



'Living Life to its Fullest;
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English Reading Policy

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Subject Leader:

Rebecca Cliffe

Introduction

The Rivington curriculum for reading:

Why is reading so important?

- Unless pupils can read, they cannot access learning to the full.
- Fluent readers can learn more simply because they can read and gain knowledge for themselves.
- If pupils cannot read, they will not be able to access the curriculum, and will be disadvantaged for life.
- Children who lag behind in reading during the early years will typically continue to do so for the rest of their schooling.

'Reading failure begins early, takes root quickly and affects students for life.' When older students can't read –

Louisa Moats (2002)

Michael Morpurgo

'Reading is the one ability, that once set in motion, has the ability to feed itself, grow exponentially and provide a basis from which possibilities are limitless.'





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Rivington Foundation Primary School is determined that every pupil will learn to read, regardless of their background, needs or abilities. All pupils, including the weakest readers will make sufficient progress to meet or exceed age-related expectations. Leaders at Rivington make reading a top priority. We know that if pupils cannot read with accuracy, automaticity and understanding, they will fall rapidly behind their peers and be incapable of accessing the curriculum. Leaders at Rivington instil a sense of urgency in teaching the lowest 20% of pupils to read, both at KS1 and KS2. We do not settle for Phonic Screening Check (PSC) results that are in line with the national average and we do not explain pupils' poor progress in reading by their difficulties or background.

At Rivington Foundation Primary School, we aim to develop pupils' abilities through a cohesive and creative English Curriculum, which incorporates all the elements of the National Curriculum; phonics knowledge; spoken language (oracy) and reading and writing. Our English curriculum teaches key knowledge and skills through: discreet phonics lessons (Letters and Sounds) alongside quick and effective 'keep up' where required; reading lessons (including the effective teaching of fluency) and English lessons; as well as embedding these skills across the broader curriculum. Equipping children to engage with, understand and appreciate the spoken and written word underpins all our English teaching. Children are exposed to a wide range of high-quality texts including: stories, poems and non-fiction pieces and given opportunities to respond to these texts in a variety of ways.

Progress in reading:

At Rivington, we know that progress in reading comes from:

- Developing the knowledge needed (accuracy using phonic knowledge and automaticity at reading words) to understand increasingly challenging texts. For example, knowledge of vocabulary, context, narrative structure and syntax.



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- Reading ability is progressive – like learning how to play the piano – we master certain texts and are then we present children with more challenging texts that they need to explore and master. Reading increasingly challenging texts can gradually increase pupils' 'readiness' for reading the ambitious literature that is the end point of the national curriculum.

What does it take to become a fluent reader?

Accuracy

Decoding unfamiliar
words



Automaticity

Reading words
'at a glance'



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How do pupils become accurate and automatic word readers at Rivington?

Accuracy

Through phonics



Automaticity

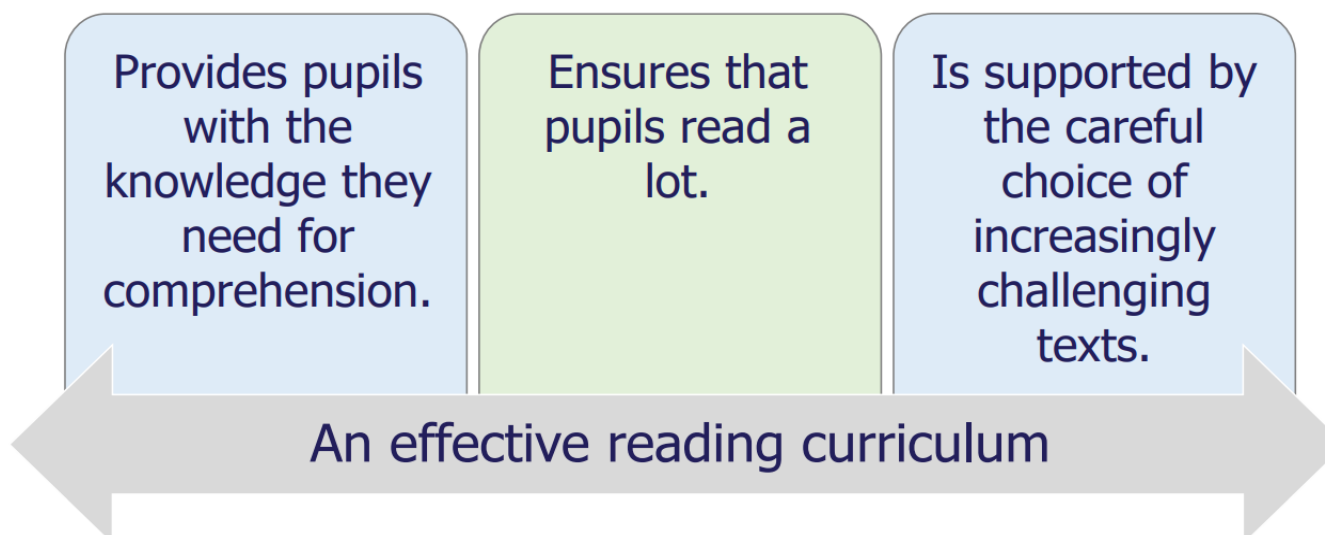
Through the right
quality and quantity
of practice



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An effective reading curriculum at Rivington will:



Becoming a fluent reader (decoder) at Rivington – Phonics

At Rivington, we know through evidence provided by trusted bodies, that phonics guarantees success in reading. Phonics is a body of knowledge, not a pedagogy. Phonics enables accurate word reading because it allows pupils to understand the alphabetic code. Regardless of age, special educational need or background, the same knowledge of the alphabetic code and phonics skills underpin all reading. At Rivington, the phonics curriculum does not change but the resources and activity choices might. At Rivington, we know that pupils will not pick up phonics through discovery. **They need:**

- **Daily instruction through phonics teaching**
- **Planned opportunities to practice what they have been taught. Examples of practice:**



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- **Reading books which are matched to their phonic knowledge**
- **Re-reading these books so they build a bank of words that can be read automatically.**

Through phonics instruction, pupils at Rivington should be able to read:

- **unfamiliar words accurately.**
- **familiar words automatically.**

At Rivington, the content and sequence of the phonics programme supports pupils' progress. Rivington's phonics programme matches or exceeds the expectations of the English national curriculum and the early learning goals. All teachers, have clear expectations of pupils' phonics progress term-by-term, from Reception to Year 2.

- **At Rivington, leaders have adopted one systematic synthetic phonics programme that they teach with fidelity, consistency and continuity from Pre-school until Year 2, or later if pupils need more support.**
- **At Rivington, we have clear expectations about pupils' progress term-by-term.**
- **At Rivington, sufficient time is given for the teaching of phonics, reading and writing every day. Pupils have time to apply what they know.**
- **At Rivington, teachers understand that, when reading for themselves, pupils – at whatever age – can only access the meaning of a text if they can read it accurately and speedily.**

At Rivington, the sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to the school's phonic programme. Teachers give pupils sufficient practice in reading and rereading books that match the grapheme-phoneme correspondences they know, both at school and at home:



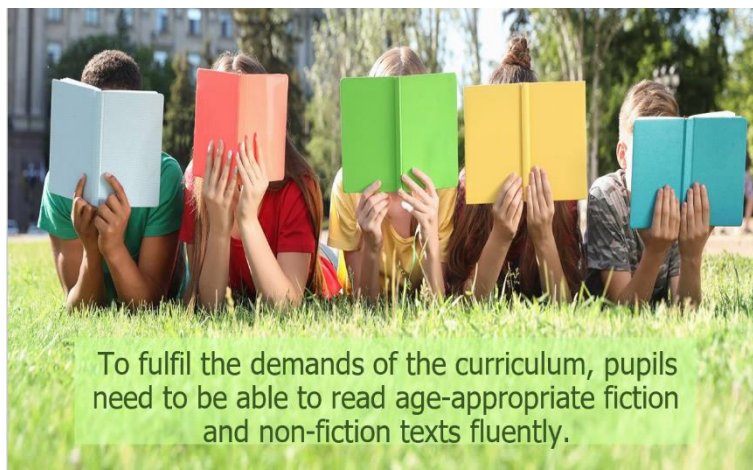
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- **The school organises 'decodable' reading books in the given sequence of their phonic programme: the reading books build letter-sound correspondences cumulatively.**
- **Teachers continue to give pupil's practice in reading sounds and 'decodable' books' beyond the PSC until they can read familiar words effortlessly and work out new words speedily.**

Becoming a fluent reader at Rivington - Language Comprehension:

Developing communication skills, both spoken and written, is vital, to a child's progress, cognitively, socially and linguistically, therefore our approach to teaching English begins with high quality spoken discussion – writing floats on a sea of talk. We wholly believe, 'if children cannot



To fulfil the demands of the curriculum, pupils need to be able to read age-appropriate fiction and non-fiction texts fluently.

talk about something, they cannot be expected to write about it.' We teach oracy alongside high quality phonics so that when children's reading ability reaches strong fluency and accuracy they can marry this ability with strong language comprehension in order to succeed across the curriculum. Over recent years, we have become more acutely aware of the growing percentage of children entering school with poor communication and language skills therefore it is one of our prime mission for the early years curriculum to make up for weaknesses in children's language acquisition on entry.

At Rivington, we know importance of focusing on language and communication with our youngest children. We do this by and through:

- **Sharing books and reading aloud.**
- **High-quality interactions.**

All staff at Rivington, foster a love of reading – we are readers too.

Stories, poems, rhymes and non-fiction are chosen for reading to develop pupils' vocabulary, language comprehension and love of reading. At Rivington, Pupils are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction.



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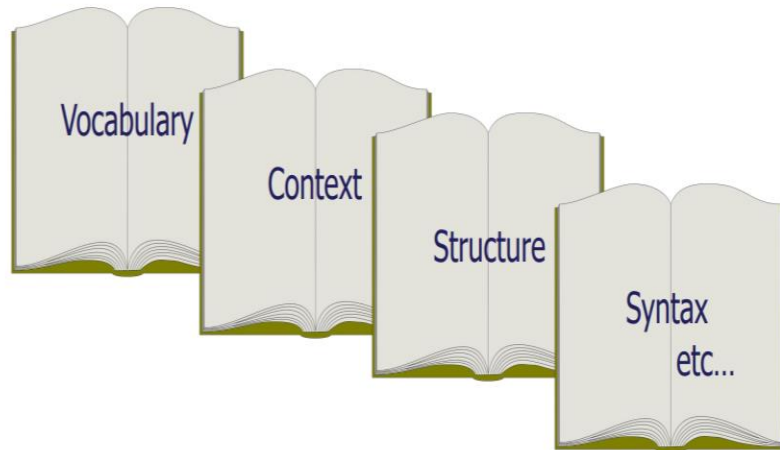
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Leaders at Rivington ensure that we have a breadth of non-fiction books that support the school curriculum and a range of high-quality literature that pupils will want to read and listen to:

- **At Rivington, teachers' deep knowledge of children's literature helps them guide children's independent reading choices, resulting in children's enthusiasm for reading.**
- **At Rivington, all teachers timetable daily story times.**
- **At Rivington, all teachers read aloud with confidence and enjoyment and encourage pupils to talk about the story.**

Choosing texts carefully:

Reading gives pupils knowledge of:



Reading to our children is paramount if we are to make strong progress in language comprehension. Story time is central in our curriculum offer. Children are sent home with phonic books that match their phonic learning but also a book which an adult can read to them and share. In choosing texts for our pupils, we ensure that they contain:

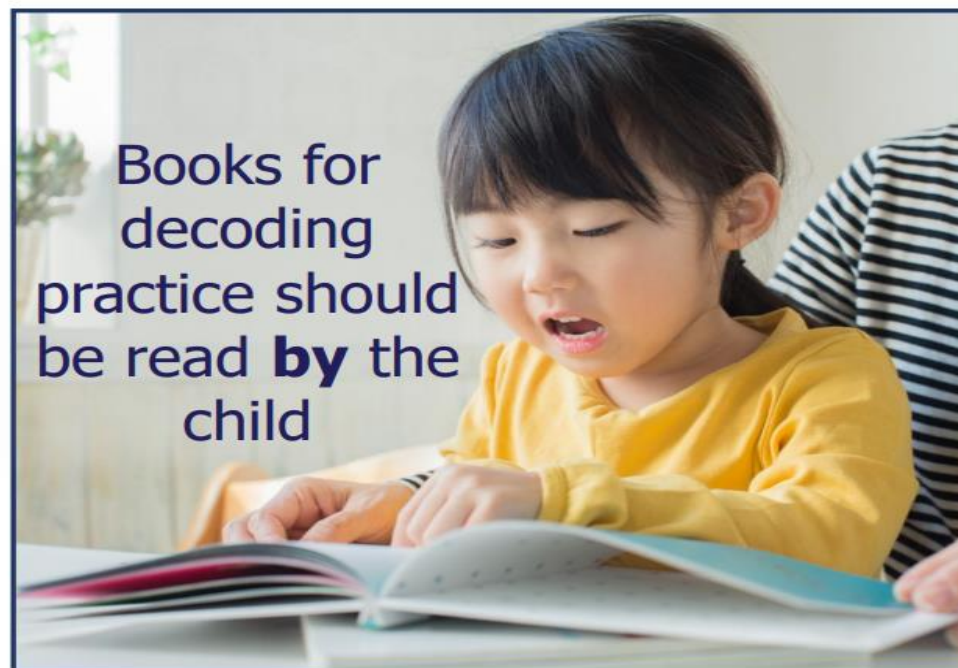


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1. High-quality vocabulary.
2. Feature a variety of different contexts – both of time, place and character.
3. Varied structures – including linear and non-linear texts.
4. Varied and high-quality sentence structure –syntax.

Purpose of books:





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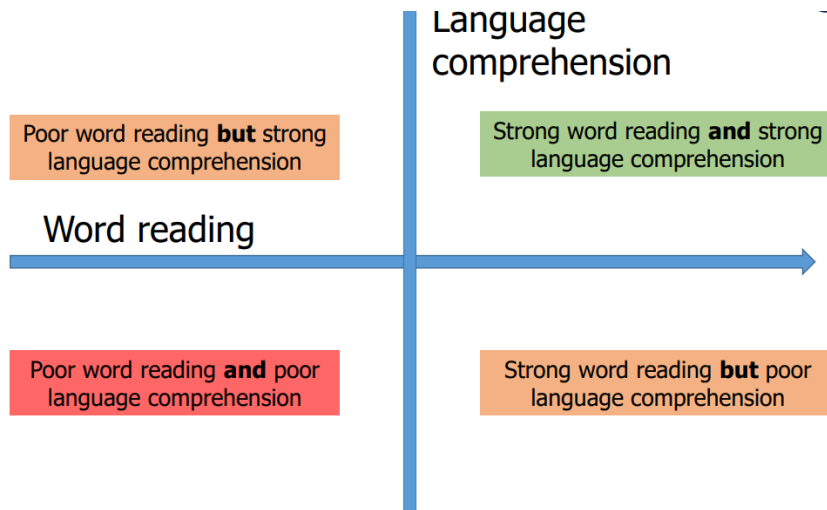
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Becoming a fluent reader at Rivington – Reading Automaticity:

At Rivington, we know that automatic word reading is achieved through the right quality and quantity of practice. Pupils need enough practice so they become automatic and can read words 'at a glance'. This fluency is progressive and constantly needs to be mastered with more challenging texts. At Rivington, we know that fluency in reading enables comprehension.



The Simple View of Reading:



At Rivington, creating readers who fall into the top right box is our priority.

The school adopts a thematic approach and our English curriculum is integral to this design. As a result, reading and writing tasks have a clearer purpose and it enables pupils to make links between their learning, encouraging them to activate background knowledge when responding to texts and creating their own written pieces. We emphasise vocabulary throughout the English curriculum, developing understanding of etymology and the manipulation of language, as well as increasing the word-hoard of each child. Promoting a love of reading is essential and a main priority at Rivington Foundation Primary School, **'The more that you read, the**

more things you will know. The more that you learn, the more places you'll go.' Dr. Seuss.



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Reading Curriculum Intent, Implementation and Impact Overview

The intent of our English curriculum is to actively engage all pupils in language rich lessons and environments. The careful cumulative design provides opportunities for pupils to make connections across all learning in all subjects, with the English curriculum, underpinned by high-quality texts sitting at the heart of this learning. We believe that reading feeds imagination, allows curious minds to discover new things and brings enjoyment, therefore we aim to both inspire and provide children with the tools to become motivated and strategic readers, who know more, understand more and remember more.

Intent	Research	Implementation	Impact
Intention 1: To build a cumulative reading curriculum, which promotes the acquisition of appropriate knowledge and skills in order to develop confident, fluent and independent readers.	National Curriculum – The statutory content enables age appropriate knowledge and skills to be taught across all year groups. Education Endowment Fund (EEF) research indicates that systematic phonics is the only approach to support young readers to master the basics of reading. EEF research indicates that effective reading comprehension strategies alongside quality texts and language comprehension teaching delivers an additional six months' progress. Alex Quigley – Closing the Reading Gap – talks about the aspects of reading fluency; expression and volume, phrasing, smoothness and pace. His	Phonics <ul style="list-style-type: none">The systematic teaching of phonics has a high priority throughout Foundation Stage and KS1. A discrete phonics lessons is taught daily to all pupils in FS, Y1 and revision for Y2 pupils during the autumn term. We deliver phonics through the 'Letters and Sounds', following the sequence and progression of this programme.Phonics is delivered in a whole class and group format because it enables staff to ensure application across subjects embedding the process in a rich literacy environment for early readers.Intervention is planned for those readers who are working below the expected level for their age group.Pupils receive reading books matched to the phonics being taught in the classroom so these books are completely decodable for independent reading. Reading <ul style="list-style-type: none">Reading is at the heart of our curriculum and provides a hook for further learning.	Children will make at least good progress in their reading from their starting point, or last statutory assessment. Children will develop reading accuracy alongside reading automaticity. Language comprehension development alongside reading accuracy and automaticity so that, when fluent, children are able to comprehend the high-quality texts that they read. High quality texts, books to share at home and Story times secure the development of language comprehension, context, syntax and story structure.



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	<p>research describes reading fluency as the automatic reading that allows 'more space to consider the meaning of the language.' In turn better fluency, better comprehension.</p>	<ul style="list-style-type: none"> All pupils take part in daily guided reading sessions; FS and year 1 work in ability groups primarily focusing on word reading and listening to texts read aloud. From year 2 upwards we use the approach of whole class guided reading based on reading domains and teach a range of skills and techniques that equip pupils to comprehend meaning and develop understanding of vocabulary. Pupils are enabled to analyse a range of texts and respond to them appropriately. (See pedagogy) Pupils throughout school have a reading book and children are encouraged to carry out independent reading both in school and at home to improve fluency and further enjoyment. Our children are exposed to a variety of different reading schemes to offer a range of text types and styles. The schemes included in this reading provision are: Oxford Reading Tree, Project X, Bug Club and Red Squirrel. All books are organised to ensure progression and appropriate challenge for all pupils. Decodable texts for EYFS/KS1 include ORT phonics, Beanstalk books, Dandelion Readers, Phonics Bug, Floppy Phonics, Songbird Phonics, Phonics Shed, Junior Learning and Red Squirrel. 	<p>Children will use the knowledge and skills of the English curriculum to access all subjects allowing them to be more effective learners who know more, understand more and remember more.</p> <p>Children will progress to be confident speakers who can articulate thoughts and ideas, a skill to take into life beyond school.</p>
<p>Intention 2: To create a whole-school reading culture that fosters a love of reading, through exposure to a wide range of high-quality texts,</p>	<p>Alex Quigley – Closing the Reading Gap</p> <p>'Only 1 in 8 disadvantaged pupils own a book' – schools need to provide those resources and opportunities to share, enjoy, discuss and reflect upon a range of texts.</p>	<ul style="list-style-type: none"> Reading is a priority for all children and this is a notion shared by all staff. All children read and are read to every day so they develop a love of reading. Class texts are carefully selected to ensure they promote learning across the curriculum. Supporting texts are equally well planned to enhance interest and understanding of a particular topic / unit. This literacy spine also includes classic texts, poetry and non-fiction. Each year group has a termly pack of texts to study, which link to create 	<p>Children will experience a love of reading, they will want to read more so they will progress from learning to read to reading to learn.</p> <p>Children will have experience of texts that vary in content,</p>



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which improves reading motivation.	<p>'Monitoring motivation – it has been proved that connecting reading to their interests really does matter.'</p> <p>Clark and DeZoya (2011)</p> <p>There is a significant positive relationship between enjoyment and attainment indicating that pupils who read more are also better readers.</p> <p>Aidan Chambers – The Reading Environment</p> <p>'People do not become committed readers on a diet of prescribed texts alone, however well-chosen they may be... We become willing readers when following our own instincts and tastes... Regular browsing and talk is essential.'</p>	<p>a cohesive literacy rich curriculum. A learning environment non-negotiable is that each classroom must have a dedicated reading area that sparks interest in books and celebrates reading frequency and achievement.</p> <ul style="list-style-type: none">• The school library is stocked with an ever increasing range of texts. Children can also access the library during lunchtimes at reading club and can borrow books to read for pleasure. These books are organised to aid choice but the emphasis is on enjoyment and personal preference.• Parental involvement is key if we are going to really close the reading gap. Stay and Read sessions are organised each term for FS and KS1, encouraging adults to come along and share reading with their child. Phonics and reading workshops are held to offer support and guidance to parents and carers who wish to further support their child's reading at home. Phonics booklets and videos are also shared with parents and carers as well as including the current grapheme-phoneme correspondences being taught on class newsletters.	<p>structure and language and will have the confidence to read and respond to them.</p> <p>Children will make at least good progress in their reading from their starting point, or last statutory assessment.</p>
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<p>Intention 3:</p> <p>To provide explicit vocabulary instruction and develop oracy skills across the curriculum, encouraging pupils to become readers of all subjects, in order to better equip pupils with the background knowledge needed to approach with confidence and better understand a broad range of text types.</p>	<p>Alex Quigley – 'Reading in the subject disciplines.'</p> <p>'We need to ensure that our pupils can confidently navigate the unique structures of textbooks and therefore act as active, strategic readers.'</p> <p>Research also suggests by giving children specific goals or roles, (reading through the eyes of...) when reading across the curriculum, will help with both 'recall of what is read, but also deepen understanding.'</p> <p>Aidan Chambers – The Reading Environment</p> <p>He discusses the importance of storytelling and reading aloud in developing oracy and vocabulary. 'Everyone comes to printed literature through stories told aloud.'</p>	<ul style="list-style-type: none"> • Language and vocabulary is explicitly taught through all subjects – it is a learning environment non-negotiable that key vocabulary is displayed and used. All subject leaders plan progressive key vocabulary within their subject. • The skills of the spoken language curriculum run as a thread throughout the curriculum not just within English lessons. Opportunities are planned in to promote and model talk; discussion, debate, performance, collaborative work, evaluation across all subjects. Teachers think aloud, they model how to articulate their choices, their reasoning, and their justifications. Precise teaching of grammar and etymology through English, reading and wider curriculum sessions promote a fascination with words and the manipulation of language. This teaching of vocabulary across the curriculum allows pupils to better understand the individual units of words that make up the language we speak, read and write. • Reading or listening to someone reading aloud happens in every classroom, every day. It is used to stimulate analytical discussions as well as to entertain and ignite enjoyment. • Speech and language support is provided in school and early identification and intervention is overseen by the SENCO. 	<p>Children will use their spoken communication skills confidently and effectively across the curriculum.</p> <p>Children will gain a deeper understanding of language, better equipping them to analyse authorial intent and vocabulary choices.</p> <p>Children will make at least good progress in their reading from their starting point, or last statutory assessment.</p>
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The Body of Knowledge (phonics), Pedagogy and approaches to the teaching of reading

In Reading we recognise the importance of the methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more.

EYFS and Year 1

In EYFS the main focus of teaching reading is through daily phonics lessons, enabling pupils to develop their phonemic awareness in a structured and systematic approach. At Rivington Foundation Primary School we follow the sequence of 'Letters and Sounds'. We ensure smooth transition into year 1, where this scheme and consistent practise is continued. In both EYFS and year 1, pupils take home reading books and a book that contains the focus sounds of the week, which are matched to their phonic ability as well as a book for parents to read. Reading is also developed through small group, guided reading sessions, where children have the opportunity to read a book at their level with close instruction from the teacher, developing decoding, fluency and simple comprehension skills. When children are not working with the teacher, they are either re-reading for fluency, reading to an adult or listening to an adult read to them. This enables children exposure to a wide range of different texts read by an 'expert' modelling how effective reading should sound. This is followed up with discussions about plot, structure, characters, personal feelings about the text, encouraging active, engaged listeners. These sessions have a focus on vocabulary; discussing the meaning of new words and how to use them within their own speaking and writing. Within all English lessons, phonics remains a focus and planning allows pupils to revisit elements of the phonics teaching, in a wider context.

Year 2 and Key Stage 2

As pupils move into year 2 they continue to access a daily phonics lesson, which after careful teacher assessment moves on to concentrate on application of phonics in a broader context, whilst developing further knowledge of the vocabulary, punctuation and grammar element of the



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National Curriculum. From year 2, children begin to access whole class guided reading as the main approach to teaching reading skills, which is the adopted approach as pupils move throughout key stage 2.

Within all whole class guided reading lessons, pupils are taught reading skills based on one of the content domains. They are taught to apply active reading strategies; making connections, predicting, questioning, visualising, inferring, monitoring and summarising. Vocabulary is taught explicitly and pupils are given the opportunity to explore words in many different ways – etymology, morphology.

During reading lessons, children experience the following approaches to teaching reading:

- **Direct teacher instruction through modelling of skills and techniques: questioning; reading aloud with expression; inference in the moment of reading**
- **Inquiry-based learning – having opportunities to explore and discuss a text, orally constructing answers in pairs or groups**
- **Pupil-led learning – choosing how to answer a particular question; pupils questioning what they have read and leading open discussions**

Pupils will evidence these learning approaches and the progress they are making in Reading Journals, English books and work produced across the wider curriculum.

The Rivington Teaching Sequence

Phonics

At Rivington, leaders set clear expectations about the teaching of phonics from the beginning of Reception:

- **Phonics is taught daily and directly, with the whole class or in groups, in a settled environment where distractions are kept to a minimum.**
- **Children write sounds, words, captions and dictated sentences that help them practise spelling and letter formation they have been taught in their phonics lessons.**



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At Rivington, all staff are experts in early reading – we have developed sufficient expertise in the teaching of phonics and reading:

- **Training gives all staff a thorough understanding of the Rivington's chosen phonic programme.**
- **The phonics/reading leader has expertise and experience in teaching phonics and is given dedicated time to fulfil their role.**
- **Training makes sure that all staff (including those in KS2) know how to teach pupils to read, particularly those who struggle, and including pupils with SEND.**

Our phonics lessons, following the Letters and Sounds, have a 4-part lesson structure; revisit and review, teach, practise and apply.

- **Revisit and review at the beginning of each session allows children to revise prior learning; recently taught grapheme-phoneme correspondences, harder to read and spell words (HRSW), oral blending and reading words containing familiar GPCs.**
- **Teach is the explicit teaching of new grapheme-phoneme correspondences, first learning the sound and then the written representation. Children learn the ditty which accompanies letter formation and this is modelled by the teacher.**
- **Practise gives children the opportunity to use these GPCs in individual words and then sentences.**
- **Application gives children the opportunity to work more independently in a workbook using the focus GPC in reading and writing. Application is vital for deep learning and understanding the relevance of the knowledge and skills taught.**

Pupils who fall behind are supported to catch up quickly. Using the Phonics Tracker, the ongoing assessment of pupils' phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programme's pace, and targeted support is given immediately.

At Rivington, few pupils require additional support due to the high standard of phonics teaching.:

- **Ongoing assessments identify all pupils who need additional support to help them keep up. This assessment identifies precise gaps in pupils' learning.**
- **Intensive, additional support is targeted to address specific gaps in pupils' learning. It is timetabled and prioritised to avoid any cancellation. It follows an approach which is compatible with the school's phonics programme. Elements are broken down into**

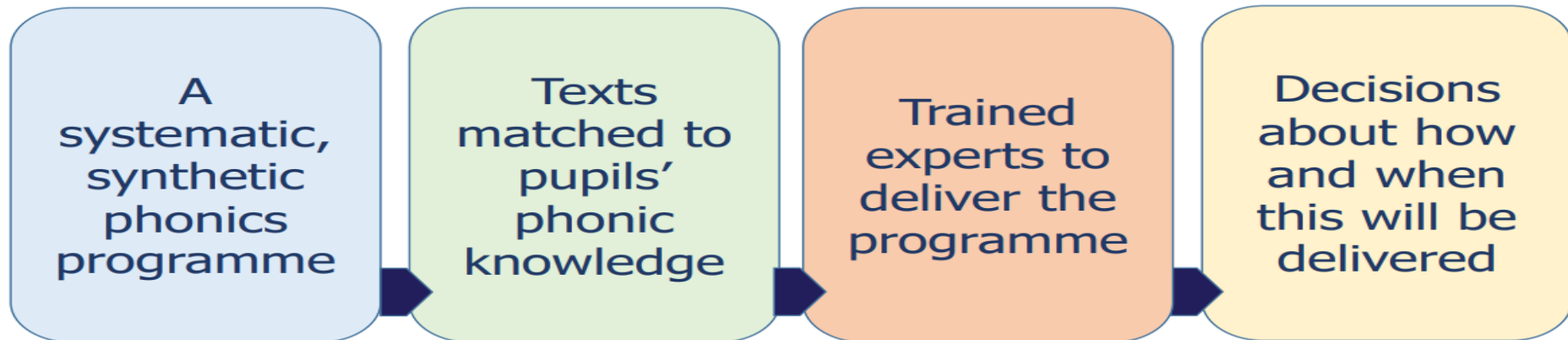


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smaller steps and repeated frequently. We use the following procedure to address pupils who have fallen behind in phonics – intervention will also be carried out in KS2 for those who need it because we as a staff know that phonics works:

Pupils who have fallen behind with phonics:



Extra help for pupils with SEND:

At Rivington, we know that It is likely that some pupils with SEND will need extra help with phonics. We know that:

- Extra support should rely heavily on repetition and overlearning.
- Staff should use the same approach as the school's phonic programme.
- It may take longer for some pupils to secure their understanding of phonics. **This does not mean phonics doesn't work.**



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Whole Class Guided Reading Introducing a new text:

Engagement is key with reading, so before a new text is introduced, teachers use activities to build intrigue and interest. Sometimes objects will be used to inspire predicting what the text may be about. A small but crucial part of the text may be read, which the teacher knows will leave them wanting more. Front covers will be explored, titles unpicked. Discussion is vital throughout the whole reading process and children will be given opportunities to discuss what they think the book will be about, they will be encouraged to make links to other texts they have read.

Reading in English Lessons and throughout the curriculum:

Reading lessons need to explicitly explore the skills set out in the reading domains through progressive high-quality texts that increase in complexity as children grow in ability. As leaders, we know that the teaching of comprehension strategies are unlikely to be useful. We also recognise that comprehension strategies are metacognitive approaches that will be applied successfully when pupils have enough relevant knowledge of the text to do so. Therefore, the exposure to high-quality texts through adult-led reading is crucial to comprehension. We know that reading comprehension comes through accuracy and fluency alongside quality language acquisition. We ensure that language comprehension builds and furthers reading ability so that when reading ability 'catches-up' reading comprehension can flourish.

The reading domains we focus on through quality texts are:

- **2a) give / explain the meaning of words in context,**
- **2b) retrieve and record information,**
- **2c) summarise main ideas,**
- **2d) make inferences from the text using evidence to justify,**
- **2e) predict what might happen, 2f) explain how content is related and contributes to meaning as a whole,**
- **2g) explain the choice of words, 2h) make comparisons.**



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Targeted group Guided Reading will be offered if there is a group that is targeted for intervention. When whole class guided reading was first introduced this prescriptive weekly structure was followed by all teachers throughout the Reading Phase which is usually the first week in a new genre:

Modelling Monday– a longer session which is teacher-led

- New vocabulary is taught and meaning explored (*2a, 2g, 2h*)
- New text is read as a class predominantly by the teacher modelling expert reading and thinking aloud immediate responses to the text
- Summarise the main points in the text (*2c*)

Takeover Tuesday

- Apply new vocabulary in your work(*2a*)
- Complete retrieval questions about the text read (*2b*)

Wonder Wednesday

- Predict what will happen next / use knowledge of other stories / texts to make plausible predictions (make links) (*2e, 2f*)

Thinking Thursday

- Answer inference questions and justify ideas (*2d, 2f*)

Find It Friday

- Answer a range of Find It questions applying skills learnt through the week (*2a, 2b, 2d, 2g, 2h*)

As teachers became more familiar and confident with the teaching of explicit skills, staff were encouraged to move away from this structure when appropriate to teach the skills in more detail. Talk for reading is becoming embedded throughout the school, modelled first by the teacher, then children working with partners facilitated by the teacher, to children orally constructing answers before writing them down. This attention to ensuring children know what a good answer sounds and looks like is an ethos we have throughout all subjects in school.



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The Body of Knowledge and Pedagogical approaches used in Reading at Rivington

- The phonics approach is fundamental to teaching decoding. Consistent resources are used to introduce GPCs and workbooks encourage independent application.
- Shared reading is used to model effective reading strategies in context. We also use these sessions to model 'reading in the moment,' adults think aloud their responses to a text, which children then use as a model for their own discussions. This develops language comprehension
- Open ended questioning is used to challenge readers, especially those working at a greater depth level. Children are also taught to use the text to find evidence and justify their responses.
- Talk for Reading strategies are used throughout school. Part of our whole school ethos is that children need to be able to verbally communicate ideas before they can write them down. This is very evident during reading sessions, where children are encouraged to discuss books they have read with their peers and adults. They are also taught to orally rehearse answers before writing them down.
- Through 'book talk' children are able to talk critically about the books they have read and offer reviews and recommendations to their peers. This is supported by the access to a wide range of books through our home-school reading scheme, classroom libraries and the wider school library.

The Reading Learning Environment at Rivington

Every classroom has a designated reading area with appropriate books easily accessible. Phonics displays contain the Letters and Sounds sound chart and individual GPC friezes. Children have access to dictionaries and thesauri, which they are taught how to use effectively.

Key vocabulary is on display and working walls are used to document the learning process. Displays should have a balance of teacher and pupil examples and should celebrate pupil achievement.



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Making a difference Along
the Way'

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Reading Resources at Rivington

Decodable texts for EYFS/KS1 include; ORT phonics, Beanstalk books, Dandelion Readers, Phonics Bug, Floppy Phonics, Songbird Phonics, Phonics Shed, Junior Learning and Red Squirrel.

Whole class reading texts are specifically chosen to ensure progression throughout the academic year, as well as year on year throughout the school. Reading is comparable to learning the piano – it is a progressive skill. Children should encounter and master increasingly challenging texts as they move through EYFS, KS1, LKS2 and UKS2 – allowing chance to listen, interact and respond. When children leave Rivington, the skills and knowledge they have developed should allow them to continue to progress and have independent access to a wide curriculum.

Extensive research is undertaken to find the best books for each year group, which link to the wider curriculum as well as being age and content appropriate.

Through the planned literature spine, children throughout their time at Rivington Foundation Primary School will be exposed to a wide selection of high quality texts.

Considerations are given to the balance of pure text and picture books, texts by different authors, with a balance of male and female authors and illustrators.

All years groups study multi-cultural texts celebrating stories from other cultures and nationalities. Non-fiction books are very important and included in our book map to ensure they are given the same profile as narrative in English and throughout the wider curriculum.



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Homework

There is an expectation that children read at least 3 times a week to an adult or older sibling at home. Children are provided with a reading log to document this, which both adults at home and school staff can access. This is used to celebrate reading frequency and is an effective tool of communication between school and home in sharing progress in reading. Parents are given a 'Phonics Booklet' or 'Reading at Home' booklet at the start of the year highlighting the importance of regular reading. It also explains how to fill in the reading log and gives suggestions of questions and conversation starters for before, during and after reading. This expectation to read at home is also on every year groups' weekly newsletter.

Reasonable adjustments in Reading at Rivington

Children who require extra support with phonics are given planned reactive intervention as we know that this is the primary approach to decoding words for reading. Assessments within the lesson and diagnostic assessments allow children to be identified for 'keep-up' and 'gap-filling' interventions. Unless diagnosed with specific visual or hearing barriers, we know that - regardless of ability- all children learn to read using phonics as the primary approach and on-going assessments provide a 'keep up'; approach.

When children reach year 2 and begin whole class guided reading, after careful assessment some children are identified as needing alternative provision. To ensure equal opportunities these children stay in the whole class reading lessons so as to benefit from the teacher led session, which involves lots of modelling, language development and listening to the class text. The studied text often links to the wider curriculum so accessing this session allows children to continue to make links with their learning across subjects. At another time during the week, they will do a differentiated task within the classroom based on the class reading. To develop their reading accuracy and fluency and language comprehension, these identified children will work on a text which is better suited to their personal reading ability. This may be led by a teaching assistant overseen or class teacher – overseen by the English lead.



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These sessions are tailored to the needs of the group, some having a phonics focus at the start of each session – we use Flashback Phonics and Bounce Back Phonics to support this. These children will still be taught the specific reading skills outlined in the reading domains, but now have an accessible text to apply them to.

All reading interventions are overseen by the English lead and the SENCO.

Staff Development

Throughout the move to whole class guided reading, staff participated in numerous staff training sessions, which were delivered by the English lead. They looked at the reading domains and what those key skills look like. Teachers had a lesson modelled for them so they could experience what an effective reading lesson should look like.

Training was delivered around inference, both image and text inference.

Vocabulary training was delivered based on research from Alex Quigley's 'Closing the Vocabulary Gap.'

All staff will have had phonics training for the new SSP.

The English lead has worked with several TA's throughout school to support them in delivering effective and bespoke phonics and reading interventions.

This reading policy should be read in conjunction with the Rivington Foundation Primary School Reading Spine, as well as the following plans and policies:



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- **Curriculum Long Term Plans**
- **Marking and Feedback Policy**
- **Key Learning indicators**
- **SMSC Policy**
- **Equality Policy**
- **E-Safety Policy**
- **Homework Policy**
- **Curriculum, Teaching and Learning Policy.**

Year 1/2	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 5 weeks 3 days	Spring 2 6 weeks	Summer 1 5 weeks 3 days	Summer 2 7 weeks
2022/2023	The Place Where I Live. Stories with a familiar setting Non-chronological order Poems on a theme	Fighting Fit Traditional Tales with a twist Instructions	Explorers Stories by the same author Non-chronological reports	The Farm Shop Stories with familiar settings Persuasion Riddles	Wind in The Willows Animal adventure stories Recount: letters Classic poems	Buckets and Spades Story as a theme Explanations Poems on a theme
Year 3/4 2022/2023	Bridging Unit- Paddington Narrative based on a model text	New Unit - Rumaysa Traditional Tales with poetry integrated	Non-fiction - Romans Empire Information Leaflet	New Unit - The Last Bear Information Text: Documentary including explanation, persuasion and poetry. Narrative Story openings	New Unit - 101 Dalmatians Novel as a Theme	New Unit - Macavity Classic Narrative Poetry Newspapers
Year 5/6 2022/2023	A Kingdom United Legends Persuasion	Food, Glorious Food! Stories with historical settings Film and play scripts Classic narrative poetry	Hero's and Villains Older literature Information text hybrid Poems with imagery	Goodnight Mr Tom	1000 Year Old Boy Integrated unit of work supporting TAF	Amazon Adventure Stories from other cultures Debate

Year 1/2	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 5 weeks 3 days	Spring 2 6 weeks	Summer 1 5 weeks 3 days	Summer 2 7 weeks
2023/2024	Harry the Happy Mouse Poem Story on a theme Information poster	Fire, Fire! Repetitive patterned stories Poems on a theme Range of non-fiction texts	Growth and Green fingers Classic stories or story on a theme Instructions Traditional rhymes	Family Album Traditional tales Recounts	The Great Outdoors Stories with familiar settings Non-fiction texts: booklets Traditional rhymes	Robots Stories with fantasy settings Poems to learn by heart Recounts
Year 3/4 2023/2024	Bridging Unit- Loch Ness Story plot based on a theme Information Text	Healthy Humans Fables Poems with a structure Persuasion: letters	The Art of Food Stories with issues and dilemmas Persuasion	Passport to Europe Novel as a theme Non-chronological reports	What the Romans did for Us Playscripts Non-chronological reports	How does your garden grow? Classic poetry Mystery / Adventure / Fantasy stories Explanations
Year 5/6 2023/2024	Survival Novel as a theme Biography	Britain's got talent Classic fiction Poetry - Songs and Lyrics Persuasion: A Formal Review	Earthlings Science fiction stories Information booklets Poems with a structure	Inventors and Inventions Novel as a theme Magazine: information text hybrid	Wonder Integrated unit of work supporting TAF	Oh I do like to be by the Seaside Short stories with flashbacks Discussion and debate Recount- autobiography