



## Summercourt Academy Reading Policy

### INTENT

#### **Rationale:**

At Summercourt Academy our priority is both the teaching of reading skills and enjoyment of literature, enabling children to become lifelong, confident readers. As children build fluency, comprehension skills become our main area of focus and questioning looks at skills such as retelling, inference and prediction.

We believe through reading, pupils will have a chance to develop culturally, emotionally, intellectually, socially and spiritually. We feel that reading enables pupils both to acquire knowledge and to build on what they already know.

#### **Ambition:**

Our intent is to:

- Ensure pupils read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary and understanding of the conventions of reading
- Appreciate our rich and varied literary heritage

#### **Concepts:**

The working out of the pronunciation of unfamiliar words (decoding) and the speedy recognition of familiar printed words. The understanding that the letter on the page represent the sounds in spoken words. This begins with phonics teaching in early years. The process of **recap**, **revisit** and **recall** is embedded into reading comprehension lessons, to ensure long-term retention of skills and information to aid pupils in later life and empower them for life beyond Summercourt Academy.

### IMPLEMENTATION

#### **Subject Leadership / Subject Knowledge:**

- All teachers given support to deliver phonics lessons in early years and key stage 1.
- Phonics delivery is monitored and assessed regularly by senior leadership team, ensuring a consistent approach and identifying any gaps through pupil progress meetings termly.
- CPD sessions conducted to give teachers the continuity and progression of skills across Key stages and phases.
- Inset training given to equip teachers with necessary skills to model, scaffold and question pupils to achieve a deeper level of understanding and vocabulary.

#### **Delivery:**

- Daily phonics lessons in EYFS/ Year 1
- Early Years focus on RWI Set 1-2 speed sounds.
- Year 1 focus on RWI set 2 and 3 speed sounds
- Year 2 focus on spelling patterns from No Nonsense spelling scheme

- Year 3 intervention to catch up on children who failed their phonics screening test or are new to school.
- Colour coded band books or AR levelled books to read at home, evidenced in home reading records, replaced regularly.
- Weekly phoneme grapheme practise
- Regular 1:1 reading with pupils and recorded.
- Ongoing RWI assessments
- Guided reading in Year 1 progressing to DERICs and comprehension activities in Learning Books. (DERIC-Decode, Explain, Retrieve, Interpret and Choice)

### **Whole Class Lessons for Word Reading and Comprehension (Y2 – Y6):**

#### **MODELLED:**

- Pupils introduced to a text, read by the teacher/ read together or read alone (age /lesson focus dependent).
- Set objective questions are linked to text, discussed by the teacher and class and plenty of opportunities are given for verbal responses.

#### **GUIDED:**

- Pupils can **revisit** the same text, or given another part of the text to read by the teacher/ read together or read alone (age /lesson focus dependent).
- Same objective focused upon to **recap** previous learning, with a new set of questions to respond to.
- Verbal reasoning/ responses are discussed, pupils are encouraged to make their own written responses, using the modelled lesson as a guide to help them.

#### **INDEPENDENT:**

- Pupils **revisit** same text or a new text with a similar thread to it.
- Same objective focus to **recap** on previous learning, new set of questions to respond to.
- Independent responses written by each pupil to show their **recall** of understanding and how to form their responses.

### **Planning the Progression Model:**

**EYFS:** a baseline assessment in Autumn Term is followed up with monitoring regularly throughout the year, recorded and re-assessed at each Assessment Point.

**Year 1:** individual word reading for fluency and understanding progresses to guided reading groups and sharing texts, to oral and then written responses to simple text types.

**Year 2:** individual word reading for fluency, plus whole class reading opportunities for deeper level understanding and comprehension.

**Year 2 -6:** Accelerated Reader Scheme books available for reading for pleasure, borrowing books and recording those on a regular basis in reading records, recording times read at home as well. Whole class reading lessons for access to age appropriate challenging quality texts, with a deeper level of understanding and comprehension taught.

### **Breadth and Depth:**

**EYFS:** language rich classroom, instructions to read, questions, reading through topic and role play areas.

**KS1:** reading opportunities given in class story time, reading for information through topics studied, internet sources of reading, 1:1 reading opportunities, small group reading and whole class reading sessions.

**KS2:** class novels shared, reading for research and information through topics studied, internet sources of research, 1:1 reading opportunities and whole class reading sessions.

### **IMPACT**

**Assessment:**

Assessment for Learning takes place in all classes, continuously throughout the year, formal summative assessment points are made termly.

Impact of this practice is:

- an increase in reading for pleasure and use of our new library (projected impact)
- an increase in reading assessment data for all year groups and sub-groups.