

Penshurst CE Primary School	
Reading Policy	
Subject Leader	Katy Foy
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Reading Policy

Intention

At Penshurst CE Primary School, we believe that reading lies at the heart of the curriculum and is the key for academic success. We are dedicated to enabling our learners to become life-long readers who will leave us able to read fluently and with confidence, both for pleasure and in any subject they choose throughout their secondary education and beyond. We are also focused on ensuring our children can talk about the texts they have read in depth, being taught to clearly explain their ideas and offer reasons and explanations for their opinions.

We therefore intend to encourage all pupils to read widely across both fiction and non-fiction; to develop knowledge of themselves and the world in which they live; to gain knowledge across the curriculum; to build their vocabulary, both expressive and subject specific; and to instil a love and desire to read for personal enjoyment and academic development. We are committed to providing vocabulary rich reading materials and the best examples of texts to engage and inspire our pupils.

Aims *(from the National Curriculum 2014)*

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

- word reading
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (ie unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Implementation

- The systematic teaching of phonics has a high priority throughout Foundation Stage and Key Stage 1. Phonics is taught daily to all children in Foundation Stage, Year 1 and Year 2 and starts in Reception within the first few weeks of Term 1.
- Staff systematically teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them.

- Phonics is delivered in whole class sessions, so that all children are exposed to the learning appropriate for their year group. We follow our 'Penshurst Phonics Programme' and use our own resources to support teaching in class.
- Our phonic resources are sent home to the Reception parents so they are well equipped to support at home. This includes flash cards as they are taught, tricky words, and parent support sheets to explain each weeks learning.
- Daily intervention is planned for those children who are working below expected levels as soon as needs are identified. This takes place in addition to the whole class phonics sessions, not instead of.
- In Reception we have a 'Parent Army' who come in daily to listen to the children read. They are also heard read by the teacher twice a week and their books are changed accordingly.
- In Reception, the children are exposed to a wide range of high quality texts to support the learning taking place in class. These might be planned in advance, or chosen to match the children's interests. They have a weekly 'book club' with the teaching assistant where they unpick a text together and start the process of learning comprehension skills by discussing the text in detail.
- In Year 1 + 2 the children are heard read by their teacher across the week, and then additionally by other staff if they are identified as a 'regular reader'. We also have parent volunteers who support.
- Our reading books are matching to the phonics being taught in class, so that the books taken home are always accessible to the children. We use Bug Club + Rocket Phonic reading books. They are all completely phonetically decodable.
- Once children are reading 'Set 27' with confidence they are benchmarked using the PM benchmarking resources, and will then move onto colour banded books. They can select these themselves. They will then be regularly benchmarked to monitor progress. This normally takes place in Year 2.
- All staff have had training in our phonics programme and know what resources are available to them to support teaching. More specific training is planned and delivered to meet individual class needs.
- Assessment in phonics is completed at the end of each phase, with actions then planned in for some 'consolidation' sessions before moving on. This is designed to be precise, immediate and consistent to our programme.
- In Years 1 – 6 Reading is taught using CUSP Reading. This uses high quality, carefully chosen texts in the classroom to build reading skills through.
- Children in Key Stage 2 who still require phonic support complete a 'catch-up reader' intervention programme which closely matches our phonic programme to ensure consistency in approach.
- Interventions are closely monitored by the Subject Leader with progress tracked through phonic + reading assessments.
- Children in Year 2 onwards (when they are reading at a level to access the paper) will complete reading assessments (TestBase) 3 times a year to gather summative data on their reading attainment.
- We have a well-stocked school library which the children use regularly to change their books and select 'free readers' to take home to share with family.
- The children in Reception have Year 5 buddies, and the children in Year 1 have Year 6 buddies - they read to each other regularly to raise the profile of reading for enjoyment.
- Children are read to every day by their teacher.

Impact

We consider accurate and focused assessment is the cornerstone of high quality teaching. It allows learning to be planned and taught accurately as well as meeting the needs of the children and ensuring high levels of expectation and support are maintained. We assess progress formatively through listening to the children read and talking to them about the books to monitor comprehension. We then have summative assessments which consist of; phonic assessments at each phase, PM benchmarking and TestBase reading assessments 3 x a year. These all come together to ensure we know exactly where

our children are in their reading journey and exactly what needs to be done to support them in reaching the next stage.

Successful Teaching, Learning and Assessment

- Teachers and other staff have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to pupils
- Assessment information is used to plan appropriate teaching and learning strategies, including to identify pupils who are falling behind in their learning or who need additional support, enabling all pupils to make good progress and achieve well
- Work is differentiated, demanding and challenging enough for all pupils
- The contribution of Teaching Assistants has a significant positive impact on children's progress
- Children demonstrate the characteristics of effective learning and positive learning behaviours
- Well-being and involvement in learning are high
- Progress over time is very good and in line with the milestones set out in the Reading Progression document.
- Achievement is high overall and ensures that the school meets National Curriculum standards