

Reading Policy

Ledbury Primary School



Approved by: Paige Dalley

Date: September 2024

Last reviewed on: September 2024

Next review due by: September 2025

Contents

1. Aims	2
2. Roles and responsibilities	3
3. Organisation and planning	4
4. Inclusion	6
5. Monitoring arrangements	6
6. Links with other policies	6

1. Aims

1.1 Intent

‘We shouldn’t teach great books we should teach a great love of reading’ B.F. Skinner

At Ledbury Primary School we believe that every child has the ability to read. We aim for our pupils to become lifelong readers and use a balanced mix of approaches to ensure that they achieve the skills required and develop their confidence to promote a love of literature. Our overarching aim is to promote high standards of literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of reading through widespread reading for enjoyment. We aim to ensure that all pupils:-

- Develop as happy, healthy and **curious** learners who read confidently and independently.
- Begin to develop lifelong enjoyment in reading.
- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- Enable children to access all areas of the curriculum.
- Are able to access, understand and begin to manage information.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading.
- Begin to understand the meaning of what is read to them and what they read.
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- Appreciate our rich and varied literary heritage.
- Begin to understand that this experience allows us to make connections with other people and the wider world.
- Walk through doors to the past, to the future, and to other worlds both real and imagined.

It is our goal that, by the end of their primary education, all pupils at Ledbury Primary School are able to read fluently, and with confidence, in any subject.

1:2 Reading Culture

Developing a culture of reading at Ledbury is fundamental to the progression of the children, not only in reading, but across all other subjects.

In classrooms, teachers will place a high value on books and reading by:-

- Ensuring that the classroom has a well-designed and looked after book corner with a range of organised fiction and non-fiction texts as well as texts linked to current class topics.
- Ensuring that reading aloud of aspirational and engaging texts, mainly adopted from our ‘Reading Curriculum,’ happens every day.
- EYFS and KS1 visit the library weekly with a teacher or LSP, providing pupils with regular opportunities to choose books to take home and read independently.
- Place a high priority and familiarise the pupils with the range of books from their year group’s recommended reading list, which includes quality books or authors which match their interests.

The school will create an environment to promote a culture of reading by:-

- Exhibiting displays around school to promote reading.
- Keeping a well-stocked school library with quality, engaging texts covering a range of topics.
- Hosting regular events to promote reading, including our annual World Book Day as well as other events, including the annual Greenaway Awards.
- Holding an autumn term EYFS Reading Festival to engage children and parents with early reading.
- Promoting reading at home with termly reading challenges, where awards are given in a celebration assembly.

1:3 What Reading Looks Like in our School:-

Focused Reading (1:1 with a teacher or LSP using RWI books KS1 or level appropriate for KS2) :-

EYFS – Once children can sound out and blend children will read 1:1 with an adult 1 x weekly using Ditty books then RWI books, once Set 1 sounds have been taught.

KS1 – Target readers (bottom 20%) 3x weekly

ARE (at age related expectations or above) – 1 x ½ termly (children are involved in daily phonics sessions where levels are monitored daily and fully assessed every half term to ensure children are on the correct level)

KS2 – Target readers 3x weekly

ARE – 1 x ½ termly

Text Talk (whole class):-

EYFS – Shared books with all children daily.

KS1 – Year 1: Texts from RWI books. Year 2: Text taken from the Ledbury Reading Curriculum and taught daily.

KS2 – Text taken from the Ledbury Reading Curriculum and taught daily.

Daily Phonic Sessions

EYFS and Key Stage 1 - follow the Read Write Inc. programme with daily morning sessions for REC, Year 1 and in Year 2 up until children leave the scheme or achieve grey books. This is used throughout Key Stage 2 where necessary. Phonics groups are continuously monitored and assessed fully ½ termly to ensure children are in the correct group and they are reading the correct level.

1:4 Our Philosophy

At Ledbury, we want all children to have access to high quality texts with opportunities for high quality modelling and scaffolding of reading skills leading to fluent readers who can comprehend a range of genres. This process will help the children to become happy, confident readers who can transfer these skills into their reading and writing.

1:5 Knowledge and understanding gained at each stage

Key Stage 1

Word reading

- Apply phonic knowledge and skills as the route to decode words.
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.
- Read other words of more than one syllable that contain taught GPCs.
- Read words with contractions [for example, I'm, I'll, we'll] and understand that the apostrophe represents the omitted letter(s).
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to decode.
- Re-read books to build up their fluency and confidence in word reading.

Reading Comprehension

- Develop pleasure in reading; increasing their motivation to read and developing their vocabulary and understanding.
- Understand both the books they can already read accurately and fluently and those they listen to.
- Participate in discussions about a range of text types, including poems that are read to them and those that they can read for themselves, taking turns and listening to what others say.
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Lower Key stage 2

Word reading

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet.
- Make correspondences between spelling and sound, and where these occur in the word.

Reading comprehension

- Develop positive attitudes to reading and understanding of what they read.
- Understand what they read in books they can read independently.
- Retrieve and record information from non-fiction.
- Participate in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Upper Key Stage 2

Word reading

- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.

Reading comprehension

- Maintain positive attitudes to reading.
- Understand what they read.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Distinguish between statements of fact and opinion.
- Retrieve, record and present information from non-fiction.
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- Provide reasoned justifications for their views.

2. Organisation and planning

2:1 Implementation

Reading in EYFS

In the Early Years Foundation Stage (Nursery and Reception) the teaching of reading is based on the reading ages of development in Development Matters.

The teaching of reading begins from Nursery at Ledbury Primary School as children begin to develop their phonics skills through daily phase 1 phonics lessons, using the Read Write Inc. approach to reading. At EYFS there is an emphasis on the teaching of phonics and other word level skills. This paves the way for the systematic learning of phonics. During this phase especially, activities are planned so they will help children to listen attentively to sounds around them - such as the sounds of their toys and to sounds in spoken language. A wide range of nursery rhymes and songs are taught and a range of diverse and modern books in order to engage with the children. This helps to increase the number of words they know – their vocabulary – and helps them talk confidently about books. The children learn to identify rhyme and alliteration. These skills continue to be developed throughout KS1 and KS2.

In EYFS the children:

- learn 44 sounds and the corresponding letters/letter groups using simple picture prompts
- learn to read words using sound blending (Fred Talk)
- read lively stories featuring words they have learned to sound out
- after meaningful discussion led by an adult, children show that they comprehend the stories by answering questions

In EYFS, reading is modelled and a love for reading promoted daily to pupils through numerous activities. Fostering a love for reading is embedded in daily routines and play. During snack time, books are available for children to explore, encouraging a relaxed and enjoyable reading experience. Story time is a cherished moment where children can engage with books they choose, promoting independence and curiosity. A cosy book corner is part of the morning settling routine, helping children start their day with familiar stories. The environment is enriched with topic-related books, such as atlases in the geography area. Outdoors, a literacy shed offers phonic games, making reading fun and interactive.

As children move into Reception, children continue to follow the Read Write Inc. systematic, synthetic phonics programme. In Reception they cover Set 1 to Set 3 of the Read Write Inc. programme, learning how to segment and blend words with these sounds in to read books at this level independently. When the children are secure with the initial letter sounds and have started Set 1 sounds from the RWI programme (spring term) the children are then taught to sound out and blend words and this is when children will start to read books, which are matched to their phonic ability, independently to an adult. The teaching of reading begins with Ditty books until the pupils are ready to access (Set 1) the Read Write Inc. teaching books. Individual practice books are sent home to practise daily reading at home.

All children in EYFS also engage with quality texts through their English lessons in which they explore a range of stories as a stimulus for their writing.

Oxford owl books – whole school access

The whole school has access to the Oxford Owl online portal, providing a rich selection of e-books to support reading development. Specially aimed at EYFS and KS1, children will have a Core Class Book, pre-read by the teacher, which children can access online at home to enhance their learning. Alongside this, children will take home Book Bag Books, carefully matched to the phonics sounds they are learning in school. These books are available in both paper and electronic formats, ensuring flexibility for reading at home and in school. For KS2 this resource is available to anyone who would benefit from additional reading support or access to a wider range of books to develop their fluency, comprehension, and enjoyment of reading. KS2 children can explore age-appropriate ebooks, allowing them to continue building their reading skills in an engaging and accessible way. The online platform provides opportunities for independent reading, research, and topic-related exploration, supporting their literacy development across the curriculum. Whether used in class or at home, Oxford Owl ensures that all children, regardless of their reading level, have the resources they need to grow in confidence and foster a lifelong love for reading.

RWI Progress expectations

Reception

End of Autumn 1: Read single-letter Set 1 sounds.

End of Autumn term: Read all Set 1 sounds; blend sounds into words orally.

End of Spring 1: Blend sounds to read words; read short Ditty stories.

End of Spring term: Read Red Storybooks.

End of Summer 1: Read Green Storybooks; read some Set 2 sounds.

End of Summer term: Read Green or Purple Storybooks.

Assessment

Assessment happens continually throughout the RWI process, daily but formally once every ½ term, ensuring children know red words, speed sounds and are developing their reading skills accordingly to our progression documents.

Reading Planners and Home Learning

From Reception, the children are expected to read at home with their parents. Parents are asked to record in the planners at least 5x a week, although children are encouraged to read for at least 10 minutes every day – an entry in the diary can include a book share, where a parent reads to the child. It can be the child reading independently and it can also be practising the red words sent home by the class teacher.

Red Words

The red word reading list is sent home to parents at the start of the autumn term, showing parents which words are required to be read by the end of Reception. These words are taught in school as part of the Read Write Inc programme in the daily phonic sessions. They are also delivered in game scenarios and on flash cards too.

Reading in KS1

In Key Stage 1 and 2 the teaching of reading is based on the National Curriculum for English 2014 and what we know and believe is successful about teaching children to read.

In KS1 the daily teaching of systematic, synthetic phonics through the continued use of the Read Write Inc. programme with the aim of all pupils being secure in Set 5 RWI books by the end of year 1. In year 2, pupils move on to Set 6 RWI books. The aim is for Year 2 children to be on Set 7 books by the spring term. Additional spelling rules are taught alongside a continuation of the phonics programme, supported using Support for Spelling guidance and the expectations for spelling and grammar in the National Curriculum.

RWI Progression expectations for Year 1

End of Autumn 1: Read Purple Storybooks; read some Set 2 sounds.

End of Autumn term: Read Pink Storybooks; read all Set 2 sounds.

End of Spring 1: Read Orange Storybooks; read some Set 3 sounds.

End of Spring term: Read Yellow Storybooks.

End of Summer 1: Read Yellow Storybooks; read all of Set 3 sounds.

End of Summer term: Read Blue Storybooks.

RWI Progression expectations for Year 2

End of Autumn 1: Read Blue Storybooks.

End of Autumn term: Read Blue Storybooks with increasing fluency and comprehension.

End of Spring 1: Read Grey Storybooks.

End of Spring term: Read Grey Storybooks with fluency and comprehension.

End of Summer 1: Access RWI Comprehension and Spelling programmes.

End of Summer term: Access RWI Comprehension and Spelling programmes.

Text talk

Text Talk takes place as whole class reading, where all children work alongside the teacher using the same text, shown on the large class screen and in Text Talk books for each child to read. This takes place daily from Year 2-6, (Year 2 starting in the Spring Term). It involves the whole class sharing a text which is above their independent reading level. This again provides an opportunity for teachers to model good quality reading skills and can use the principle, 'I do, We do, You do' to encourage fluency, comprehension and intonation. Text Talk sessions can also include RWI books for KS1.

Faster Reading

The 'Faster Read' (FR) innovative pedagogy aims to develop the reading comprehension, interpretation and engagement of students, including 'struggling readers'. It combines immersive, whole-text reading of culturally diverse, engaging novels, dialogic class and peer talk, and reading strategies, with teachers explicitly engaged with theories of reading. From Years 3-6, (Year 2 beginning in the Spring Term), the FR approach will take place at the start of every term for 2 weeks, daily. Texts have been chosen to challenge the most able reader in the cohort.

Focused reading

Focused reading is 1:1 reading with a teacher or LSP. These sessions incorporate the child's set Read Write Inc book, which the teacher uses to teach speed sounds, green words, red words, key vocabulary, challenge words, the main text for reading fluency and also includes reading comprehension and

questioning too. Teachers record when a reading objective has been achieved with a tick and marks a new target. The target should be taken from the appropriate level reading objective. The aim is that this target should be achieved by the next reading session. This is recorded clearly on the reading objective sheet.

Target 20% readers are listened to 3x weekly on a 1:1 basis or in small groups. Children at ARE are listened to 1:1, 1x ½ termly. Above ARE are taught to read in a small group or 1:1 basis, however will be taught to read with a teacher daily in Text Talk sessions. All children are taught to read with their correct set Read Write Inc teaching book. These books are fully phonetically decodable texts. The children have level books (practise books) matched to their Read Write Inc books and their phonics level, which they take home to practise. Library books are taken home weekly after an allotted weekly library session.

Red words

Red words are referred to as words we can decode but we need to stop and think as they are more challenging. These words are taught explicitly through the Read Write Inc programme, mostly through the use of flashcards. Children are assessed against the red word list, which identifies the red words to be learnt by each year group from Reception to Yr 2 and which term these are expected to be taught and fluently read by.

Assessment

Teachers continually assess children's reading. All assessments for each individual child will be recorded and evidenced in their reading file. Focused reading with a member of staff is used to analyse children's strengths and next steps and to plan future work and targets accordingly. The appropriate year group reading objectives are in the reading file and these are ticked off by a teacher when they have been achieved. The number of ticks is then accurately correlated to the level book the child should be on. This also correlates to the sounds that have been taught, which then matches the Read Write Inc book each child is using to learn to read in school.

Each half term, pupils in KS1 complete phonics assessments as previously mentioned. **LEXPLORE** is also used as a reading assessment tool for all children, providing valuable insights into their reading ability. This innovative system tracks eye movements to assess fluency, comprehension, and overall reading progress. It allows teachers to identify strengths and areas for development, ensuring that support is tailored to each child's needs. By using LEXPLORE across the school, we can monitor progress effectively and provide targeted interventions where necessary, helping every child grow in confidence and ability as a reader.

Literacy Gold

Literacy Gold is an inclusive resource accessible to all children, providing engaging reading opportunities to support literacy development. However, targeted support is in place for those identified as Target Readers, ensuring they receive additional practice and guidance. These children will participate in daily interventions or sessions three times a week, focusing on improving their fluency, comprehension, and confidence in reading. Through Literacy Gold, they have structured access to carefully selected texts and activities that match their reading level, helping them make steady progress. This targeted approach ensures that every child receives the support they need to thrive as a reader.

Home Reading

Children are expected to record their home reading in their individual planners at least 5x per week, however, children are encouraged to read for at least 10 minutes every day. In addition to this, 1:1 Focus Reading and small groups will be recorded by the teachers and LSPs, with an achieved target and a new target to be recorded.

Oxford Owl Books – Whole School Access

The whole school has access to the Oxford Owl online portal, offering a wide range of ebooks to support reading. EYFS and KS1 children will have a Core Class Book, pre-read by the teacher, and Book Bag Books matched to their phonics learning, available in both paper and digital formats. KS2 children can use the platform for additional reading support or to explore age-appropriate ebooks. Oxford Owl encourages independent reading, research, and literacy development both in school and at home, helping all children grow in confidence and develop a lifelong love for reading.

Story Time

Each class teacher in KS1 reads to their class for 15 minutes at some point during the day. Year 1 teachers use books from the recommended reading list and Year 2 teachers read a focus book/class novel, which will last longer and be above the level of independent reading for the children.

Reading in KS2

In Key Stage 1 and 2 the teaching of reading is based on the National Curriculum for English 2014 and what we know and believe is successful about teaching children to read.

Text Talk Reading

In KS2 whole class Text Talk Reading with texts pitched above the children's reading level continues three times per week minimum. This will usually take place with extracts from quality texts or short stories, ensuring that pupils have the opportunity to deeply explore a wide range of texts and apply their reading skills. See Ledbury Primary's Reading Curriculum for chosen texts.

Faster Reading

The 'Faster Read' (FR) innovative pedagogy aims to develop the reading comprehension, interpretation and engagement of students, including 'struggling readers'. It combines immersive, whole-text reading of culturally diverse, engaging novels, dialogic class and peer talk, and reading strategies, with teachers explicitly engaged with theories of reading. In KS2, the FR approach will take place at the start of every term for 2 weeks, daily. Texts have been chosen to challenge the most able reader in the cohort.

Focused Reading

Focused reading (1:1) for the target readers takes place 3x weekly but can be carried out as small groups, too. For all other children, focused reading will take place once every half term to form assessments against the correct levelling of the practice books the children are reading. Some children also continue phonics with trained teaching assistants to ensure that they secure both word reading and comprehension skills.

Small group interventions

In KS2, small group intervention sessions take place where appropriate for the Target readers. These children are grouped accordingly and use RWI teaching books up to set 7. After this, children are moved onto appropriate guided reading books for their reading level if intervention reading is still applicable. These sessions can replace 1:1 reading sessions for target readers.

Assessment

In each child's individual reading record, 1:1 or small groups, are shown with the progression for each individual child indicated with a tick or a dot to represent the next target on the objective sheet for each year group. These are ticked off by teachers and LSPs when achieved. The number of ticks is then accurately correlated to the level book or RWI book the child should be on.

LEXPLORE is also used as a reading assessment tool for all children, providing valuable insights into their reading ability. This innovative system tracks eye movements to assess fluency, comprehension, and overall reading progress. It allows teachers to identify strengths and areas for development, ensuring that support is tailored to each child's needs. By using LEXPLORE across the school, we can monitor progress effectively and provide targeted interventions where necessary, helping every child grow in confidence and ability as a reader.

Home Reading

Children are expected to record their home reading in their individual planners at least 5x per week, however, children are encouraged to read for at least 10 minutes every day. In addition to this, 1:1 Focus Reading and small groups, will be recorded by the teachers and LSPs, with an achieved target and a new target to be recorded.

Oxford Owl Books – Whole School Access

The whole school has access to the Oxford Owl online portal, offering a wide range of ebooks to support reading. EYFS and KS1 children will have a Core Class Book, pre-read by the teacher, and Book Bag Books matched to their phonics learning, available in both paper and digital formats. KS2 children can use the platform for additional reading support or to explore age-appropriate ebooks. Oxford Owl encourages independent reading, research, and literacy development both in school and at home, helping all children grow in confidence and develop a lifelong love for reading.

Literacy Gold

Literacy Gold is an inclusive resource accessible to all children, providing engaging reading opportunities to support literacy development. However, targeted support is in place for those identified as Target Readers, ensuring they receive additional practice and guidance. These children will participate in daily interventions or sessions three times a week, focusing on improving their fluency, comprehension, and confidence in reading. Through Literacy Gold, they have structured access to carefully selected texts and activities that match their reading level, helping them make steady progress. This targeted approach ensures that every child receives the support they need to thrive as a reader.

Story Time

Each class teacher in KS2 reads to at their class for 15 minutes per day. Teachers choose to read a class novel which can either be linked to their topic or not. The class novels are above the level of independent reading for the children.

3. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can access reading, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their reading.

Further information can be found in our statement of equality information and objectives, and in our SEN policy.

4. Links with other policies

Please see Ledbury Primary's English policy for more information.