

Reading Policy 2024 Greenmount Primary

“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.” NC 2014



INTENT

- To develop word reading skills which enable the children to have speedy working out of the pronunciation of unfamiliar words (decoding) and the speedy recognition of familiar words using a Reading Routine that is rehearsed and practised daily.
- To embed GPC's using a scheme taught consistently across school by a highly competent team of reading teachers.
 - To ensure there are consistent routines for developing reading fluency.
- To support children's comprehension through experiencing a variety of whole class texts and discussing their reading responses using think clearly, think deeply activities.
- To read from the Greenmount Reading Spine to experience a range of genres discussing a range of narratives, poems and non-fiction.
- To promote children's love of books by creating social libraries with books that link to children's interests but also to engage children with texts and knowledge outside of their current experience.

- To use reading to expose children to a wider vocabulary.
- To be able to respond imaginatively to a variety of texts including fiction, non-fiction, poetry and prose
- To develop children's reading at home by making strong links with parents.

IMPLEMENTATION of Early Reading

We are a Floppy's Phonics School!



Phonics:

- Daily phonics lessons take place at 9am across Reception and KS1,
- We teach with fidelity to the Floppy's Phonics Scheme,
- Reception learn new code over two days and year 1 and 2 learn new code each day.
- We ensure there are consistent routines for revisiting and reviewing flashcards. Digraphs and trigraphs are known as 'Letter groups'.
- All children and staff practice and rehearse 'Our Reading Routine'
- We use the rule of 3 to practise reading with reading routine out loud, in our heads and then our final practise is a 'speedy read',
- Children's use 'Phonics fingers' to sound and spell and this is then applied within a dictated sentence.
- We ensure effective catch up by using 'gap trackers' to fill gaps and plan the catch up to ensure every child gets through the reading gateway.

Matched Texts:

- Children 'warm up' new texts with their reading teachers each day,
- Staff revisit and review flashcards before reading and Floppy's phonics cards and 'Tricky word cards' are pre-taught before reading,
- Children are encouraged to spot the letter group, read the sounds and staff will remodel with the 'reading routine in my head' linking to phonics best practise.
- Children read a matched text at home and parents are expected to sign. Children are then rewarded with moving up the 'Reading Mountain.'

'Dream' Reads:

- Given to Nursery, Reception and Year 1
- These are sent home for parents to share with their child at bedtime.

- Teachers communicate to parents and model that these stories are for them to read to their child.

Reading for Pleasure

- Stories are repeated each week using the ‘Magic of Stories’ approach. Multiple copies of the texts are available in reading environments throughout the EYFS and KS1.
- Texts are carefully selected for our Reading Spine which may be topic specific, may act as a mirror or a window for our children, may link to British values or may be a new and bold author or a ‘golden oldie’ we cannot miss out!
- Talk opportunities are carefully planned to ensure that children’s listening comprehension and exposure to new vocabulary are scaffolded, practised and applied.



Repeated Reads in a reception book corner- multiple copies promote social reading.

	Repeated Reads	Storytime Reads
I wonder what is special about where I live?		
Rhymes	<ol style="list-style-type: none"> When Goldilocks went to the house of the bears Finger family Head, shoulders, knees and toes 	
I wonder what we celebrate and why?		

A Nursery Reading Spine glimpse of repeated reads, story reads and our rhyme spine!



Teaching, keeping and practising new vocabulary linked to our texts.

An example of a year 1 Dream Reading library list with books offered to parent’s at hometime each week.



Guided Reading

- The purpose of guided reading in KS1 is to warm the text before it is sent home each week.
- In KS1 children read texts matched to their phonics or reading ability in small groups x 4 a week.
- Year 1 work in small groups to model application of our reading routine with an adult.
- Year 1 answer comprehension questions verbally. Year 2 are given written comprehension answers for each text they read.

- IMPLEMENTATION KS2

Guided Reading

- In KS2 children have a timetabled guided reading lesson x 4 days a week.
- The reading term is organised into weekly blocks. A core text leads for the half term and related non-fiction is read after this. A contrasting text may also be used within a term for children to respond to.
- Children read whole texts and class sets of books are provided.
- The teacher acts as the best model for fluency and expression and reads aloud as children follow with their reading finger. The teacher will use a range of strategies to promote interaction with the text.
- The teacher will pause to discuss the skills of an effective reader where appropriate to model the thinking process of reading out loud for the children.



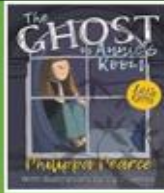
















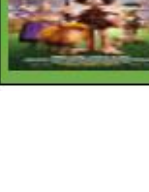






- Vocabulary is always a lesson focus with a 'vocabulary check' at the start.
- Teachers use assessment for learning quizzes and games to practise retrieval skills.

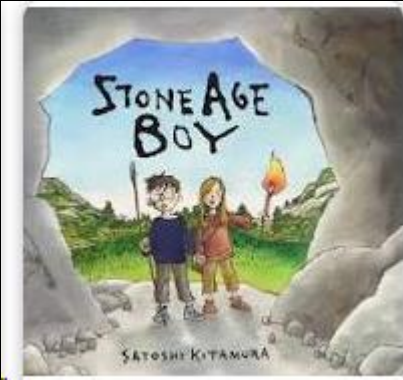
- Reading lessons focus around discussion. Children will answer a 'big question' where they must explain their answer and provide evidence to support their opinions.
- Core Texts are brought to life through hands on experience days- this could be using our Bushcraft experience, drama, trips, research, film, music, art with a focus on exploring cultural capital and vocabulary.
- Key authors are promoted in our classrooms and our top five (voted for by children) are displayed on each door.
- Alongside our discussion based lessons, children are also taught how to answer comprehension strategies on the key assessment focusses. This is at the end of each half term.

The Reading Spine

Y3

Home and Magic in the Home/ family Focus on fluency in reading aloud and sequencing	Historic fiction/ stone Focus on sequencing/ compare texts	Scary/ Myths/ Ghosts Monsters Focus on retrieval/ fluency and sequencing	Animals	Alternative Tales Themes and conventions/ triumph of good over evil/	Mystery/ Adventure
					
					
					
					

Each text has planned discussion objectives that are age appropriate covering a range of skills.



Genre- Time slip/ Historical narrative

Theme: Voyage and return

I can notice techniques used by authors to speed up action scenes e.g. short sentences, more verbs, fewer adjectives

I can empathise with the central character's predicament and think about what I would do.

I can make plausible predictions from details (including illustrations).

I can read aloud with expression, being aware of inverted commas.

I can distinguish between simple and complex sentences, as well as short and long sentences, and assess the impact of varying sentence types and lengths.

I can identify negative sounds in a story e.g. *the window smashed loudly and the crash echoed down the corridor.*

Reading across the Curriculum:

Children are encouraged to read as an Historian, Scientist etc across the Curriculum and classrooms will have an exciting range of texts linked to the topic to be used in lessons. We use the Leeds SLS Library to supplement our reading offer and are able to provide age-appropriate linked texts to the area of study.

Reading environments:

- We are proud of our year group libraries across the school and our new annex library.
- Children have weekly library time where staff get to know them as readers and make recommendations.
- Children also recommend books to each other leaving post its on the front cover.

- Reading Ambassadors apply for the role and work closely with the Reading Leader to make recommendations and take surveys of the class reader identities.
- New texts and favourite authors and themes are promoted and books are displayed attractively, forward facing and organised by theme or author.



Accelerated Reader:

- In Year 5 and 6 books are displayed in line with the rest of the school but children are able to quiz using Accelerated Reader.
- With initial baseline assessment data children are able to read with the right level of challenge.

Timetabling Early Reading

Phonics	Nursery- Group times Reception 20-40 mins daily (term dependent) Year 1 1hour Year 2 45 mins Plus review sounds after dinner Plus 1:1 Catch up/ intervention
Reading Practise	Reception- 1:1/ Guided groups weekly (term dependent) Year 1 Guided Groups x 4 Year 2 Guided Groups x 4
Reading for Pleasure	Daily repeated read and listening comprehension
Reading as a stimulus for writing	Reception- Magic of stories approach KS1 1 Daily text reading and exploration

Timetabling KS2

Reading Practise	X 4 Guided Reading
Reading for Pleasure	Library slot per class per week Quiet reading time timetabled Daily story time
Reading as a stimulus for writing	Daily text reading and exploration

Resources

- First News,
- Resourced Reading Spine,
- Floppy's Phonics Scheme and matched Texts,
- ORT Reading scheme for KS2
- Dream Read store for KS1 and KS2,
- Class libraries,
- Annex library
- Reading sheds
- Leeds SLS Book stock
- Accelerated Reader

Assessment

- Phonics is assessed every half term, data is analysed with RL, HT and teaching staff. Gap analysis made and teaching groups are fluid based on this. Intervention is organised around this data every half term and staff are given copies of gaps tracker so that intervention is specific to need.
- Whole school reading and comprehension data is gathered every term.
- Test papers are analysed by class teachers to look at the assessment focusses for reading and teaching planned accordingly.
- Reading interventions for fluency are used where appropriate.
- Strategies for answering text questions are modelled per term and test papers used to inform next steps across year 2 and KS2.

Homework and the support of Parents

- We use a two- book approach to reading homework until a child can read with fluency and is a 'free reader'. In Reception and KS1 children will read a

matched text and a 'Dream Read' will be sent home to read with a grown up each week.

- All children in KS2 will have a library book chosen with their teacher to read at home.
- Some children in KS2 will also be given a book matched to their reading target if they are receiving additional reading support and they will be given a levelled book from our scheme.
- Parents will sign the reading records of early years and key stage 1 children and KS2 children will record their own reading and a review in their record books.
- While we want to promote intrinsic reward for reading we also use our reading mountain rewards to encourage children and parents to make time for this important practise at home.
- Parents will attend year group workshops with their child each year modelling reading at home, storytelling and the books and authors covered.
- Parents will ensure school book stock is well cared for and reading records book bags are presentable and in working order.

The Role of the Headteacher:

- Encourage a whole school Reading culture and ethos modelling a love of reading, keeping parents, governors and staff well informed
- Support the subject leader and individual teachers through CPD development and communicating the reading culture to children and staff.

The Role of the Reading Lead:

- Lead by example showing a thorough and up to date knowledge of the subject including developments in curriculum and assessment. Keep up to date with new teaching and learning strategies and developments within the subject including assessment.
 - Be responsible for training and creating a highly competent team of expert reading teachers across school. Lead INSET or identify and source INSET when required.
 - Monitor the quality of teaching in reading and phonics and provide support and feedback.
 - Monitor the progress of the lowest readers in each year group and ensure quality teaching and support are delivered until they learn to read including those new to school and new to English.
 - Manage school library offer and build a shared reading culture across school.

- Support pupil voice through a team of Reading Ambassadors.

The Role of Governors

- Have an up -to- date knowledge of the school and be well informed on the school improvement plan through leadership of the Headteacher, the SLT and the Literacy team.
- Monitor and review progress on the English Action Plan
- Support the staff in implementing the school's policy.

Role of the SENCO

- Support the English team and teachers in supporting children with special educational needs and encourage whole class inclusion where possible.
- Use B squared for Reading to assist teachers to complete individual education plans and make assessments.
- Support teachers with delivering extra provision or obtaining appropriate resources for phonics and reading based on a child's individual needs.

This policy will be reviewed by H. McGuire Sep 2026