



**Kernow Learning**  
Building Excellent Schools Together

# Reading Policy

Version number:	2
Date adopted by LGB:	Reviewed Autumn 2024 – To be adopted by LGB
Scheduled review date:	Autumn 2025
Statutory or Best Practice policy:	Best practice policy
Appendices:	Yes

## Meeting your communication needs:

We want to ensure that your needs are met. If you would like this information in any other format, please contact us on 01872 552648 or email [stagnes@kernowlearning.co.uk](mailto:stagnes@kernowlearning.co.uk)

## **Introduction**

This policy sets out the aims of reading, and how it is taught, assessed, and reported on as well as the roles and responsibilities staff have in ensuring that these aims are fully met.

Emma Lawton is English Lead and Sarah Thomas is Early Reading Lead. This policy has been written in consultation with teaching staff.

This policy should be read alongside the Early Reading Policy

### **The national curriculum for English aims to ensure that all pupils:**

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage

### **At St Agnes Academy we strive to fulfil the aims of the national curriculum and also to:**

- provide a language rich environment that promotes a love of words
- create a reading culture where all children see themselves as readers
- provide a text-rich wider curriculum

## **Organisation**

Our reading curriculum begins with the focus on phonics using Read Write Inc. This begins on day 1 in EYFS and continues to the end of Year 1/Autumn term of Year 2. Some children, however, learn to read at a slower pace and so will remain on RWI until they are ready to come off. Hopefully this is by the end of Y2 at the latest but if necessary, they will carry on into Year 3. If children still require phonics teaching and fluency practise, they move onto the Fresh Start programme through Y4 and Y5, this may also include a RWI Pathway.

Children on the RWI programme also have 3 sessions a week of Talk for Reading which uses 'real' texts to develop vocabulary and comprehension skills. Talk for Reading is done orally in EYFS-Y2.

Our reading curriculum is divided into 4 strands:

- Reading for Pleasure – Year group reading spines (read alouds), Accelerated Reader (Y2-Y6) and The 50 Book Reading Challenge in EYFS, Y1 and Y2
- Learning to Read – RWI, Talk for Reading (fiction, non-fiction, poetry and picture books)
- Performance – 1 poem twice a year (Spring 1 and Summer 2), learnt and performed off-by-heart
- Learning from Reading – a text-rich wider curriculum and texts chosen in reading lessons to support learning across the curriculum

In talk for Reading we use a combination of whole texts and extracts. The chosen texts are closely linked to our writing curriculum so that children are able to draw on what they have read when writing. For example, when focusing on setting descriptions in writing, children read extracts/whole texts that exemplify the techniques necessary for writing vivid and convincing settings.

## **Implementation**

The programmes of study for reading at KS1 and KS2 consist of 2 dimensions:

- word reading
- comprehension (both listening and reading)

We teach both word reading and comprehension from EYFS to Y6. In EYFS, Y1 and Y2, RWI is used to build children's fluency and Talk for Reading is taught separately to build oral comprehension.

For more information on Read Write Inc and early reading, please see our **Early Reading Policy**.

Once children come off Read Write Inc, they are then taught reading using the Talk for Reading framework. For most children this will happen at the end of Y1 or beginning of Y2.

Children will continue on RWI into Year 3 and Fresh Start in Y4 and 5 if necessary to consolidate sound knowledge, blending and fluency.

## **Talk for Reading**

Talk for Reading is planned around the gradual release of responsibility model. It has 3 phases that build to the final phase of children being able to comprehend the text independently.

- 1) Introduction to a text
- 2) Investigation of that text
- 3) Independent understanding

## **Introduction Phase**

During this phase, children focus on reading fluently, vocabulary, prediction and literal retrieval. This means that at the end of this phase the children can read the text fluently, know what any unfamiliar words mean and have a good basic understanding of the text.

## **Investigation Phase**

During this phase, children deepen their understanding of the text through deep-level analysis, dialogic talk, response activities, summarising and strategic reading. This phase has a focus so that children build their understanding of a core literary concept:

## **Core Literary Concepts**

Structure of text – how the text works

Role of characters/issues/information

Role of setting/tone/mood

Use of language including figurative language

Perspective/viewpoint – writer/narrator/character/reader

Main themes/arguments/ideas

## **Independent Understanding Phase**

In this phase, children demonstrate understanding independently. This may be through an activity such as writing about the text in a discursive style, writing something similar (in structure, tone, style etc) or by answering in-depth questions and/or completing a comprehension activity.

A copy of the Talk for Reading planning template Y2-Y6 can be found in **Appendix 1**

## **Timings**

Y3-Y6 shared reading lessons should be timetabled for 45 minutes 4 x per week

EYFS-Y2 Read Write Inc lessons are taught for 45 minutes 5 x per week

In EYFS, Y1 and Y2, Talk for Reading is taught for 3 sessions a week for 20 minutes. Children in these year groups complete the Introduction and Investigation phases only and this is done orally.

Children in Y2, who have completed RWI, move into Talk for Reading and will have 5 x 45 minute sessions in-line with the rest of the KS1 RWI lessons.

## **Assessment and Reporting**

We continually assess reading during reading sessions in both RWI and Shared Reading. The lesson structures and sequence of both RWI and Talk for Reading are designed to allow effective assessment and feedback to take place.

Formative assessment strategies help teachers to identify gaps in learning so that they can plan to address these. They also help teachers identify pupils who may require intervention. Although we assess during every lesson, there are 'hinge' points during the Talk for Reading sequence which allow teachers to assess the readiness of pupils to move on to the next phase. These are:

- Fluency - listening to children read aloud – chorally, in pairs and independently
- Basic understanding – literal retrieval questions
- Deeper level understanding – dialogic talk
- Deep level comprehension – written response task, applying learning in different context

Summative assessment strategies help us to track progress and identify any children who may need additional support or challenge.

- Half termly phonics assessments (RWI) to regroup children, monitor progress and identify children for 1:1 tuition
- Termly summative assessments against Reading Assessment document
- Half Termly Fresh Start assessments to regroup children, monitor progress and identify children for 1:1 tuition
- Optional reading tests at end of KS1
- Statutory national testing at end of EYFS and KS2

Achievement in Reading is reported to parents at parent consultations and in the end of year report.

## **Planning**

### **Reading**

- For Read Write Inc and Fresh Start we follow the teaching sequence mapped out as per the scheme – there is no requirement for additional planning
- Short Term Planning - Talk for Reading is planned from EYFS to Y6 per unit using the planning templates (**Appendix 1**)
- Medium Term Planning - every half term and outlines the text used and comprehension focus for each week (**Appendix 2**)
- Long Term Planning – Reading overviews map the texts used for each group: fiction, non-fiction, poetry, performance poetry, picture books and the reading for pleasure spine (**Appendix 3**)

### **Resources**

There are a range of resources to support the teaching of reading across the school, including:

- Subscription to the Ruth Miskin RWI portal (for training videos, teaching resources and assessment)
- Resources to support the teaching of RWI including magnetic letters, Set 1, 2 and 3 sound card, green word cards, red word cards, sound charts, pocket charts, storybooks, black and white storybooks for home practise, Book Bag books (stored in RWI room opposite the office)
- Fresh Start modules and anthologies
- Class sets of texts for Talk for Reading
- Extracts are stored on SharePoint in St Agnes Teachers-English-Talk for Reading
- Texts for each year group overview are kept in the classroom

### **Promoting Reading**

In order to promote and value reading we expect the following:

- Every class to have an attractive reading area
- The current class reader to be displayed 'We are reading...'
- A reading display in each class – promoting texts
- Front facing book displays of curriculum-linked texts

### **Home Links**

We value the support of our parents and carers, and know that a strong partnership between school and home is the key to a child's success. Our families are informed about reading through:

- The fortnightly newsletter with book recommendations
- Accelerated Reader feedback (home access)
- Class newsletters every half-term
- Reading overviews sent home at the beginning of the year
- Reading subject page on website
- Information evenings for parents on reading expectations and termly parent meetings on phonics in EYFS

- Termly open afternoons
- Parent consultations
- Annual written reports

## **Roles and Responsibilities**

### **Senior Leadership**

The SLT are responsible ensuring that the school's curriculum is coherent and challenging and that subject leaders are confident and effective in leading their subject. Emma Lawton (Deputy Head) is responsible for curriculum, and teaching and learning.

### **Subject Leader**

The subject leader for English is Emma Lawton and our Early Reading Lead is Sarah Thomas.

It is the role of the subject leader to:

- Provide a coherent subject curriculum
- Monitor and evaluate the impact of their curriculum
- Analyse data to inform groupings and interventions
- Monitor the quality of teaching and learning in their subject
- Provide training and support for colleagues
- Ensure that the subject is appropriately resourced
- To keep up to date with local, regional and national developments in their subject area

For additional information on the role of subject leads, please refer to our Subject Leadership policy.

### **Teachers**

It is the role of teachers to:

- Adhere to the guidance set out in this policy
- Teach the subject with passion and enthusiasm
- Uphold high standards of presentation
- Have high expectations of all pupils
- Provide opportunities to practise basic skills
- Provide feedback that helps the child to move forward
- Look after and return resources after use
- Seek advice and support from the subject lead when necessary
- Participate in training opportunities in order to improve practice
- Ensure that the teaching activities are accessible to all
- Take swift action, in identifying and reporting children to the SENDCo, who have fallen behind their peers
- Respond to individual needs

### **Monitoring and Evaluation**

English will be monitored regularly throughout the year and in a variety of ways. The information from monitoring activities, informs our staff training programme, supported teacher release and action plans.

The quality of Read Write Inc and Fresh Start is monitored weekly by our Early Reading Lead who identifies and addresses any areas of development. Three Development days a year with a Read Write Inc consultant helps us to improve our practice further.

**Reading is monitored in KS2 through:**

Planning scrutiny

Written outcomes

Lesson drop-ins

Pupil conferencing and hearing children read

Termly data drops

Progress Meetings (Spring 1)

There are weekly allocated mornings for supported teacher release in order to support teacher's improve their teaching of reading.

**Continuing Professional Development**

We are committed to continually improving the teaching of reading and writing and provide a range of high-quality CPD activities each year including:

- Supported Teacher Release
- Consultancy - RWI Development days
- Staff Training sessions
- Weekly release for Early Reading Lead to monitor and support teaching of RWI and Fresh Start
- Support staff training 2 sessions per half term
- Trust subject leader meetings

**Equal Opportunities**

At St Agnes Academy, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. All children will be held to the same high expectations.

Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards others.

Careful consideration will be given to ensure that resources promote positive images and avoid stereotyping and that children have access to books which positively represent our diverse population.

**Inclusion**

All children have the right to a high-quality education which caters for their needs. It is the responsibility of teachers to ensure that children can access learning and seek out the advice and support of the SENDCo if they cannot.

In reading we use a range of adaptive strategies and interventions in order that all our children can achieve.

- Adapting response tasks to allow access e.g. oral responses, use of technology, adult scribe
- Pre-reading by an adult
- Supporting children in small groups or one to one
- Requiring different outcomes e.g. voice recording rather than a written outcome
- Adapting resources to ensure access e.g. enlarging font, double spacing words, using coloured backgrounds or simplifying texts
- Giving feedback orally
- Creating learning partners to promote peer support
- Providing separate focused interventions
- Using other resources and/or seating arrangements to facilitate inclusion
- Actively considering the needs of all pupils when designing learning opportunities



## Appendix 1

### Talk for Reading Planning Template Y2-Y6

Unit Text/s	
Comprehension focus/s	

#### Planning Phase

Vocabulary to teach	Background contextual knowledge needed	Prior Knowledge	Investigative questions	Grammar/syntax/punctuation features to focus on during reading

#### Introduction Phase

**By the end of the phase, children can access and read the text/s aloud fluently with basic understanding**

Hook Prior knowledge, Contextual information, vocabulary before reading	
Prediction Teacher models reading Initial responses (Tell Me Grid)	
Reread, experiment with expression/meaning/vocabulary Teacher models Class echo read Paired/Group reading Prepare sections to perform	
Literal Retrieval questions  Establish Focus (The big question to investigate during next phase)	

#### Investigation Phase

**By end of phase, children can read text aloud with fluency, expression and understanding at a deeper level**

Book Talk (dialogic) Model being a reader (think aloud) Line by line reading Questioning (use investigative questions from planning stage)	
Response Activities Drama Writing in role The arts	
Reading as a Writer Toolkit and structure	
Summarise (summarise the whole text to get the big picture)	
Evaluate (personal response to text)	
The final performance Fluency-accuracy +speed + expression + phrasing	

<b>Independent Phase</b> <b>By end of this phase children understand text and can independently demonstrate levels of understanding</b>	
Revisit focus and taught reading strategies	
a) identify key focus in another similar text and explore discursively b) writing as a Reader writing something similar/in style of core text	

**Supporting notes**

**Core Literary Concepts**

- Structure of text – how the text works
- Role of characters/issues/information
- Role of setting/tone/mood
- Use of language including figurative language
- Perspective/viewpoint – writer/narrator/character/reader
- Main themes/arguments/ideas



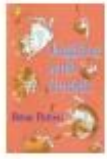


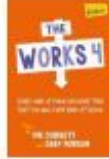
**Reading Strategies**

- Decoding
- Activate prior knowledge – link to own life and experience
- Understand new vocabulary – identifying and finding out
- Self-monitoring – checking that what they read makes sense to them
- Skimming – working out the gist of a text
- Scanning – locating specific information
- Retrieval – finding what ‘we know’ about text and making links
- Inference – thinking about what is not explicitly stated and create links

## Appendix 2 Medium Term Planning Extract

<b>Medium Term Plan - ADD TERM - ADD YEAR</b>						
British Value: <b>PLEASE ADD</b>		PSHE: <b>JIGSAW UNIT OVERVIEW</b>		School Value: <b>PLEASE ADD</b>		
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Reading-text, genre	<p>Name of book/extract</p> <p>Fiction/Non-fiction/poetry</p> <p>Focus for reading-fluency, vocabulary + comprehension focus (inference, prediction, explanation, retrieval, summarising and sequencing-can be more than one focus depending on the text)</p> <p>Written response to text- doesn't always have to be a list of questions</p>					
Core Literary Focus and enquiry question						
Written Outcome (Y2-Y6)						
Writing	<p>Text type, model text and toolkit focus, III phase of T4W (Imitation, Innovation, Independent Application)</p>					

## Appendix 3 Reading Overview Example

<div>  <div>St Agnes Academy</div> <div>  </div> </div>						
Year 5 Reading Overview						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Picture Book	Hansel and Gretel by Neil Gaiman			The Arrival The Journey Wisp		The Wolves in the Walls by Neil Gaiman
Fiction	The Snow Walker's Son and Cogheart Prologues (focus-Suspense and Action)	The Wolves of Willoughby Chase Extract (focus-Settings)	The Explorer Novel Study (focus-Description)	The Good Thieves Extract (focus-description)	Love That Book  Theseus and the Minotaur from The Orchard Book of Greek Myths (myths and legends)	The Orange Tree  African & Caribbean Folktales, Myths & Legends
Non-Fiction	Everything: Anglo-Saxons (Information)	Lonely Planet Kids Amazing World Atlas 2: The World's in Your hands (reference)	Space-Trail Blazer scientists - Galileo and Mae Jemison (Biography)	Who are Refugees and Migrants? What makes people leave their homes? and other big questions. (Explanation-fact/opinion)	DK Eyewitness-Ancient Greece (Information)	Coming to England (memoir)
Poetry/ Playscripts		Horrible Song by Ted Hughes		All of Us by Kit Wright		Harry Potter and the Chamber of Secrets (comparison screen)
Performance Poetry	The Kraken		Matilda Who Told Lies		The Charge of the Light Brigade	
Poetry Reading Spine	   					
Reading Spine	