



Reading Policy

At Abbey Hey, we value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers.

Phonics

- Children begin to learn basic phonics in the Nursery.
- All children have access to speaking and listening taught sessions daily (15 mins approximately). In the Spring term (or when the child is ready) children will begin Read Write Inc Set 1 sounds.
- They will learn new sounds each week, linked to the speed sound charts displayed in each classroom.
- Phonics is taught using the Read Write Inc programme daily and consistently throughout EYFS and Key Stage 1, until the child is ready to progress onto more formal comprehension sessions.
- Children will be placed in groups that meet their phonic need, and this will be regularly reviewed by the phonics leaders through regular assessments,
- Wherever phonics is taught, a Read Write Inc display which includes the speed sound chart must be displayed.
- Phonics is taught by all members of EYFS and KS1 staff and will be regularly observed. Examples of good practice can be found on the Read Write Inc School Portal.
- Phonics Leaders coach other teachers during phonics lessons to ensure phonics teaching is of the highest quality.
- All phonic practitioners should be in constant communication regarding children's needs. Early intervention is essential, especially in Reception. 1:1 fast track tutoring may be necessary for some children to keep up with the programme.
- All Read Write Inc resources will be given to staff.
- It is expected that children will complete the Read Write Inc phonics programme by the end of Autumn term in Year 2 and then children in Year 2 will move onto the Read Write Inc Comprehension programme.
- After Read Write Inc is complete, children will be fluent readers who can decode, therefore comprehension skills will become a focus.
- Children in years 3 and 4 who didn't pass the phonics screening check (PSC) and are working below the level expected for their age, will have daily 1:1 fast track tutoring.

Phonics and Reading in Reception, Year 1 & 2

- Texts should be a mixture of phonically decodable books and 'real' books.
- Make sure to familiarise children with books, including modelling handling. Children will need to be taught about layout, structure, reading from left to right and using pictures.
- Although Phonics sounds will be referenced in RWI Comprehension sessions, the focus of the sessions should mainly be on understanding.
- Sessions should have a learning objective that provides focus for learning.
- Depending on the book used, reading the whole book may take more than one session.
- A basic structure for a session would be:
 - Introduce the book and key vocabulary – look at the front cover, read the title together, what is the book about? Make links to children's own experiences. Talk about the meanings of some vocabulary children will come across during the book – make sure to support children to use vocabulary in different ways, such as within sentences.
 - Book walk – talk through the illustrations together without reading the text. If a particular letter sound matches a phonics focus, look at these words together. What might the text be about? Discuss with children.
 - Children read independently – teacher to listen to children individually, offering prompts if needed.



- Responding to the text as a group – discuss what the text was about and children's opinions. Teacher to ask focused questions (linked to L.O. – use content domains to support) about what children have read.
- All teachers in EYFS and KS1 will follow the Reading Long Term planned developed by reading leaders and teachers. Each book has a focused reading learning objective and each book is suitable for the particular year group.
- Additional texts are provided for each term giving teachers and children a wide range of texts to choose from.
- Book talk is a huge aspect for reading in EYFS and KS1 and oracy questions stems are used in each lesson to support with this.

Guided Reading Timetable Year 3 - 6

Lesson 1 Structure	Lesson 2 Structure	Lesson 3 Structure	Lesson 4 Structure	Lesson 5 Structure
Review and Recap; Prosody; Key Vocabulary; Word Wizard/Frayer Model Task; Time to Read; Fluency Strategies; Paired Reading; Book Talk; Reading for Enjoyment.	Prosody; Word Wizard/Frayer Model Task; Re-read the Text; Fluency Strategies; Paired Read; Reading Skills Activity/Games; Reading for Enjoyment.	Prosody; Word Wizard/Frayer Model Task; Re-read the Text; Fluency Strategies; Model Gem Questions; Answer Gem Questions Independently; Whole Class Feedback; Reading for Enjoyment.	Prosody; Word Wizard/Frayer Model Task; Purple Pen Corrections; Answer Questions on the Treasure Chest Mat; Reading for Enjoyment.	Word Wizard/Frayer Model Task Library Visit; Bedrock; Book Talk (TLC): Discuss Text/ Linked Texts/ Curriculum Opportunities Reading for Enjoyment.

Lesson 1

- The purpose of this session is to familiarise the children with the new text that they will be using in all sessions during the week.
- Review and recap previous taught reading objectives and text.
- Introduce our new reading objective and text for the week.



- Introduce a prosody fluency activity to help children develop fluency skills.
- Children are exposed to new and challenging vocabulary using word wizard and Frayer Models. Word wizard is used each day to explore a new word from the text; Frayer Models are quadrants that are used to explore different aspects of a new word (definition, characteristics, examples, synonyms, antonyms, pictures).
- Teacher reads the new text for the first time.
- On the second read through, children use fluency strategies (echo reading, choral reading, text marking) to develop fluency skills.
- Children pair read using echo reading, choral reading, text marking to develop fluency skills independently.
- As a class, children complete a book talk quadrat to discuss their likes, dislikes, puzzles, patterns and connections about the text.
- Each session is finished with reading for enjoyment, where children explore their love for reading.

Lesson 2

- Introduce a prosody fluency activity to help children develop fluency skills.
- Children are exposed to new and challenging vocabulary using word wizard and Frayer Models each day to explore a new word from the text.
- Re-read the text using fluency strategies (echo reading, choral reading, text marking) to develop fluency skills.
- Children pair read using echo reading, choral reading, text marking to develop fluency skills independently.
- Children complete a reading skill activity allowing them to explore this week's reading objective.
- Each session is finished with reading for enjoyment where children explore their love for reading.

Lesson 3

- Introduce a prosody fluency activity to help children develop fluency skills.
- Children are exposed to new and challenging vocabulary using word wizard and Frayer Models each day to explore a new word from the text.
- Re-read the text using fluency strategies and paired reading (echo reading, choral reading, text marking) to develop fluency skills.
- Teachers will model how to answer two gem sheet questions.
- Children independently complete the remaining gem sheet questions.
- Whole class feedback where children have the opportunity to address any misconceptions with the support of the class teacher.
- Each session is finished with reading for enjoyment, where children explore their love for reading.

Lesson 4

- Introduce a prosody fluency activity to help children develop fluency skills.
- Children are exposed to new and challenging vocabulary using word wizard and Frayer Models each day to explore a new word from the text.
- Children correct their work from the previous lesson using a purple pen.
- Re-read the text using paired reading.
- Children independently complete the questions on the treasure chest sheet reviewing previous taught skills.
- Each session is finished with reading for enjoyment, where children explore their love for reading.

Lesson 5

- Children are exposed to new and challenging vocabulary using word wizard and Frayer Models each day to explore a new word from the text.
- Children will visit the library weekly to explore a range of genres.



- Children in Year 3-6 will complete weekly vocabulary activities on Bedrock.
- Children engage in 'Book Talk' that takes place in either the library during allocated slots and/or the classroom. Children have a text, linked text, or curriculum opportunity focus (TLC). Text: Book Blether/discussion and reading further sections of the text that have been explored that week; Linked Texts: Explore books by the same author or similar themes to make personalised book recommendations based on pupil's interests; Curriculum Opportunities: Create links to different subjects from what has been read.
- Each session is finished with reading for enjoyment, where children explore their love for reading.

Accelerated Reading

- Children complete Star Reading Tests on Accelerated Reader at the beginning of each half term.
- When children have completed reading an AR book, they must take an online quiz.
- When children have completed 3 quizzes and scored 80% or higher, they then move onto the next level.
- Children should be read to by an adult every day. All classes will have a class text that is shared with the class at the end of every day for 15 minutes as a minimum.

Reading Records

- All children must have a Reading Record book.
- Reading Records catalogue the books that the children have read and comments are added to indicate strengths the child has demonstrated when reading and areas they need to focus on.
- Reading Records are used within school and also at home as a way of communicating progress made in reading between the parent and the child's teacher.
- Parents are encouraged to add comments about the reading the child has completed at home.
- Teacher's and Teaching Assistants must review and comment in Reading Records at least once per week in EYFS and Key Stage 1.
- Children must read to an adult at least once per week to develop their fluency and intonation.
- In accordance with their developing independence, children will take responsibility for completing their own Reading Records in Key Stage 2. Staff are expected to check these at least weekly.
- Class Dojo's are awarded to recognise reading at home.

Fluency Rubric

- Bottom 20% readers complete a Fluency Rubric weekly with an adult to develop fluency.
- This rubric is used by the teacher and student to assess reading fluency.
- The rubric will help students and teachers pinpoint the reader's strengths and areas for development so that they can practise, grow, and become better readers.
- When children become fluent readers, they are able to focus on the meaning of the text.



NAME _____

FLUENCY RUBRIC

	1	2	3	4
Expression and Volume	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.
Phrasing	Reads word-by-word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with a mixture of run-ons, mid sentence pauses for breath, and some choppiness. There is reasonable stress and intonation.	Reads with good phrasing; adhering to punctuation, stress and intonation.
Smoothness	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many "rough spots."	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Reads smoothly with some breaks, but self-corrects with difficult words and/or sentence structures.
Pace	Reads slowly and laboriously.	Reads moderately slowly.	Reads fast and slow throughout reading.	Reads at a conversational pace throughout the reading.

Scores of 10 or more indicate that the student is making good progress in fluency.

Score _____

Scores below 10 indicate that the student needs additional instruction in fluency.

Rubric modified from Tim Rasinski - [Creating Fluent Readers](#)

Taking Books Home

- Children take home three books each week. (AR book/Phonics Book, Non-Fiction/Curriculum Book and Library Book)
- Children are expected to take these books home every night, and return it to school every day.
- Children must change their reading books weekly, however this may vary depending on the length of the text.
- If a child forgets their book bag 3 times, a letter must be sent home, reminding the parents of the expectations.
- A meeting with a parent may be arranged if this is a regular occurrence.
- Lost or damaged books will be charged for. This will be the cost of replacing the book.

Reading areas.

- All classrooms must contain a reading area.
- Reading areas need to be bright, warm, comfortable places that promote a love of books and reading.
- They must contain age-appropriate books, which are in good condition.
- Books need to be outward facing and clearly labelled.
- Each class has a reading ambassador to care for the reading area and promote a love for reading within their class.

Assessment

- Children will be assessed using PIRA assessments termly.
- Teachers will use PIRA analysis to gap fill and to inform planning at the beginning of each term.
- Teachers will identify bottom 20% readers to be targeted for reading interventions and fluency rubric.



- Teachers will regularly update the reading long term plan with texts, genres, and reading skills/objectives. Teachers will ensure there is a balance of fiction, non-fiction and poetry.
- Children complete Star Reading Tests on Accelerated Reader at the beginning of each half term.
- Using assessments gaps in learning are identified. Shine interventions are used to ensure these gaps are being taught.

Review

The policy will be reviewed annually by the English subject leader(s) and the leadership team and shared with all stakeholders.

Policy last reviewed: September 2023

Policy to be reviewed: September 2024