



# Reading policy

**Intention:** At Euxton CE Primary School our aim is to promote high standards of language and literacy by equipping our pupils to develop their love of literature through widespread reading for enjoyment. Our reading provision allows children to explore and question the world through the written word and to develop socially, emotionally, intellectually and culturally. All children will learn to read well and our aim is to:

- ensure pupils read easily, fluently and with good understanding
- develop the habit and love of reading widely and often, for both pleasure and information
- acquire a wide vocabulary and understanding of the conventions of reading
- appreciate rich and varied literary and cultural heritage.

## Support:

Our teaching ensures that all children have the opportunity to make progress within lessons. Through monitoring of phonics and reading, children needing extra support are identified and targeted interventions are put in place. Children with SEND have specific targeted support based on individual needs. Parents are supported with home reading via the use of school reading records which contain half termly targets, reading prompts and common exception words. Book band book marks are sent home with example comprehension questions to help get the most out of a reading book.

Key learning:

**Word Reading:** Learning to decode words using segmenting and blending builds fluency, confidence and word recognition. Applying knowledge of phonics, root words, suffixes and prefixes enables children to grapple with unfamiliar words.

**Sentence Reading:** Understanding that groups of words convey meaning and to read sentences checking understanding and that they make sense. Knowing that sentences are demarcated in different ways which contributes to the meaning. We encourage children to talk about what they have read, use of language and new vocabulary.

**EYFS Comprehension skills:**

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.  
- Anticipate, where appropriate, key events in stories.  
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

**KS1 Comprehension Skills:**

1a) Draw on knowledge of vocabulary to understand texts.  
1b) Identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information.  
1c) Identify and explain the sequence of events in texts.  
1d) Make inferences from the text.  
1e) Predict what might happen on the basis of what has been read so far.

**KS2 Comprehension Skills:**

2a) Give / explain the meaning of words in context.  
2b) Retrieve and record information / identify key details from fiction and non-fiction.  
2c) Summarise main ideas from more than one paragraph.  
2d) Make inferences from the text / explain and justify inferences with evidence from the text.  
2e) Predict what might happen from details stated and implied.  
2f) Identify / explain how information / narrative content is related and contributes to meaning as a whole.  
2g) Identify / explain how meaning is enhanced through choice of words and phrases.

## Implementation:

**Phonics:** Phonics is taught through Little Wandle. This is a rigorous, systematic synthetic phonics teaching programme for early reading and writing success. The children in EYFS and Year 1 have daily interactive phonics lessons and activities to teach sounds, blending, grapheme-phoneme correspondences, letter formation and pronunciation. We use the Little Wandle letter formation rhymes to support handwriting throughout EYFS and KS1. Please see Phonics and Spelling progression document.

**Guided Reading:** Every child participates in an adult led guided reading session once a week. During a guided reading session, our children independently read and respond to a challenging text, with the adult supporting. Each session has a word reading and comprehension focus against which children's reading skills, knowledge and understanding are developed and monitored.

**Home Reading:** EYFS and KS1 reading books are sent home and changed twice a week. KS2 books are changed as and when required. Our home reading scheme contains a blend of decodable and non-decodable books and we encourage children to read a variety of texts to ensure a balance between poetry, fiction and non-fiction. Home readers are matched to the child's phonetic development and reading ability which, is in line with our progression in phonics. Our scheme develops greater independence and fluency in a child's reading. We also emphasise to parents and guardians the importance of questioning and understanding of texts to support a child's developing comprehension.

## Impact:

At Euxton CE Primary School all children will learn to read well and develop a love for reading. We believe reading is the vital key to unlocking the broad and balanced curriculum we have to offer at our school. Reading will help shape the way children understand the world and provide them with the confidence and motivation to learn. A love of reading makes all the difference.



### Opportunities for further reading:

**Big Read:** KS1 and KS2 classes have daily reading sessions where all pupils are encouraged to independently read. This is a book of choice to promote reading for pleasure and develop a love of reading. Children have access to our school library where they can select a book each week to read and share at home. First News is also available. This is a weekly newspaper which aims to get children talking about world and UK news in an easy to understand and non-threatening way.

**Story time:** Infant classes have daily story time often linked to the current topic or choice of children's favourite story/book.

**Whole class/Shared reading:** Opportunities to read throughout the curriculum. Teachers support by modelling reading with expression and fluency. This is also a chance to highlight key vocabulary, develop children's comprehension skills and reflect on what is being read by making comparisons to their own experiences including moral and social dilemmas.

**Reading areas:** Each classroom has an inviting reading area which enables to children to have access to a range of genres, including diverse stories from different places and cultures.

