursery

Reading Policy

In our school, the wellbeing and education of all our children comes first

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| Reviewed by L Roberts Summer 2025 | |
| Reviewed | Summer Term 2025 |
| Review | Summer Term 2026 |

Aims:

We aim to teach every child to become a fluent reader by the age of 6. We teach children comprehension skills so that they can interpret and understand a text. It is our goal to inspire children to love literature, to use the crucial life skill of reading in order to open the doors to the rest of the curriculum and to become lifelong learners.

Phonics- Read Write Inc

Reading involves two main elements – word recognition and language comprehension. In the first instance we teach children in the Early Years Foundation Stage and Year 1 how to read using the RWI scheme. Children are taught the 44+ different sounds of the English language and their corresponding grapheme representations. This scheme has a systematic, synthetic approach to the teaching of early reading. Alongside grapheme/phoneme correspondence, the children are taught how to blend sounds to read words. Some children in Y2 will continue to follow this scheme if they do not pass the Y1 Phonics Screening Check.

For children participating in Phonics sessions, the structure is as follows-

20 minutes- Phonics session. Children learn the English alphabetic code; first they learn one way to read the 40+ sounds and blend these sounds into words, then they learn to read the same sounds with alternative graphemes. They learn to form each letter, spell correctly, and compose their ideas step-by-step. They practise handwriting every day; sitting at a table comfortably, learning correct letter formation and how to join letters speedily and legibly.

30 minutes- Reading session. Phonic books are closely matched to their increasing knowledge of phonics and 'tricky' words and, as children re-read the stories, their fluency increases. Text will be chosen by the adult that contain sounds taught that day. Children will learn how to make predictions, inferences, discuss word choices, answer comprehension questions and sequence and re-tell stories. Children from years 2-6 will have 30 minutes of reading each day. This comes in the form of shared and guided read.

Following half termly phonic assessment, children will be placed into small groups depending on where they are in their learning. These assessments determine what set sounds the children need to work on and also which colour coded RWI book they should be reading.

The books chosen for Phonics reading sessions are completely decodable and only contain sounds the children know/are learning. The books are closely matched to their increasing knowledge of phonics and 'tricky' words and, as children re-read the stories, their fluency increases. Through these sessions, children learn to read accurately and fluently and develop good comprehension.

As well as consolidating phonics, the children are also taught to analyse a text by identifying and commenting on-

- the author's style;
- the author's use of language;
- the author's view point;
- the structure and organisation of the text;
- the purpose and audience of the text;
- links to other texts, times and cultures;
- how the author's techniques can inform the children's writing.

There is a balance of teacher and child talk – with the teacher prompting rather than dominating. The adult will ‘think out loud’, actively modelling prediction skills, sharing thoughts and feelings and making links between cause and effect.

The sessions follow the sequence:

- Book introduction, recap or overview of text;
- Phonics and reading strategies
- Independent reading with a focus;
- Returning to the text as a group for further exploration;
- Response.

Children in Year 2 that did not pass the Phonics Screening Check will continue to participate in Phonics/reading sessions, until such time that they demonstrate a readiness to move on.

Pathways to Read

The children who are not following the Read Write Inc. Phonics Programme, will have daily Pathways to Read lessons of 45 minutes- The structure is as follows-

15 minutes- Pathways to Spell- a programme that provides clear progression in the teaching of spelling from year 2- year 6. It develops pupils’ confidence with spelling across the curriculum and enables teachers to identify and address common spelling issues.

30 minutes- Pathways to Read- These sessions feature high-quality texts and are engaging and purposeful, equipping the children with the key skills to move them through the reading process towards becoming competent and fluent readers. The programme follows a mastery approach in which children will learn the key skills of prediction, vocabulary development and retrieval. The scheme serves to promote a progressive development of reading skills across the school.

Each unit is linked to our Pathways to Write sessions and consists of daily whole class reading sessions following the four-part structure:

- Predict
- Clarify vocabulary
- Read and retrieve (retrieval)
- Read and explain (infer)

During each session, children will have the opportunity to read individually, in pairs, in groups and as a class. Using a range of strategies including choral and echo reading, we develop the skills of fluency and prosody. Grouped and pair individual reading tasks with a mastery focus, provide pupils with the opportunity for discussion in smaller groups, with follow on tasks provided for pupils to complete independently.

Home Reading

We encourage children to read at home with their parents and carers as regularly as possible. When children are learning to read, we send home at least two books a week to be read with their parent or carer. Once reading becomes fluent and children are able to access more challenging, sustained texts, we send home one book per week. These are changed as and when required. We ask parents

to sign and write a comment in the reading diary. Incentives are used in each class to reward reading at home.

In Key Stage 1, books are sent home that are decodable and correctly match the sounds taught that week. In addition to this, the children can access Reading for Pleasure books to read each week. These books do not have to be decodable: just a book they enjoy, can share with their friends or family and promote a love of reading. As we strongly believe that children should have access to a rich and broad range of literature, we have purchased a range of different genres such as fiction, non-fiction, poetry and plays which include historical stories, humorous stories, stories by significant authors, classics and science fiction. We record all of the titles that children have read in their reading diaries. This also allows us to monitor the range of genres that the children read.

Reading for Pleasure

‘Developing a love of reading can be more important for a child’s educational success than their family’s socio-economic background’ (OECD 2002). We believe that children should experience a rich and wide range of different genres of texts and should have the opportunity to hear classic and popular stories on a regular basis. The texts used in Pathways to Write and Pathways to Read are inspiring and engaging and have been chosen to enthuse our readers. We have ensured that our library areas give children the opportunity to access essential reads for their year group. We make reading an enjoyable, social event, with children sharing stories across year groups and with their families in school. We celebrate reading, recognising children’s achievements and successes through awards, certificates and reading incentives. Furthermore, we encourage children to review the stories they read both at home, during lessons and in ‘story time’ to give them an opportunity to reflect on their reading choices and share favourite books with their peers.

Assessment of Reading

Ongoing reading assessments are carried out using Pathways to Read termly trackers. Children are also assessed at least termly, so that we can be certain that we are sending home ‘instructional’ books. We assess using PM Benchmark, NFER assessments and comprehension tasks. We then plot these judgements using ‘Sonar Tracker.’ In addition, children on the Phonics scheme are assessed half termly by the Phonics Team, to ensure that they are grouped according to ability and that they are making sufficient progress.

Revised and updated by:
Reviewed by