



Reading Policy (including the teaching of Phonics)

November 2022

Intent

The framework for setting out the aims of our programme of education, including the knowledge and understanding to be gained at each stage

Why do we teach what we teach?

At Walnut Tree Walk we recognise the importance of developing children's speaking and listening skills across the curriculum. Children are actively encouraged to express themselves verbally through paired and group work, class discussions, presentations and performances. We know that these speaking and listening skills provide the foundations needed to succeed in all areas of the English curriculum, including reading.

We are committed to promoting both a love of books and the essential skills of reading through a range of high-quality experiences. This starts in the Early Years where children develop phonological awareness and word recognition, as well as an enjoyment of sharing and listening to a wide range of stories. In Key Stage One, reading sessions are supported by a large number of additional staff so that every child reads to an adult every day. This builds on the foundations from the Early Years and supports children to develop reading fluency. As they enter Key Stage Two, the focus moves to higher level reading skills through whole class reading lessons.

Our English curriculum revolves around key texts so that the valuable experience of learning through real books and high quality literature is deeply embedded in the way children learn to read and write. Throughout the school, teachers plan a wide range of activities linked to these books to ensure that the decoding and comprehension skills needed for reading, and the technical skills needed for writing are given a purpose. Spelling, punctuation, grammar and phonics are taught explicitly as well as through texts.

Children are encouraged to write creatively, often inspired by the texts they are reading in class, and the quality of writing produced is a real strength of the school. In the Early Years and Key Stage One, the children will work from a large number of texts. In Key Stage Two, the children will spend longer on each rich and challenging text, studying the books, characters and stories in more detail.

Our Intent:

1. For all children to become confident, independent readers.
2. For children to be part of an active reading community.
3. For children to become enthusiastic readers whom read books, from a range of genres, chosen by themselves.
4. To foster the confidence in children to explore challenging texts.
5. To cultivate competent comprehension skills which enable the children to understand and analyse texts at a deeper level.
6. For all teachers to read high quality texts aloud to children, to support pupils' understanding and acquisition of vocabulary.

Implementation

The means of translating that framework over time into a structure and narrative within our school

What do we teach and when?

What do Reading lessons look like at WTW?

EYFS

Exciting stories are central to all our learning in the Early Years. Every week the children are exposed to a key text and through this they explore the 7 areas of learning. Children learn that stories are fun, engaging and stimulating from an early age. The fundamentals of reading comprehension are taught through role play, hot-seating and circle time discussion. Our children experience a rich and varied continuous provision which enables them to access books and sounds in engaging and multi-sensory ways.

In the Nursery, children develop early listening skills through games and activities which support the development of phonological awareness. In the summer term before they enter Reception, children take part in some short phonics sessions which involve identifying and saying initial sounds in Unit 1 of the Sounds-Write phonics programme.

In Reception, children have a daily Sounds-Write phonics lesson. The programme teaches phonemes systematically (See Appendix 1). All staff are aware of the order that sounds are taught which means they can check phoneme-awareness in a variety of contexts outside of the phonics lessons and in continuous provision. The sounds-write programme teaches blending, segmenting and manipulating phonemes from Unit 1 so children practice these skills from the beginning of the year. Children are taught to recognise some of the most frequently read tricky words as well as polysyllabic words.

Children read 1:1 with the teacher each week in Reception to develop reading independence. They will read books that are closely matched to their level of phonic awareness and reading fluency. In this session, the child will demonstrate their ability to read using phonics and the teacher will assess the child's comprehension of the main events. The teacher will check that the child is accurately reading the phonemes that have been taught so far and support the development of blending and segmenting skills. Children will take home 2 books each week.

Key Stage 1

The objectives covered in each year group in KS1 and KS2 are attached in Appendix 2.

In Key Stage 1 (Years 1 and 2), children receive 4 reading lessons a week. In these sessions, every child will read with an adult in a small group to develop their reading fluency. Additional adults from across the school go into KS1 reading lessons to facilitate this, meaning that all KS1 classes have 4 or 5 adults for these sessions. Children will read 2 books a week (spending 2 days on each book). Daily lessons involve an adult reading the story to the group of children, then the children reading independently while the adult supports them individually to develop their fluency. At the beginning of Year 1, the focus of the lesson is developing fluency and supporting children's phonic knowledge. The books they read are closely matched to the sound they are learning that week. As children become confident readers, the groups will build upon their discussion and comprehension skills using the text to support them.

In KS1, children follow the Sounds-Write phonics programme which is taught daily. In these sessions, they systematically develop their phonological awareness and apply this knowledge to reading and writing. Lessons build upon skills that children have learnt in the EYFS. They will continue to blend, segment and manipulate phonemes, with the complexity of the words and syllables continuously increasing. Throughout KS1, children will explore all sound/ spelling correspondences so that they are able to write using (plausible)

phonics. Children will gradually build up their knowledge of how words are spelled in English, focussing initially on common everyday words, such as the, all, said.

Children who need additional support to develop their phonics knowledge in the EYFS and across KS1 are identified and targeted for intervention.

Key Stage 2

In Key Stage 2, for the majority of children the focus in reading sessions moves towards developing higher level reading skills, such as inference, through whole class reading lessons. The learning focus for each day will vary slightly depending on whether the unit being focused on is fiction, non-fiction or poetry:

Day	Focus		
	Fiction	Non-Fiction	Poetry
Monday	Building Blocks	Building Blocks	Building Blocks
Tuesday	Retrieval	Retrieval	Recital/ Performance
Wednesday	Inference	Evidence from Text	Retrieval and Inference
Thursday	Inference/ Points of View	Summarising	Impressions/ Effects on Reader/ Summarising

See Appendix 3 for more detail of what each session would look like.

Reading across the wider curriculum

Lessons in other curriculum subjects in KS1 and KS2 including Science, Geography and History will usually begin with shared reading of a rich, high-quality text (either fiction or non-fiction). This forms part of our reading policy and our focus on developing children's vocabulary. This will provide opportunities for important 'Tier 3' vocabulary to be read to the children in context.

Individual reading books

Our books have all been colour coded to ensure that children are selecting books that are matched closely to their reading ability and stage of phonic acquisition. When purchasing new books, we are mindful that the books reflect our diverse school community. This includes books by diverse authors as well as diversity of characters, settings and different family types in texts.

Reading at home

We actively encourage daily reading at home and our Home Learning Policy centres around this as a focus. In the Early Years and KS1, the teacher assesses the children's knowledge by reading with children individually and in small groups. Children take home 1 or 2 books which focus on the sound they have been learning that week, or the sound that the teacher believes is an appropriate next step for them. Once they are reading with an appropriate level of fluency and phonic knowledge, children will move on to colour book banded books. In addition to appropriate home reading books, children take a book from the class book corner, to support their love of reading by choosing rich and varied texts.

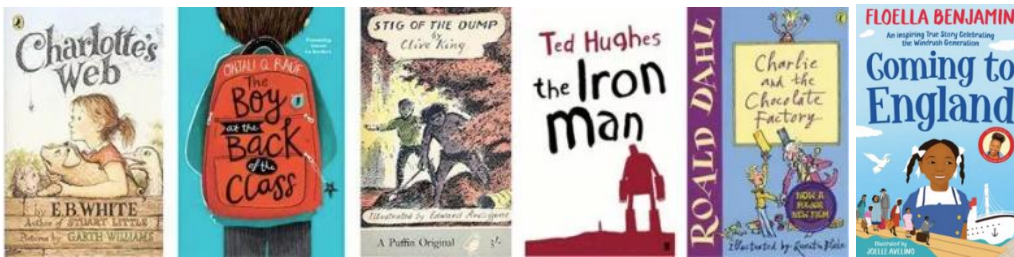
In KS2, the children are encouraged to select books themselves from their book corners and this is monitored by the class teachers.

Class texts

Our key texts have been chosen to include high quality and challenging vocabulary that the children can engage with and that create rich writing opportunities as well as ensuring that they are good examples of classic and modern literature. They have also been chosen to link to curriculum topics where possible and to reflect the diversity of our school.

In the Early Years and KS1, there may be multiple texts read and focused on throughout each day and week, whereas in KS2 the children may study at depth one texts over a period of several weeks. KS1 texts are mapped out in the school's medium-term planning. Our key texts for KS2 are as follows:

Year 3



Year 4



Year 5



Year 6



Developing a love of reading

In addition to our daily more structured reading lessons, we also provide opportunities throughout the week for children to read for pleasure. We have invested a lot in expanding our reading material so that every classroom has a library of books for the children to select from in a reading corner that should be a focal point for the classroom.

We have recently installed an outdoor library within our school garden so that children have access to books and an appealing quiet place to read at break and lunchtimes.

We also have a peer reading programme whereby every Year 1 child shares a book with a KS2 child once a week.

Impact

The means of evaluating what knowledge and understanding pupils have against expectations

How do we know it is successful and having positive impact?

End of year expectations

At the end of Reception, to be at the expected level the children should be able to read books containing all the sounds they have covered in phonics lessons (**See Appendix 1**).

At the end of each year, to be at the expected level the children would have achieved each of the objectives for their year group as well as being able to independently read a text as listed below.

Y1			Y2		Y3	Y4	Y5	Y6	Y6GD	

Assessment

Children are assessed throughout the year through formative assessment. In February and July, summative teacher assessments are carried out, using standardised benchmarking and/or Star Reading Assessments to ensure accurate and consistent teacher assessments are being made.

See Assessment Policy for details.

Date of policy:	September 2021 (Updated November 22)
Date of next review:	September 2023
Subject Leader responsible for Reading:	Connor Brown and Sue Butcher

Appendix 1: Phonics Objectives for Year 1 and 2

Unit 1	a.i.m.s.t
Unit 2	n.o.p
Unit 3	b.c.g.h
Unit 4	d.e.f.v
Unit 5	k.l.r.u
Unit 6	i.w.z
Unit 7	x.y.f.ll
Unit 8	vcc and cvcc
Unit 9	ccvc
Unit 10	cvcc, cvccc and cccvc
Unit 11	ch
Unit 12	sh
Unit 13	th
Unit 14	ck wh
Unit 15	ng qu

Bridging Unit

Unit 1	ai vs ay
Unit 2	ee vs ea
Unit 3	oa vs oe
Unit 4	er vs ur
Unit 5	igh vs ie

Children should have reached this point or further by the end of YR.

Unit 1	/ae/
Unit 2	/ee/
Unit 4	/oe/
Unit 6	/er/
Unit 7	/e/
Unit 8	/ow/
Unit 10	m/oo/n
Unit 11	/ie/
Unit 12	b/oo/k
Unit 19	/or/
Unit 23	/oy/
Unit 24	/ar/
Unit 20	/air/
Unit 49	/ear/
Unit 33	/n/
Unit 35	/v/
Unit 28	/d/
Unit 14	/u/
Unit 16	/s/
Unit 27	/ae/ more spellings
Unit 29	/ee/ more spellings
Unit 32	/oe/ more spellings
Unit 34	/er/ more spellings
Unit 46	/r/
Unit 37	/j/
Unit 40	/f/
Unit 42	/m/
Unit 43	/yh/
Unit 18	/l/

By this point, children should be on to book banded books.

Children should have reached this point or further by the end of Y1.

Appendix 2: Reading Objectives per year group

The English programmes of study: key stages 1 and 2 (page 26) states that ‘The knowledge and skills that pupils need in order to comprehend are very similar at different ages. That is why the programme of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.’ It goes on to say (page 35) that ‘Pupils should continue to apply what they have already learnt to more complex writing.’ For this reason, the descriptors read very similarly across the year groups for comprehension, so progression is achieved by increasing the complexity and challenge of what pupils are being asked to read and the questions they are being asked to discuss. Pupils should not be assessed as meeting or exceeding expectations if they are not reading and discussing texts suitable to their age group.

Year 1	
Decoding	Read common exception words (Year 1 Spellings)
	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (-s, -es, -ing, -ed, -er and -est endings) including words with more than one syllable
	Read aloud, accurately and independently books that are consistent with their developing phonic knowledge.
	Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
	Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
Comprehension / Retrieval	Checking the text makes sense as they read and self-correct mistakes.
	Explaining clearly their understanding of what is read to them.
	Discussing word meanings and linking new meanings to words already known.
Inference	Making inferences from the text based on what is said and done in the book.
	Predicting what might happen from what has been read so far
	Linking their own experiences to their reading and using these to help understand the text.
Themes & Conventions	Understanding the particular characteristics of fairy tales and traditional stories
	Discussing the significance of the title and events
Others	Retelling well known stories such as fairy tales and traditional stories
	Learning to appreciate poetry/rhymes and recite some by heart
	Participating in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Year 2

Decoding	Read common exception words (Year 2 Spellings).
	Read accurately by applying phonic knowledge and blending until decoding has become embedded and reading is fluent, including words with 2 or more syllables.
	Read most words quickly and fluently without overt sounding/blending.
	Read and recognise alternate sounds for different graphemes.
	Read words with common suffixes (ed, ing).
Comprehension / Retrieval	Checking the text makes sense as they read and self-correcting mistakes.
	Explaining clearly their understanding of what is read to them.
	Asking and answering questions about books
	Discuss the sequence of events in a book and how events are related
	Discussing word meanings and linking new meanings to words already known.
Inference	Making inferences from the text based on what is said and done in the book.
	Predicting what might happen from what has been read so far
	Linking their own experiences to their reading and using these to help understand the text.
Language for Effect	Discussing favourite words and phrases and explaining why they like them
	Recognising recurring language in poems/stories
Themes & Conventions	Reading non-fiction books organised in different ways
Others	Retelling well known stories including fairy tales and traditional stories.
	Learning to appreciate poetry/rhymes and recite some by heart
	Participating in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Year 3 and 4

Decoding	Read common exception words (Year 3 or Year 4 spellings)
	Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet.
Comprehension / Retrieval	Identifying the main ideas drawn from more than one paragraph and summarising these
	Asking questions to improve their understanding
	Retrieving, recording and presenting information from non-fiction
	Checking that the book makes sense to them and exploring the meaning of words in context
Inference	Predicting what might happen from details stated and implied
	Drawing inferences such as inferring characters' feelings from their actions, and justifying inferences with evidence
Language for Effect	Discussing words and phrases that capture the reader's interest and imagination (WOW words – language choice) and how these contribute to meaning
	Identifying how language, structure, and presentation contribute to meaning
Themes & Conventions	Identifying and discussing themes and conventions in and across a wide range of writing (features of a particular genre)
Others	Retelling well known stories (fairy tales, myths, legends) orally
	Recognising some different forms of poetry [for example, free verse, narrative poetry]
	Learning poetry / play scripts by heart to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience
	Participating in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Year 5 and 6

Decoding	Read common exception words (Year 5 or Year 6 spellings)
	Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet.
Comprehension / Retrieval	Distinguishing between statements of fact and opinion
	Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (precising longer passages)
	Retrieving, recording and presenting information from non-fiction.
	Asking questions to improve their understanding
	Checking that the book makes sense to them and exploring the meaning of words in context
Inference	Predicting what might happen from details stated and implied
	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Language for Effect	Discussing and evaluating how authors use language, including figurative language, considering the impact on the reader and how it contributes to meaning.
Themes & Conventions	Identifying and discussing themes and conventions in and across a wide range of writing (features of a particular genre)
Others	Making comparisons within and across books (e.g. comparing characters or books by the same author)
	Participating in discussions about books, explaining their understanding of what they have read and providing reasoned justifications for their views. (Possibly in presentations and debates, using notes where necessary.)
	Recommending books that they have read to their peers, giving reasons for their choices.
	Learning poetry / play scripts by heart to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience

Appendix 3: Reading Planning/ Timetable – Key Stage 2

Fiction Weeks				
	Session 1	Session 2	Session 3	Session 4
Focus	Building Blocks Structure Grammar Word meaning	Retrieval Reading fluency Discussion Retrieval	Inference Inference Discussion	Inference/ Points of View Inference Putting things in context Discussion
Teaching Input (10 mins)	<p>Meanings of words.</p> <p>Focus on the structure of the text. For example, the function of titles, subheadings, captions and structure of different types of poetry.</p> <p>Focus on the grammar the author has used (link to GPS work for your year group).</p> <p><i>Why has the author used an exclamation there?</i></p> <p><i>'Like a toy sitting on a glass table'. What does this description suggest about the boat?</i></p> <p><i>What does the word 'universal' suggest about the rule?</i></p>	<p>Shared reading of text – led by teacher or children to take turns</p> <p>Questioning on themes of text</p> <p>Point out and explain tricky vocabulary</p> <p>Focus on retrieval questions. This may require teaching techniques such as scanning text for key words.</p> <p><i>What was the character's name?</i></p> <p><i>What did they eat for dinner? Draw a line to match each place to the date it became an English National Park. Find and copy a phrase that tells us that ...</i></p>	<p>Shared reading of text – led by teacher or children to take turns</p> <p>Focus on answering inference questions. This will require teaching techniques to answer questions that go beyond the literal text.</p> <p>Use of evidence to support answers.</p> <p><i>What is the person doing? Why?</i></p> <p><i>Why does this man look cross?</i></p> <p><i>Does this person like sweeping snow? What makes you think that?</i></p>	<p>Shared reading of text – led by teacher or children to take turns</p> <p>Continue with inference work, but also include putting things in context. This could be a continuation of Session 3's work.</p> <p>These questions are designed to encourage pupils to make links with the text and their own experiences and knowledge of the world.</p> <p><i>Where do you think the story is set and what makes you think that?</i></p> <p><i>Give two pieces of evidence that ...</i></p> <p><i>What other reason could there be for...?</i></p>

Non-fiction Weeks

Non-fiction Weeks				
	Session 1	Session 2	Session 3	Session 4
Focus	<p>Building Blocks</p> <p>Structure Grammar Word meaning</p>	<p>Retrieval</p> <p>Reading fluency Discussion Retrieval</p>	<p>Evidence from text</p> <p>Discussion Retrieval Using evidence to support answers</p>	<p>Summarising</p> <p>Discussion Summarising Identifying key points</p>
Teaching Input (10 mins)	<p>Focus on the structure of the text. For example, the function of titles, subheadings, captions and structure of different types of poetry.</p> <p>Focus on the grammar the author has used (link to GPS work for your year group).</p> <p>Meanings of words. <i>'Like a toy sitting on a glass table'. What does this description suggest about the boat?</i> <i>What does the word 'universal' suggest about the rule?</i></p>	<p>Shared reading of text – led by teacher or children to take turns</p> <p>Questioning on themes of text</p> <p>Point out and explain tricky vocabulary</p> <p>Focus on retrieval questions. This may require teaching techniques such as scanning text for key words. <i>What was the character's name?</i> <i>What did they eat for dinner? Draw a line to match each place to the date it became an English National Park. Find an copy a phrase that tells us that ...</i></p>	<p>Shared reading of text – led by teacher or children to take turns</p> <p>Find words and phrases that support answer to questions.</p> <p><i>What makes you think that?</i> <i>What part of the text demonstrated x?</i> <i>What evidence is there that x?</i> <i>Explain what x (a phrase/ word) suggests about x?</i> <i>According to the text, how did x happen?</i></p>	<p>Shared reading of text – led by teacher or children to take turns</p> <p>Identify key points from the text. Answer succinctly. Identify themes across paragraphs/ sections of text. <i>Below are some summaries of the different paragraphs from this text. Number them 1 to 6 to show the order in which they appear in the text.</i> <i>What is the main theme of paragraph 2?</i> <i>What is the author's overall opinion of x?</i> <i>Is there a particular bias in a given section of the text?</i></p>

Poetry Weeks

Poetry Weeks				
	Session 1	Session 2	Session 3	Session 4
Focus	<p>Building Blocks</p> <p>Structure Grammar Word meaning</p>	<p>Recital/ Performance</p> <p>Reading fluency intonation, tone, volume</p>	<p>Retrieval and Inference</p> <p>Reading fluency Inference, Retrieval Discussion</p>	<p>Impressions/Effects on reader/ summarising</p>
Teaching Input (10 mins)	<p>Focus on the structure of the text. For example, the structure of different types of poetry, use of rhyme, rhythm, repetition etc.</p> <p>Focus on the poetry techniques, such as similes, metaphors, personification etc.</p> <p>Meanings of words. <i>'Like a toy sitting on a glass table'. What does this description suggest about the boat?</i> <i>What does the word 'universal' suggest about the rule?</i></p>	<p>Shared reading of text – led by teacher or children to take turns</p> <p>Learning poetry by heart to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience</p>	<p>Shared reading of text – led by teacher or children to take turns</p> <p>Focus on answering retrieval and inference questions. This will require teaching techniques to answer questions that go beyond the literal text. Point out and explain tricky vocabulary. Use of evidence to support answers. <i>What is the person doing? Why?</i> <i>Why does this man look cross?</i> <i>Does this person like sweeping snow? What makes you think that?</i> <i>Find an copy a phrase that tells us that ...</i></p>	<p>Shared reading of text – led by teacher or children to take turns</p> <p>Focus on how the poet's use of language has an effect on the reader and the impression they are trying to express.</p> <p><i>Give two impressions this gives you of x</i> <i>What view does the poet have about x?</i> <i>Which part of the poem expresses x?</i></p>