

St John's Primary School

PSJP53 Policy



Approved by:

Governors

Date:

Last reviewed on:

Next review due by:

Intent:

Reading is at the very heart of our curriculum and is given the highest priority in order to ensure that all pupils, regardless of background, succeed in reading. At Penistone St John's, we are passionate that every child in our school will become a competent, confident reader with a true, deep love of reading.

Our reading curriculum is based on extensive research, particularly the work of Ruth Miskin (Read, Write Inc.) and the work of Christopher Such. Pedagogy has been developed so as to enable children to become expert readers as they move through school and into adulthood, thus providing them with better life chances.

At Penistone St John's, our children will be taught to:

- understand and apply their knowledge of phonics and spelling patterns using this to decode words with accuracy;
- build a bank of sight words to enable fluent reading;
- become fluent, confident and expressive readers who have both the skill and the will to read effectively;
- understand what they read showing a solid understanding that text carries meaning;
- compare, contrast and comment on texts read;
- understand the etymology of words and their meanings, developing a rich and varied vocabulary;
- understand the layout of texts and how to navigate different genres and text types;
- demonstrate understanding of what they have read through answering a range of different question types;
- read for information across the wider curriculum;
- read for pleasure responding to a wide range of different types of literature.

Our reading curriculum is planned to promote the cultural capital of all our children. We enhance our curriculum, especially for the most disadvantaged, by providing access to a diverse range of texts including those which promote different socio-economic backgrounds, relationships, family circumstances, disabilities, religions and cultures, and periods of history. Opportunities are planned for pupils to experience and take part in theatre productions and have guest authors and poets visit school to do live discussions or join us virtually.

Implementation:

Reading at Penistone St John's is taught through a systematic process that is centred around children becoming life-long readers.

Phonics from the Start:

At Penistone St John's we ensure our children are "Read, Write Inc. Ready" (RWIR) from the moment they start nursery (FS1). We do this through an age-appropriate introduction to phonics through interactive and focused adult led sessions.

Talking and rich vocabulary is the main focus in our nursery. We provide children with opportunities to build up pre-phonetic skills in order to be ready to learn the phonemes in Reception. Securing these early skills will help children become more confident readers.

There are seven aspects taught:

1. Environmental Sounds
2. Instrumental Sounds
3. Body Percussion
4. Rhythm and Rhyme
5. Alliteration

6. Voice Sounds
7. Blending and Segmenting

Autumn learning:

- Introduce Silent Signals, such as stop, My Turn, Your Turn (MTYT) and Talk to Your Partner (TTYP)
- Develop and share nursery rhymes to increase familiarity with rhyme, rhythm and language
- Sharing stories daily
- Build up carpet time – through daily communication and language session with a focus on building sentences orally
- Fred Games – use games such as 'Fred Says', 'Fred I Spy' and 'Fred Animals' with pictures and props to help them.

All aspects introduced in Autumn Term to continue throughout Spring and Summer Term.

Spring learning:

- Role Play
- Build a sentence. Use pictures from the linked texts, for example, Brown Bear, Brown Bear, to develop the concept 'The brown bear' into 'The large, scary brown bear'
- Chosen 'New Vocab' each week – all linked to topic
- Build up to 15 minutes of story and/or carpet time
- Begin Fred Talk
- Assess whether children are ready to begin phonics. If they are, start introducing picture cards from March.

All aspects introduced in Autumn and Spring to continue throughout Summer Term.

Summer learning:















- Introduce picture cards – saying the pictures e.g., Maisy mountain mountain – repeating all picture names until embedded
- Fred games
- Introduction to Set 1 sounds.

Decoding: Moving on with Phonics:

The love of reading is promoted widely across our EYFS unit. Talking and rich vocabulary is the main focus in Early Years. Once children are ready in Early Years, our highly trained staff teach daily Read, Write Inc. lessons.

How we support our readers:

- Children are taught daily; the groupings ensure children are taught at their appropriate level
- Children are monitored closely and are assessed regularly to allow for maximum progress
- Main assessments take place half termly and children are re-grouped into new groups every half term.
- During our daily phonics teaching children will:
 - Learn a new sound following the same sequence daily
 - Revisit previously taught sounds in a speedy review
 - Practise reading the sound in words, including multi-syllabic words
 - Apply reading their new sounds in alien words and in closely matched, phonically decodable books
 - Spell words using Fred Fingers - words containing the new sound and review words using previously taught sounds
- Read storybooks linked to specific phonics groups.

	RWI Sounds	RWI Storybooks
Nursery	Teach all 25 Set 1 single sounds. m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x Teach children to name the pictures linked to the sounds.	
Reception End of Autumn 1	Read single letter Set 1 sounds (first 16). m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e	My Set 1 Speed Sounds Book.
Reception End of Autumn 2	Read all 25 Set 1 single letter sounds. m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x Blend sounds into words orally.	My Set 1 Speed Sounds Book. 
Reception End of Spring 1	Blend sounds to read words.	Read Sound Blending Books 
Reception End of Spring 2	Read 31 Set 1 sounds including 6 Special Friends . sh, th, ch, qu, ng, nk Read additional Set 1 digraphs ck, ss, ff, ll	Read short Ditty stories. 
Reception End of Summer 1	Apply knowledge to read 4 and 5 letter words.	Read Red Storybooks. 
Reception End of Summer 2	Read first 6 Set 2 sounds. ay, ee, igh, ow, oo, oo	Read Red Storybooks.  Read Green Storybooks. 
Year 1 End of Autumn 1	Read all Set 2 sounds. ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy	Read Purple Storybooks. 
Year 1 End of Autumn 2	Read first 5 Set 3 sounds. ea, oi, a-e, i-e, o-e	Read Pink Storybooks. 
Year 1 End of Spring 1	Read 11 Set 3 sounds. ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow	Read Orange Storybooks. 
Year 1 End of Spring 2	Read 17 Set 3 sounds. ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure	Read Yellow Storybooks. 
Year 1 End of Summer 1	Read 22 Set 3 sounds. ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow, ai, oa, ew, ire, ear, ure, tion, tious, cious, wh, ph	Read Yellow Storybooks. 
Year 1 End of Summer 2	Read all Set 3 sounds and additional graphemes. kn, au, ue, ie, e-e, e	Read Blue Storybooks. 
Year 2 End of Autumn 1		Read Blue Storybooks with increasing fluency and comprehension. 
Year 2 End of Autumn 2		Read Grey Storybooks. 

Year 2 End of Spring 1	Read, Write Inc. programme completed. Consolidate reading and applying knowledge of all 74 sounds to longer, more complex words with fluency and accuracy both in reading and spelling.	Read Grey Storybooks with fluency and comprehension.
Year 2 End of Spring 2		Read, Write Inc. programme complete. Pupils to access whole class fluency and comprehension lessons building confidence and automaticity.
Year 2 End of Summer 1		
Year 2 End of Summer 2		

At the appropriate point during Year 2, children begin to move away from decoding and into reading comprehension: **"The process of simultaneously extracting and constructing meaning through interaction and involvement with written language"**.

Strategies and Aims for Early Years and Key Stage 1:

- Daily phonics lessons (following the Read, Write Inc phonics scheme)
- Daily 1:1 phonics intervention (keep up, not catch up) lead by skilled teaching assistants
- Reading texts linked to topic work where appropriate
- Protected time on timetables for story time. Class teachers read stories to children to promote a love for reading and to model fluency
- Engaging reading environments throughout school and in classrooms
- Library visits, including our school library
- Reading volunteers who visit school to read with children
- World Book Day which includes reading our favourite stories, poems and a range of book related activities.

Fluency – Moving on from Phonics:

During our weekly reading cycles children will read their book 3 times before taking it home. This allows children to build accuracy and fluency as they progress through the Read, Write Inc. program. Once children have completed the formal teaching and learning of the Read, Write Inc. phonics scheme, they are monitored closely and are assessed regularly to allow for maximum progress. Children are taught to become fluent readers with increasingly growing comprehension skills. At this point, pedagogy changes to ensure pupils have a deep understanding of comprehension, knowing that the written word carries meaning.

Children who are in a learning gap and are in the bottom 20% of our readers, are given significant support through daily 1:1 reading with an adult in order to plug their phonic gaps and build on their reading fluency.

Building Fluency and Comprehension Reading Pedagogy:

These daily sessions follow a structured weekly cycle. Teachers select texts that will immerse the pupils in their next writing genre, build on their previous wider curriculum learning or go beyond the taught curriculum providing opportunities to develop cultural capital. These texts are age-appropriate and allow the children to read more widely.

The purpose of this reading phase is to:

- build reading fluency with age-related texts;
- expose pupils to a wider range of vocabulary in order to understand more texts;
- teach pupils how to build situation models as they read;
- teach pupils how to make sense of the written word;
- enable pupils to fully comprehend what they read;
- equip pupils in answering written comprehension questions.

See below for the reading diet for each year group.

****Please be aware that our reading lessons are responsive to the children's needs so certain components may change and are flexible.****

Year 1				
Monday	Tuesday	Wednesday	Thursday	Friday
Phonics (45 minutes -1hr daily)				
Talk through Stories (20 minutes)				
Shared Reading (children's choice) (10 minutes)				
Vocabulary time (10 minutes)				

Year 2				
Monday	Tuesday	Wednesday	Thursday	Friday
Phonics group (45 minutes) or Reading lesson (detailed below)				
Latin/Greek root words (10 minutes)	345 list of tier 2 vocabulary (10 minutes)	Latin/Greek root words (10 minutes)	345 list of tier 2 vocabulary (10 minutes)	Review of vocabulary instruction (10 minutes)
Fluency Practice (30 minutes)	Extended Reading (30 minutes)	Fluency Practice (30 minutes)	Fluency Practice (30 minutes)	Extended Reading (30 minutes)
Shared Reading (20 minutes)				

Year 3				
Monday	Tuesday	Wednesday	Thursday	Friday
Phonics group (45 minutes) or Reading lesson (detailed below)				
Latin/Greek root words (10 minutes)	345 list of tier 2 vocabulary (10 minutes)	Latin/Greek root words (10 minutes)	345 list of tier 2 vocabulary (10 minutes)	Review of vocabulary instruction (10 minutes)
Fluency Practice (30 minutes)	Close Reading (30 minutes)	Fluency Practice (30 minutes)	Close Reading (30 minutes)	Extended Reading (30 minutes)
Shared Reading (20 minutes)				

Year 4				
Monday	Tuesday	Wednesday	Thursday	Friday
Phonics group (45 minutes) or Reading lesson (detailed below)				
Latin/Greek root words (10 minutes)	345 list of tier 2 vocabulary (10 minutes)	Latin/Greek root words (10 minutes)	345 list of tier 2 vocabulary (10 minutes)	Review of vocabulary instruction (10 minutes)
Fluency Practice (30 minutes)	Close Reading (30 minutes)	Fluency Practice (30 minutes)	Close Reading (30 minutes)	Extended Reading (30 minutes)
Shared Reading (20 minutes)				

Year 5				
Monday	Tuesday	Wednesday	Thursday	Friday
Phonics group (45 minutes) or Reading lesson (detailed below)				
Latin/Greek root words (10 minutes)	345 list of tier 2 vocabulary (10 minutes)	Latin/Greek root words (10 minutes)	345 list of tier 2 vocabulary (10 minutes)	Review of vocabulary instruction (10 minutes)
Fluency Practice (30 minutes)	Close Reading (30 minutes)	Fluency Practice (30 minutes)	Close Reading (30 minutes)	Extended Reading (30 minutes)
Shared Reading (20 minutes)				

Year 6				
Monday	Tuesday	Wednesday	Thursday	Friday
Phonics group (45 minutes) or Reading lesson (detailed below)				
Latin/Greek root words (10 minutes)	345 list of tier 2 vocabulary (10 minutes)	Latin/Greek root words (10 minutes)	345 list of tier 2 vocabulary (10 minutes)	Review of vocabulary instruction (10 minutes)
Fluency Practice (30 minutes)	Close Reading (30 minutes)	Extended Reading (30 minutes)	Close Reading (30 minutes)	Extended Reading (30 minutes)
Shared Reading (20 minutes)				

Structure of Reading Lessons:

Fluency Practice: a form of reading lesson involving repeated oral reading of a relatively short text and conscious attempts to read with greater fluency each time.

Extended Reading: a form of reading lesson involving discussion in which the majority of the lesson is spent reading.

Close Reading: a form of reading lesson that involves thoroughly analysing a text, often reading it repeatedly and looking at different aspects with each read.

Shared Reading: a form of reading lesson in which a text is read aloud to children with the central aim being enjoyment and the development of listening comprehension.

Talk Through Stories: is for four to six-year-old children. It is designed to extend and deepen children's vocabulary so that they can understand the books they will soon be able to read for themselves. During Talk Through Stories lessons, we help children to get to know the story well: the plot, the characters, and their actions and motives. During vocabulary lessons, we focus on specific words from the story. These are words that children are unlikely to hear in everyday conversation but are likely to come across in stories.

Assessment of Reading:

Formative and summative assessments are used to inform the planning and teaching of reading.

Formative:

Through discussions and the use of written answers, we formatively assess the children's understanding of texts read. During fluency practice, the children are trained in using the reading rubric which allows them to provide instant feedback to their partner about expression and volume, phrasing/smoothness, fluency/accuracy and pace.

Summative: Year 2 and 6 SATs and termly PIRA assessments from Years Reception to Year 6 are used. These are analysed using MARK online and gaps are addressed in future teaching and planned interventions.

Impact:

As we passionately believe that reading is the key to all learning, the impact of our reading curriculum goes beyond the result of statutory assessments. Children have the opportunity to enter the wide and varied worlds that reading opens up to them. As they develop their own interest in books, a deep love of literature across a range of genres, cultures and styles is enhanced.

Through the teaching of systematic phonics and reading skills, our aim is for children to become fluent and confident readers who can apply their knowledge and experience to a range of texts through the Key Stage 2 curriculum and into Key Stage 3, 4 and beyond.

A Year 6 reader leaving Penistone St John's, transitioning into secondary school, will be a fluent, confident and able reader who can use their reading skills to unlock learning across all areas of the curriculum as well as accessing a wide range of texts for pleasure and enjoyment.