



READING AT FOUR OAKS PRIMARY SCHOOL

RATIONALE

The purpose of this document is to outline the aims, principles, strategies and organisation of the teaching of reading at Four Oaks. It should be considered in conjunction with other component parts of the English curriculum. The implementation of this policy is the responsibility of all staff.

Reading is a multi-strategy approach to understanding the written word and is an essential life skill. It is not simply the decoding of black marks on the page but involves the ability to read with understanding a wide range of different texts. Success in reading has a direct impact on progress in all areas of the curriculum and is crucial in developing children's self-esteem, confidence and motivation. As competence in reading is the key to independent learning, the teaching of reading is given high priority by all staff.

AIMS AND OBJECTIVES

Through the provision of a variety of appealing and rewarding reading experiences, we aim to:

- Develop enthusiastic, fluent and confident readers who can understand a wide range of texts.
- Develop curious learners who read to acquire knowledge independently.
- Help our pupils to develop a lifelong love of reading, taking genuine pleasure from what they read
- Give our children the reading skills they need to access all areas of the curriculum
- Help children begin to understand the meaning of what they read and what is read to them
- Help children make responses to what they read justifying those responses
- Allow all children to use reading to become immersed in other worlds... both real and imagined!

We aim that all children will:

- Read fluently with understanding
- Be able to use the full range of cueing strategies for reading (phonic; graphic; syntactic; contextual)
- Be taught suitable technical vocabulary through which to understand and discuss their reading
- Be encouraged to read a wide range of fiction, poetry and non-fiction materials
- Develop awareness of the close links between reading and writing
- Be exposed to a rich vocabulary
- Be provided with a high quality reading materials and environment

WORD READING AND COMPREHENSION

The National Curriculum divides the teaching of reading into two areas:

- Word reading/decoding
- Comprehension

At Four Oaks we recognise that both these elements are essential and we support the acquisition of both sets of skills.

WORD READING

Children need to be taught the 'route to decode words' by following a structured phonics programme. At Four Oaks we follow the Read Write Inc Programme to teach phonics from EYFS to Year 2. (Phonics intervention programmes are also used in KS2, when appropriate, to support identified pupils who have gaps in their phonics knowledge). Please see phonics policy for further details.

COMPREHENSION

Comprehension refers to the understanding of a text. Comprehension skills are drawn from linguistic knowledge eg vocabulary, grammar and knowledge of the world. Children develop these skills through exposure to a variety of high quality texts in a range of genres.

EARLY YEARS FOUNDATION STAGE

ACORNS / NURSERY

In our Acorns and Nursery provision, a love of books is nurtured and developed in a range of ways including sharing high quality texts during group story times and providing exciting opportunities for the children to access and explore books within the environment; both independently and alongside their peers and key workers. Children are encouraged to talk about and share their favourite stories, poems, rhymes and songs and incorporate these experiences into their play. Alongside a text-rich environment, the children in Nursery are exposed to a wide range of activities that develop their speaking and listening skills and their ability to distinguish between different environmental sounds. These activities lay the foundations for the Read Write Inc. phonics work which starts when they enter Reception. The emphasis of these activities is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

RECEPTION

In Reception, the teaching of phonics is completed through the implementation of the Read Write Inc. Phonics programme. Pupils are taught letter sounds and how to blend and segment to read simple words and sentences matched to the sounds learnt. Phonics teaching, whole class story sessions, quiet reading times and opportunities for the children to explore a wide variety of good quality texts within the environment all contribute to the understanding that the groups of letters on a page make up words and that these words carry meaning. It is an exciting time as children begin to decode the letters they are so used to seeing in their environment, contributing to a growing love for books and stories!

KEY STAGE 1

During Year 1, pupils build on work from the Early Years Foundation Stage. Pupils continue to follow the Read Write Inc. phonics programme and are taught to sound out and blend unfamiliar words quickly and accurately by using their ever-developing phonic knowledge and skills. The language rich environment, that is an important part of Four Oaks, combined with a wide variety of high quality texts, allow children to understand that the letters on a page represent words and promotes and instils a love of reading. During Year 2 there is a continued focus on developing pupils' accurate and speedy word reading skills. Pupils are exposed to a wider range of texts; stories, traditional tales, poems, plays and non-fiction, and encouraged to discuss these in whole class, group and individual situations. High quality, engaging and cross-curricular texts are used in lessons to continue to develop pupils' love of reading.

THE TEACHING OF READING IN KEY STAGE ONE – GUIDED READING SESSIONS

In addition to the daily phonics session, children in KS1 participate in reading lessons five times a week. Year 1 and Year 2 need to be exposed to books they can decode as well as 'real' books that are above their reading level. Using two different levels of books helps children develop both fluency in reading and comprehension skills. KS1 Guided reading sessions follow a structure designed to help children develop both their reading fluency and stamina and their reading comprehension skills.

Session 1: Focus on decoding and fluency

- Decodable books linked to the letter sounds taught in the Read Write Inc phonics sessions.
- Children work in reading partners to decode texts.
- Children are grouped into ability groups based on their RWI phonics levels
- Focus is purely on reading and developing stamina and fluency.
- Strategies such as 'my turn, your turn', and paired reading are used in these sessions – the purpose is to over learn the text and develop reading speed.

- Children do not need to complete any written responses during these sessions as the focus is on reading but the teacher may make notes to inform assessment.
- In Year 2 children, who are at expected, will move away from the RWI texts and will start to use chapter books during these sessions to develop stamina when reading more challenging texts.
- Listening to individual readers will continue as normal in addition to the whole class reading sessions

Session 2: Focus on comprehension

- Whole class reading sessions will be completed during the comprehension session.
- During these sessions a 'real' book is to be used which will often be beyond the children's individual reading level (this is so children can access a wider range of texts in which to practise the skills needed for comprehension such as inference and sequencing.)
- Children are not required to read the text themselves – this will be done by the teacher.
- Book will be used for 2-3 days with children (the book will not be used for longer than a week)
- Children will cover a range of reading content domains each week – see whole school VIPERS model.
- Year 1 are not required to create written responses in Autumn, the focus will be on discussion and book talk. Any recording will, at first, be heavily modelled by the class teacher. This stage is important so children know how to create written responses to reading questions.
- Year 2 will record responses from Autumn 1 as a continuation of the work started in Year 1
- Recording can include a variety of activities. Examples can include:
 - True or false tick boxes
 - Match the character to the dialogue
 - Deciding as a class what the key events of a text are then sequencing them in the order they occurred
 - Vocabulary based questions.
 - Retrieval questions
 - Emotion timeline for characters at different points in the story.
- Individual readers will be allocated time to read to a teacher or TA in addition to the whole class reading sessions during comprehension week.

Children will also have exposure to a range of high-quality texts read aloud to them during whole class 'reading for pleasure' time each week.

KEY STAGE 2

WORD READING

During Key Stage 2, as children's decoding skills become increasingly secure, the teaching of word reading should be directed towards the development of vocabulary.

During spellings sessions, pupils continue to broaden their vocabularies through teacher led sessions and independent activities that include: word investigations, games, dictation, dictionary/thesaurus work, practice tasks, spelling tests *etc.* Some KS2 children will continue to access phonics sessions as required to help secure their phonemic knowledge and decoding skills in order to help them become fluent and confident readers.

COMPREHENSION

A variety of strategies are used to teach reading comprehension. Quality, inspirational and, where possible, topic related texts are always used in English lessons and Whole Class Reading sessions. Teaching is directed more towards developing the depth and breadth of children's reading habits, helping to ensure that they become independent, frequent and enthusiastic readers.

Daily Guided Reading sessions are taught across the whole of Key Stage 2 with each child experiencing a mixture of adult led and independent sessions. During these sessions, children develop, practise and hone comprehension skills through a variety of tasks.

THE TEACHING OF READING IN KEY STAGE 2 - WHOLE CLASS READING SESSIONS

At Four Oaks we use a whole class reading approach to teach reading in KS2. Whole class reading sessions take place at least four times a week and provide children with the opportunity to develop their reading skills in relation to the reading content domains and objectives set out in the NC2014. (See Reading Progression Map for further details). Sessions allow pupils to access the text and practise reading and responding in challenging ways. This will involve blending together whole class talk, pair or small talk and individual thinking (see diagram taken from @Jdurran below).

When teaching, there is the same learning objective, or objectives, for the whole class based around the same text. The activities or level of support is adapted for different abilities so that all children can access the learning objective and be challenged. Pre-read sessions can be implemented before a session to support lower attaining children in accessing the text alongside their peers.

Texts are selected based on the KS2 Whole Class Reading thread. The thread sets out a set of books for each year group per half term. These threads are created around a 'core text' which sets a theme for reading. This theme may be linked to a topic in a foundation subject, to the English writing focus for the term or a PSHE issue. Where a purposeful link cannot be made to another area of the curriculum, texts have been selected because they are of a good quality and will provide children will exposure to a range of authors and writing styles. The reading threads include examples of fiction, non-fiction, poetry and picture books that all link to the focus theme.

Teachers will start the term using the core text as the focus for the whole class reading sessions. Writing lessons will also be linked to this text if appropriate. Through the course of the term, staff will

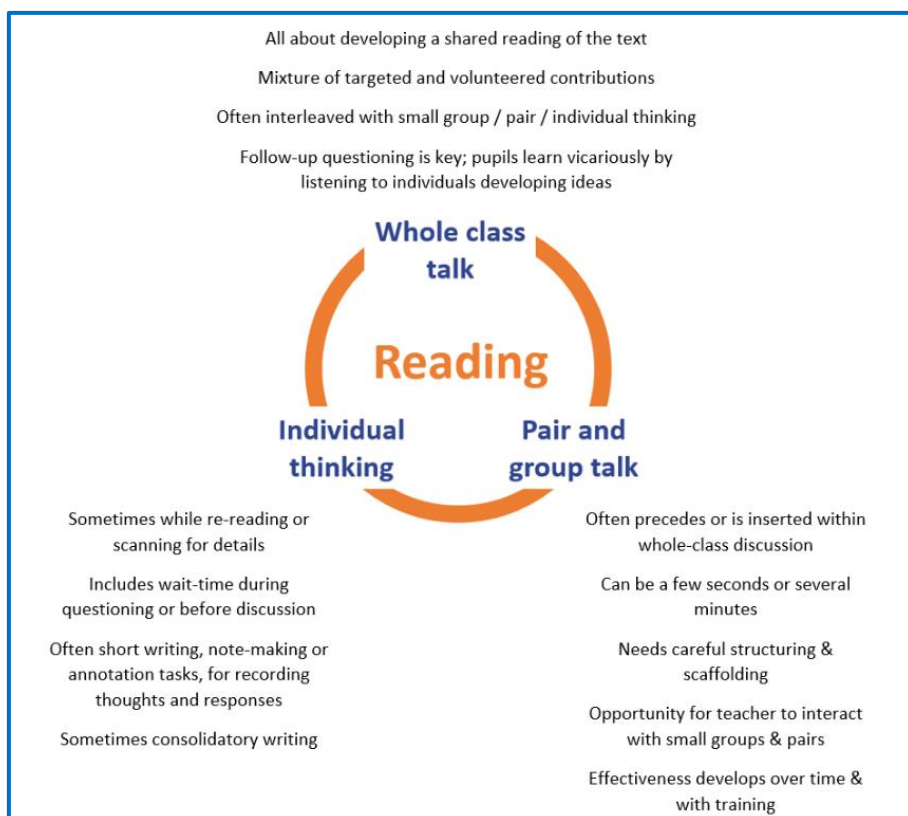
go on to select extracts from other books in the thread to use during their whole class reading lessons, ensuring children are exposed to a wide range of genres over the course of the term. The 'core text' will then become the reading for pleasure class novel and will be read to the class each day during reading for pleasure time until it is complete.

HOME SCHOOL READING BOOKS

All children in school will be provided with a home school reading books to share with their families. Children in KS1 will be given two different books a week each with a different purpose:

RWI Phonics Reading Book – Each child will receive a RWI phonics reading book that links directly to the RWI stage they are working at. These books will allow children to apply knowledge they have acquired during their daily phonics session to their reading.

Reading for Pleasure – All children will also have access to a reading for pleasure book from the class library. This is a book that is not linked to their phonics stage or reading band, but is to be shared and enjoyed to help develop a deep love of reading as well as their ability to comprehend and infer.



Children in KS2 will have a banded book as a home reader (these will be banded as part of the PM Benchmarking system) until children are ready to become 'free-readers.' They will also have a reading for pleasure book. In certain cases, phonics books may also be sent home to identified children in KS2.

RELATED DOCUMENTS AND POLICIES

Four Oaks English Policy

Four Oaks Phonics Policy

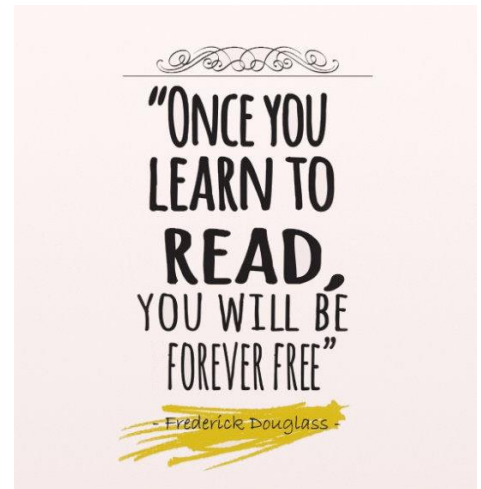
Whole School Reading Progression Map.

Reading Content Domains Skills Breakdown.

Key Stage One Comprehension Book List

Key Stage Two Whole Class Reading Book Thread

RWI Decodable book lists.



Reviewed Spring term 2025