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## **Holywell Village School**

### **Reading Policy**

#### Rationale

It is important to provide the opportunity for all children to become fully involved in the reading process and to enable them to read for pleasure and information. Children must develop the skills necessary to become fluent readers as this is the gateway to knowledge and will enable them to become part of a literate society.

#### Purposes

- 1) To enable children to appreciate the significance of print and to promote understanding that all written material is there to be read and has a purpose.
- 2) To provide a structured approach to the teaching of reading within school, following the principles of Development Matters and the National Curriculum.
- 3) To ensure that children develop a positive attitude to reading and are provided with opportunities to enjoy reading and listening to a range of genres, texts, stories, poems, and non fiction.
- 4) To ensure children have the skills to become fluent, independent and confident readers.
- 5) To encourage children to become discerning readers who can evaluate and express preferences and opinions about texts.
- 6) To provide children with opportunities to interact with text in a variety of formats including via screen technology.
- 7) To develop library and study skills to enable children to access information.
- 8) To involve parents in reading partnership.
- 9) To ensure the range of texts promote imagery that challenges stereotypes.

#### Phonics

- 1) In Nursery, Reception, Year 1 and Year 2 phonics will be delivered through the 'Letters and Sounds' framework
- 2) The 'Jolly Phonics' and 'Read, Write Inc' approaches to teaching and learning phonics will be used to facilitate progression through 'Letters and Sounds'.
- 3) Children who have attained Phase 5 in 'Letters and Sounds' will progress on to 'Support for Spelling', generally during Year 2.
- 4) Children who attain Phase 5 of 'Letters and Sounds' at an earlier stage will progress on to 'Support for Spelling' as appropriate.
- 5) Children who do not progress through 'Letters and Sounds' as expected – see Appendix 1 – will be screened for intervention (Read Write Inc / small group / younger year group phonics if appropriate / Direct Phonics).
- 6) Significant issues with progress in phonics will be referred to SEND Support Teams after evidence of intervention has been collected for at least 6 weeks.

#### Sight Vocabulary

- 1) The routine of learning sight vocabulary will begin in Reception. Sight vocabulary will consist of 'Letters and Sounds' tricky words supplemented by Oxford Reading Tree words.

- 2) It is expected that the 1<sup>st</sup> 100 words will be acquired by the end of Year 1 and the 2<sup>nd</sup> 100 words acquired by the end of Year 2 (appendix 2).
- 3) Revision of basic sight vocabulary continues through Year 3 and year 4.

### Comprehension

- 1) In Nursery and Reception (and at the beginning of Year 1) the following approaches will be used to develop children's comprehension skills: sharing books, sequencing, questions, repeated phrases, retelling, matching words and pictures then words and sentences, cloze procedure, silly sentences, guided reading (when appropriate), puppets and role play, small world (this list is not exhaustive).
- 2) From Year 1 (where appropriate) children will be expected to complete written comprehension questions.
- 3) Other areas of the curriculum will be utilised to promote and assess reading comprehension skills.
- 4) If a child is demonstrating difficulties in reading comprehension they will be assessed for Read Write Inc intervention.

### Reciprocal Reading

- 1) The four elements of reciprocal reading will be used in vocabulary from Nursery onwards.
- 2) **Reception**- start small group reading session in the summer term
- 3) **Year 1** –children will be asked to predict, clarify, question and summarise within whole class reading activities and these terms will be used in guided reading sessions.  
**Year 2** – during whole class reading session's reciprocal reading principles will be taught from the Autumn term  
**Years 3 and 4** –all pupils will be taught the reciprocal reading approach- with the children leading the small group sessions. This will be used in guided reading sessions.

### Assessment

- 1) Phonic 'Letters and Sounds' will be tracked each half term. Pupils deemed to be falling behind will be referred for intervention (Read, Write Inc., Direct Phonics, Comic Phonics – as appropriate)
- 2) Nursery – baseline assessments will be carried out in September or January. Assessment in Communication, Language and Literacy will be ongoing and assessed against Develop Matters strands. A Jolly Phonics assessment will be carried out at Easter to determine which children know which sounds. A Letters and Sounds assessment will be carried out in July to be passed to Reception.
- 3) Reception – baseline data is gathered to supplement Nursery data during September. Ongoing assessments are carried out against the Development Matters strands. Letters and Sound phases are recorded each half term for each child. Individual reading and key word check is carried out weekly. Reciprocal reading is recorded on the Reciprocal Reading sheet when appropriate.
- 4) Year 1 – Children are assessed whether they know the 1<sup>st</sup> 100 words as well as key words from Oxford Reading Tree. Phonics screening check in June. Ongoing assessments from Small Steps Progression are carried out. Any child having difficulty will be assessed via the Read Write Inc scheme.
- 5) Year 2, Year 3 and Year 4- Ongoing assessments from Small Steps Progression are carried out. Any child having difficulty will be assessed via the Read Write Inc scheme.

### Prenatal Involvement

- 1) Parents and Carers will be encouraged to record reading with their child in the Individual Reading Records.
- 2) Parents and Carers will be invited to a reading meeting at the beginning of Reception.
- 3) Sight vocabulary words will be sent home for children to practise with their parents/carers.
- 4) A reading comprehension booklet will be sent home to help parents/carers ask the right questions when reading with their children.
- 5) Parents/carers will be invited to school based activities such as reading games workshops.
- 6) Parents/carers will be informed of their child's progress in reading via Parents' Evenings, Annual Progress Report and SATs results reporting.
- 7) Volunteers will be sought to help with extra reading sessions.
- 8) Parents/carers of any child in receipt of Read Write Inc intervention will be invited to a workshop to explain the Read Write approach.

### Guidelines

- 1) We will continually monitor and upgrade our reading resources to provide children with an attractive, interesting collection of fiction, non fiction, poetry books and tapes. There will be a balance in Home Reading materials to include published schemes and "real" books.
- 2) We will provide children with a range of reading experiences including shared reading, guided reading, supported reading, silent reading and reading for pleasure.

- 3) We will provide a common approach to the teaching of reading, ensuring that every child participates in a daily English Lesson, which will include shared and guided/reciprocal reading and the teaching of a range of reading strategies.
- 4) Regular individual reading assessments including a reading age test, will be carried out to ensure that children are making appropriate progress and where necessary children with reading difficulties will be identified and support provided.
- 5) Teachers will keep accurate up to date individual and group reading records monitoring progress.  
We will provide a common approach to home reading with an agreed Home Reading Scheme where parents and teachers work together to help children learn to read. Children's efforts will be regularly rewarded through the reading reward incentive.
- 6) Opportunities will be provided to broaden the children's reading experiences and enjoyment by encouraging visiting speakers, authors, library visits, book fairs, involvement in reading projects.
- 7) In Nursery and Reception, the 'Core Books' approach is implemented to teach children early language and story structures as well as to help children develop a love of books and reading. 10 core books are selected as drivers for provision and the children learn the stories by heart. The core books are selected for their rich language, attractive illustrations, quality text and range of genre; they also reflect and celebrate different cultures.

Adopted: 8<sup>th</sup> May 2018

Review: Summer 2020

Signed Chair of Governors/Strategic Policy and Direction Committee:.....

Signed Headteacher:.....