

Hollin Primary School



Reading Policy March 2023

Rationale

At Hollin Primary School we are proud to offer our pupils a text rich learning environment where imagination and creativity can be fuelled. Through our rigorous phonics curriculum, we ensure pupils develop the skills and knowledge they need to develop as fluent readers, who foster a love of books. We recognise that pupils who read well are more likely to write imaginatively too.

Aims and objectives

Our aim is for all Hollin pupils to:

- Read confidently, fluently and accurately.
- Understand what they read for themselves and what is read to them.
- Develop the reading skills they need to access all areas of the curriculum.
- Enable the children to find books interesting and to read with enjoyment.
- Develop reading skills in tandem with those of writing, so that they develop as literate adults for life.
- Experience a wide range of genres.

Early Reading

Staff are well trained in the teaching of phonics and reading. They are committed to ensuring that our phonics programme is delivered consistently and accurately. At Hollin, we follow Read, Write, Inc (RWI) as our systematic, synthetic phonics programme.

Nursery

In Nursery, our experienced nursery teacher offers many opportunities to develop those important listening and attention skills, which later contribute to early reading skills.

Reception

In Reception, pupils begin our systematic, synthetic phonics programme – Read, Write, Inc. (RWI) Phonics is taught for 30 minutes each day. Pupils begin by learning set 1 sounds, followed by set 2 sounds later in the year. The RWI programme offer a mnemonic that is used to teach letter formation and provide a stimulus to remember the grapheme-phoneme correspondences (GPCs). Pupils are encouraged to ‘Fred talk’ to apply their knowledge of GPCs to independently decode words. Each class in the Early Years and Key Stage One has their own ‘Fred the frog’ character toy. At the beginning of their RWI journey, pupils are given their own ‘sound bag’ to take home. As new GPCs

are learnt in school, they are added to the 'sound bags' for further practice and consolidation at home. Pupils in Reception, also begin learning to read common exception words. We call these 'red words' as they cannot be phonetically decoded or 'Fred talked'. These words are learnt by sight and built on throughout the year.

Year 1

In Year 1, pupils continue with our RWI phonics programme. Phonics is taught for 30 minutes each day. At the beginning of the year, pupils are assessed using our RWI assessment tool and our experienced teachers plan accordingly. GPCs that pupils have learnt in Reception, are revisited and consolidated before pupils are introduced to set 3 sounds.

In the summer term, pupils in Year 1 are required to undertake the national phonics screening, where they are required to read a selection of decodable words. Some words are real and some are pseudo (not real). We call the pseudo words 'Alien words'.

Pupils in Year 1, also continue to build their bank of common exception words. These words are learnt by sight and built on throughout the year.

Year 2

In year 2, pupils who have not passed the phonics screening are targeted for additional RWI phonics intervention. Pupils in year 2 are often well on their way to becoming fluent readers and are beginning to develop their understanding of what they are reading further.

Teachers have received training in using Reading Rocketeers and this is used as a whole class approach to develop reading comprehension. Teachers have also been trained in using Read Write Perform (RWP) packs and resource packs purchased. This has introduced skills of skimming and scanning to Year 2 pupils.

Assessment of phonics

Pupils are regularly assessed in phonics to ensure that they are progressing through the programme. Teachers make use of regular assessment to ensure that the books that pupils are reading, are closely matched to their decoding ability. These include the books that pupils take home to read.

Our pupils take home '*Books for bags*' reading books that are part of our Read, Write, Inc phonics programme. Pupils at Hollin have the opportunity to change their home reading books regularly and progress throughout the colored book bands.

High quality texts

Alongside their decodable home reading book, pupils in nursery, year 1 and year 2 are given the opportunity to take home a high quality text, to have read to them. These are available as a 'Class library book'. The class library books offer the opportunity for our pupils to hear others as readers and be immersed in vocabulary rich texts.

Key Stage Two

In Key Stage Two (KS2), any pupils who are identified as needing additional support in reading skills, will be taught to read words through a precision teach model. The precision teach model is delivered as a targeted intervention.

From Year 3 upwards pupils are able to access the Accelerated Reading Programme (AR) This programme allows pupils to choose from a wide range of books at an appropriate level. Pupils are assessed initially using a STAR test. This determines the correct level for pupils to access. Pupils select books from the appropriate level and then take a short test online to assess their understanding of the text.

Reading for pleasure

Throughout school, from Nursery to Year 6, a love of reading is fostered. Every classroom has its own bespoke reading area, carefully designed to engage and motivate our pupils. Teachers choose books to share with their classes to inspire and excite them, to develop vocabulary and a love of stories. Throughout school, teachers read aloud to pupils to foster their love of books. They choose books as a focus, which enable pupils to develop vocabulary and understanding of the written word.

Reading Treasuries

At Hollin Primary School, we are passionate about promoting a love of reading and encouraging active book talk. We strive for our school to be a place where children are read to, enjoy, discuss and work with high quality books. There are 12 carefully selected texts for each year group which make up their Reading Treasury. These 'essential reads' are to become a store of classics, creating a living library inside a child's mind.

Our school website is kept up to date with information about Reading Treasuries for each year group.

Reading Ambassadors

At Hollin, we annually recruit two Reading Ambassadors from each class, in Years 1-6. Reading Ambassadors are chosen for their love of reading, their willingness to share

this passion with others and enthusiasm to promote reading throughout our school. They complete an application process in the first Autumn term and successful applicants stay in post until the end of the academic year. The English team, meet with the Reading Ambassadors each half term, and work together to actively strive to offer more reading for pleasure opportunities. Our school website is kept up to date with information about our Reading Ambassadors role and half termly meetings.

Monitoring and evaluation

Action planning and monitoring is a continuous process at Hollin Primary and the English team regularly monitor the teaching and learning of reading at Hollin, to ensure reading is planned and delivered well across school. An English subject action plan will be actioned and monitored each year.

Through pupil voice, we continually look for the best ways in which to inspire, develop and support reading for our pupils.

Policy Review

This policy sets out the procedures agreed by the school to ensure a consistent and impactful approach to reading. This procedure has been agreed by the staff and Governors in March 2023 and will be reviewed in line with the school's cycle of policy reviews.