



Reading Policy

At Oakhill Primary School, we **intend** for our children to develop a life-long love and passion for reading. We aim for all of our children to be confident, fluent readers who read widely, read often, read for pleasure and read to learn. We enable our children to be able to choose from a wide range of fiction, non-fiction and poetry books throughout their years at our school. Our pupils will not only be passionate about reading, they will also develop a full range of comprehension skills to deepen their understanding of what they read.

Our aims:

- To develop a love of books and reading.
- To develop reading strategies and skills: fluency, accuracy, understanding and response to different texts.
- To read and enjoy a variety of texts from a variety of sources: local libraries, school collections, class book corners, ICT, etc.
- To create a strong, embedded reading culture through a rich language environment within classrooms and the wider school environment.
- To deliver a structured and consistent whole school approach to reading.
- To recognise the value of parents / carers as essential components in supporting and developing children's reading skills and love of reading.
- To rigorously monitor and assess children's progress in reading and identify those who require extra support and intervene at an early stage.
- To ensure that children are reading at an appropriately challenging level through the use of running records.

Implementing the Teaching and Learning of Reading

Our reading curriculum has been designed so that children learn to read and then read to learn. Teachers have high expectations for all of our pupils and secure reading subject and pedagogical knowledge to ensure all children reach their full capability. We do this through:

- Phonics lessons;
- Reading Practice Sessions (Reception and Y1);
- Whole class reading sessions (Y2-6) and,
- Individual readers (following the Collins Big Cat Scheme)

Nursery

Pupils have a 10-15 minute daily phonics sessions. At the beginning of Nursery, children will take home a share book each week to develop language and a love of reading. When appropriate, children take home a picture book from our reading scheme each week to share with their parent/carer. More able children in Nursery receive a phonetically plausible book each week, in-line with their phonics ability. The main focus in Nursery is on speech and language – therefore whole class sessions will be used to encourage and develop speaking and listening skills through active listening, questioning, discussion and rhyme. Within the continuous provision, pupils have access to reading books in the reading area as well as reading related resources elsewhere.

Reception and Year 1

The main focus in Reception and Year 1 is on phonics, therefore all pupils have a 30 minute daily phonics session and weekly high frequency word sessions where appropriate. There is still a significant focus on speech and language – therefore daily whole class sessions and group/individual speech and language interventions take place regularly. Each pupil has a reading book in line with their phonics ability. These books are phonetically plausible. All pupils have group reading sessions 3 times per week in line with the Little Wandle Letters and Sounds programme. For some children, who need additional support, this may also include small group blending practice and if appropriate one to one reading sessions. Throughout the week pupils are read to by an adult every day where they will listen to a variety of books being read and sessions will be used to encourage and develop speaking and listening skills through active listening, questioning, discussion and rhyme. Within the continuous provision in Reception, pupils have access to reading books in the reading area as well as reading related resources elsewhere.

In Reception and Year 1, reading is assessed using the Little Wandle Letters and Sounds half termly assessments.

Phonics in Years 2 and 3

Year 2 continue to focus on phonics using the Little Wandle Letters and Sounds programme during the autumn term to revisit and review phase 5. Pupils who did not pass the phonics screening test in Year 1 have extra phonics interventions.

Any Year 3 pupils who did not pass the phonics screening test have extra phonics interventions, if appropriate. Pupils who did not pass the phonics screening test in Year 1 or Year 2 will be retested at the end of Year 3.

Reading in Years 2 – 6

Individual Reading - All pupils

All pupils are listened to read by the class teacher at least once per fortnight. Pupils have three morning activity sessions per week when they read their individual reading books – teachers ensure that the green exercise books are out during these sessions so that pupils can record their reading. Teachers use this time to complete their ‘shoulder tap reading’ with five pupils per session. They initial when they have listened to a pupil read and indicate in the ‘band’ box on the sheet if they need to have a different colour book next time. Teachers track which pupils they have heard read so that they ensure all pupils are listened to over a fortnightly period. These sessions are non-negotiable and must happen as indicated on the timetable.

Pupils are allocated two reading books, both of which are taken home, (one book from the reading scheme and one ‘free reader book’). Each pupil has a ‘Home Reading Record’ card each half term; this is used by parents to record when they have listened to their child read. A member of staff checks and signs these weekly.

Individual Readers - Bottom 20% of readers

The bottom 20% of readers are listened to read at least three times per week. These pupils have an individual reading record to record their strengths and areas for development which is kept in school. The bottom 20% of readers have two reading books – one is at the book band level they are currently working at (instructional text, to stay in school) and the other is one level below their current book band level (fluency text to take home). Both of these books are taken from the Collins Big Cat scheme (either phonics or main scheme dependent on reading ability). This helps pupils to develop fluency and confidence whilst challenging them to develop further. Pupils in year 2 who take part in the Little Wandle Letters and Sounds reading practise sessions will only take their focus book for the week home and this is matched to their phonics ability. These readers may choose to have a ‘free reader book’ also. There is a weekly reading record sheet which gives an overview to ensure that these pupils are listened to read each week.

Whole Class Reading

Pupils have four whole class reading sessions per week – these include a dedicated fluency session and other teaching sessions (where teachers go through a text with the class, pick out key vocabulary, answer questions together, model how to answer questions and infer meaning etc.) and application sessions where pupils answer questions either in groups, pairs or independently. Texts, authors and genres are chosen using the yearly reading curriculum overviews. When going through answers, pupils mark their own work when appropriate; however, inferential questions should always be marked by the class teacher. Teachers use a stamp to indicate that work has been marked. Teachers use the work completed to inform their assessment of pupils and future planning of reading. Any work completed in books will have a learning objective (L.O) at the top of the piece of work.

When the rest of the class are doing a whole class reading session, the bottom 20% of pupils may join this session or may do the same session within a small group with a member of support staff to allow for them to work at an appropriate pace. When required, reading continues to be taught following the Little Wandle Letters and Sounds reading practice sessions for any children who still need to practise reading with decodable books.

Pupils are read to by an adult at least three times per week.

Running Records

Staff from Year 2 to Year 6 use running records to ensure that children are on the appropriate book band level. These are completed on a termly basis, or when necessary. The reading lead monitors this on a regular basis.

Assessment in Years 1-6

Staff use their knowledge of the pupils to assess their standard in reading. This knowledge is gained through individual reading, group reading, whole class reading and standardised termly assessments. For more information about assessment, see the assessment policy.

Wider Reading

Teachers plan reading opportunities through all other subjects. They show pupils how to use reading strategies taught in other lessons throughout the curriculum not just in discrete reading sessions. Teachers model a love of reading and seek to inspire their whole class. Staff find out about the individual interests of pupils and facilitate access to reading materials to improve engagement.

At Oakhill, we have our own Reading Shed which is run by our Year 6 Reading Ambassadors. Oakhill's Reading Shed has a wide range of books which the children are able to choose to take home, then bring back to exchange for another. Our Reading Shed promotes a love of reading where the children have free choice and can choose books that match their interests or differ from their usual selection.

Because reading is at the heart of learning at Oakhill, we have developed our own Reading Canon: a specially designed selection of books to be shared with the children. Our Reading Canon ensures that we:

- Expose children to a wide variety of literature that they normally wouldn't read
- Include all pupils – everyone is exposed to Reading Canon time
- Motivate children to listen to and read harder texts
- Challenge children with vocabulary, syntax, grammar, context and themes

Years 1 to 6 have specific, timetabled slots during which they listen to a Canon book (chosen from a selection for their year group) and follow along with their own copy, tracking the reader.

Expectation

We expect all pupils to read at home to an adult at least 3 times per week as part of their homework. All pupils are expected to take their reading book and record card/book each night and return to school with it the next day. Staff will check each morning that pupils have brought their reading book to school and will award a DOJO for this. Where pupils do not have their reading book in school, they will choose another book in the scheme to read that day if needed. Staff will remind children to bring their book the following day. If the child does not bring their book for a second day, a DOJO will be sent to parents/carers to remind them to send the book to school daily with their child. Staff will keep a record if children do not bring their book to school and parents/carers will be contacted if this becomes a regular occurrence. Parents/carers will be expected to contribute to the cost of any books lost.

Outcomes

Being a confident reader; understanding what is read and being able to read to acquire new knowledge has a direct **impact** on our children's skills for not only the next stage of their education but also their future life opportunities. Reading helps us to learn about the world that we live in, to stimulate our imagination and creativity, to acquire new skills and experiences, to achieve our aspirations and to succeed in life.

REVIEW & AMEND AS NECESSARY ANNUALLY – SEPT 2025 (MOST RECENT REVISION SEPT 2024)