

### **Policy Connections**

The policy should be read in conjunction with the Curriculum Organisation policy, the Supplementary Guidance for Policies (covering Philosophy & Ethos; Audience; Monitoring & Evaluation of Curriculum Subjects; Assessment, Recording & Reporting and Supporting Learning Beyond the Classroom), the English policy, Schemes of Work and subject mapping for English/Literacy which set out in detail what pupils in different Key Stage ability ranges will be taught.

### **Aims and purpose of study**

Reading is a tool for everyday life, helping pupils to experiencing others communicating with them. Using the National Curriculum National Programmes of Study for Reading it is our aim:

1. To enhance pupils understanding in both spoken and written forms.
2. To develop pupils comprehension and expression, through experiencing a wide variety of texts at an individual level.
3. To encourage pupils to mature socially through working in groups and in pairs.
4. To develop a skill for life-long learning including independence and awareness of reading aids.
5. For pupils to experience a rich and varied literary heritage

These aims are consistent with our school philosophy and take account of the National Curriculum and Local Authority curriculum guidance.

The programme of study for reading consists of 2 dimensions; word reading and comprehension (listening and reading) and it is essential that teaching focuses on developing pupils' competence in both dimensions. Word reading involves decoding and the recognition of familiar printed words. Underpinning both is the understanding that letters represent the sounds in the spoken words (National Curriculum for English 2013).

### **Method of delivery**

The curriculum organisation and structure is outlined in the policy document entitled 'Curriculum and School Organisation'. The procedures for planning, teaching and learning strategies, monitoring and evaluation are outlined therein. In relation to reading, however, the specific considerations that apply are outlined below:

### **Early Years Foundation Stage**

Pupils in the Early Years Foundation Stage (EYFS) follow the educational programmes outlined in the framework for the EYFS. The strands personal, social, emotional development, communication and language and literacy give pupils opportunities to play and explore and learn in an active and creative way. The document 'Development Matters' supports the planning and assessment of activities. These opportunities will provide broad and balanced experiences that will prepare pupils for the KS1 English curriculum.

Pupils focus on:

- People, objects and patterns, books (e.g. sharing books with peers/adults).
- Visually tracking objects, developing sustained focusing on a person/object
- Discriminating between meaningful concrete objects (developing early choice). Giving brief attention to events / speech. Developing object permanence
- Developing extended field of vision.
- Interacting with photographs/pictures. Noticing differences in positioning of objects – concrete and pictorial
- Talking about and responding to print in the community
- Experiencing books/stories/objects/pictures/sharing stories – engaging in short story/rhyme sessions
- Continuing patterns of objects or symbols. Naming pictures. Choosing favourite stories
- Matching object to object. Matching pictures and/or symbols. Awareness of signs/symbols in the environment
- Opportunities to handle books with care. Understanding of left to right/top to bottom orientation
- Learning about book conventions
- Recognition of own name and some familiar words. Recognition of some letters of the alphabet
- Accessing the school library
- Introduction to phase 1 (and subsequent phases if appropriate) in the document 'Letters and Sounds'.

### **Key Stage 1 & 2**

Reading is planned and delivered as outlined in the Schemes of Work for the subject/planning for English, and as practical and appropriate elements within the wider curriculum areas, ensuring progression throughout the Key Stages. Teachers plan a unit of work, which outlines the texts and learning objectives. The short term planning specifies the focus, activities and learning outcomes for each lesson. The focus of work outlined in Early Years Foundation Stage may apply to enable pupils to work at their own individual level.

Pupils focus on:

- Use of symbolic timetable
- Use labels + symbols around class, notices, instructions and questions and have pupils find own equipment by reading labels
- Pupils working above P7 are introduced to reading scheme books (e.g. the Oxford Reading Tree Scheme, which is supported by additional reading materials and resources to meet individual needs).
- For pupils with symbolic representation a structured approach to learning social sight vocabulary will be adopted with pupils focusing on 56 common social sight words. A checklist is available to monitor progression of recognition of these words. These words will be taught alongside other early reading skills.
- Pupils continue to work through the phases in the 'Letters and Sounds' document as appropriate
- Opportunities to practise reading skills on daily basis at school

- Pupils are expected to take their books most nights to read under the supervision of their parents
- Each time a pupil reads – staff or parents will complete the reading record
- Pupils have opportunities to access the school and public library as appropriate

### **Key Stages 3 & 4**

Reading is planned and delivered as outlined in the schemes of work for the subject/planning for literacy, and as practical and appropriate elements within the wider curriculum areas, ensuring progression throughout the department. Teachers plan a unit of work, which outlines the texts and learning objectives. The short term planning specifies the focus, activities and learning outcomes for each lesson.

Pupils focus on:

- The focus of work outlined in earlier stages may apply to enable pupils to work at their own individual level
- Use of class timetable – words and symbol
- Encourage responses to print – environmental print with labels and notices from locality
- Pupils would initially continue with the Oxford Reading Tree Scheme if relevant, supported by additional reading materials and resources to meet individual needs
- Opportunities to practise reading skills on daily basis at school
- Pupils are expected to take their books most nights to read under the supervision of their parents
- Each time a pupil reads – staff or parents will complete the reading record
- Pupils will begin to develop a social sight vocabulary. For pupils with symbolic representation a structured approach to learning social sight vocabulary will be adopted with pupils focusing on 56 common social sight words. A checklist is available to monitor progression of recognition of these words.
- Pupils will access the school and public library
- Pupils continue to work through the phases in the 'Letters and Sounds' document as appropriate

### **F.E. Centre**

Students continue to develop reading skills through schemes of work derived from their ASDAN accreditation units of work to embed and generalise functional skills alongside Entry Level descriptors. Students develop their awareness of a variety of literature by accessing texts, selected for their relevance to student maturity, chronological age and individual need. Most student's access studies at the relevant Entry Level in Literacy and, in addition to this, students will access relevant ASDAN challenges appropriate to their cognitive understanding, to gain credits towards obtaining their Personal Progress Award or Bronze and Silver Awards. Some students will gain functional skills accreditation in literacy throughout their 3 year course. For pupils with symbolic representation a structured approach to learning social sight vocabulary will be adopted with pupils focusing on 56 common social sight words. A checklist is available to monitor progression of recognition of these words.

Pupils focus on:

- Use of individual timetables
- Opportunities to practise reading skills on daily basis at school
- Pupils will begin to develop an extended social sight vocabulary
- Pupils will access the school and public library
- Pupils focus on reading functional texts, for example. Emails, blogs, letters, recipes. Magazines and menus

### **Book Bands and Reading Schemes**

The school accesses books from a variety of sources and includes many recognised reading schemes at a variety of reading levels. The books are banded in levels according to 'Book Bands for Guided Reading' and pupils should progress through the different identified colours to supplement the school reading schemes. The main reading schemes used in school are Oxford Reading Tree, Cambridge Reading, Dandelion Readers, First Links, Folens Foundations, Heinemann Sunshine Books, Literacy Plus, Neslon Get Ready, PM Starters, Red Rockets, Story Teller and Words First. A wide range of ability related texts are available and fluent readers are encouraged to choose books from the library to read for pleasure and information.

### **Reading skills and strategies**

The following briefly outlines the process of reading development and the skills and strategies, which enable the process to happen.

The skill areas to be developed are:

- auditory / visual memory
- phonological awareness and phonic knowledge
- word recognition
- context cues
- grammatical knowledge

These skills are used in order to comprehend the text and find information

### **To developing auditory memory:**

- include lots of interactive work for short, five or ten minute sessions;
- have children clap the syllables in longer words
- identify the odd one out from their sounds – mat, hat, pin
- play games which depend on hearing sounds in words – I spy ' start with s, ends with t, has three parts (syllables) - give object/picture cues as necessary
- draw attention to rhyme and rhythm at every opportunity
- relate the natural rhythm of words to music and dance
- play games which use memory and sequence – remember telephone number – I went to the shop and bought ... milk, an orange, chocolate and .. each child repeats the sequence and adds a word

### **To developing visual memory:**

- match identical shapes before moving on to shapes with similar attributes e.g. curved & straight, short & long as preparation for perceiving letter variations
- match identical words
- match identical letters
- find odd one out from sets of words and letters
- matching activities – word or letter dominoes
- games which focus on visual memory – pairs, snap
- focus on visual sequencing and memory such as objects in a group – take one away – what is missing? Or children in a line – change the order – who was at the front?

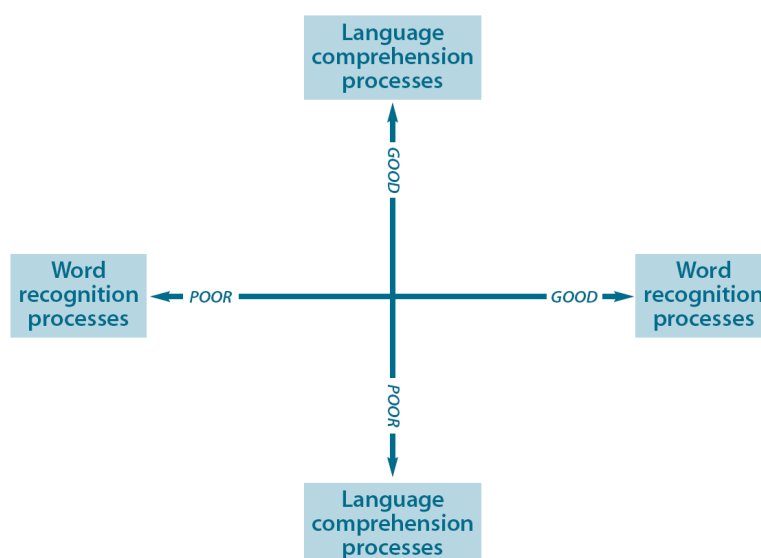
Pupils with learning difficulties and/or disabilities related to reading often have a poor visual and/or auditory memory and require structured teaching programmes to develop skills. Pupils need to be taught skills and need instruction to help them remember letters and sounds they make. The above activities work best when presented in a fun-orientated way, using multi-sensory resources e.g. matching letters is more fun using coloured plastic letters than worksheets. School has a vast range of games which is continually added to; staff are encouraged to make and use games where appropriate e.g. who can be first to match the pairs?

Not all of our pupils will be readers in the conventional sense. We must be sensitive to each pupils' needs and priority areas of development. However, early reading skills such as scanning, visual discrimination, auditory and visual memory should be targeted to support life long learning.

There is guidance available for supporting parents in developing very early reading skills.

### Phonological awareness and phonic knowledge

The National Curriculum for English states that phonics should be emphasised in the early teaching of reading and highlights the importance of the 'simple view of reading' to the teaching of early reading.



In the early years of learning to read, teachers need to focus on helping children develop their word recognition skills. Initially the focus is on helping children to master the alphabetic code, apply their phonic knowledge and skills as they decode words and develop a store of familiar words – developing fluency in their word reading. This work is set alongside work on developing speaking and listening skills, phonemic awareness, vocabulary development and language comprehension.

Children should be taught:

- grapheme–phoneme (letter/sound) correspondences (the alphabetic principle) in a clearly defined, incremental sequence
- to apply the highly important skill of blending (synthesising) phonemes in order, all through a word to read it
- to apply the skills of segmenting words into their constituent phonemes to spell them
- that blending and segmenting are reversible processes

The document 'Letters and Sounds' outlines the teaching sequence and suggested activities for the teaching of phonics through 6 progressive phases.

### **Phase 1**

Through speaking and listening activities, children will develop their language structures and increase their vocabulary. In developing their phonological awareness, children will improve their ability to distinguish between sounds, and will become familiar with rhyme, rhythm and alliteration.

### **Phase 2**

To introduce grapheme-phoneme (letter-sound) correspondences.

### **Phase 3**

To teach children one grapheme for each of the 44 phonemes in order to read and spell simple regular words.

### **Phase 4**

To teach children to read and spell words containing adjacent consonants.

### **Phase 5**

To teach children to recognise and use alternative ways of pronouncing the graphemes and spelling the phonemes already taught.

### **Phase 6**

To teach children to develop their skill and automaticity in reading and spelling, creating ever-increasing capacity to attend to reading for meaning.

Although the Rose Report (2006) and the National Curriculum documentation for English suggests that high quality phonics work should be the prime approach used when teaching pupils to read, some pupils with learning difficulties (5%) pupils will not progress through the

6 phases of phonics progression. These pupils may learn better through a look and say approach and will benefit from learning individual sounds and letters that are meaningful to them for example the first letter of their name.

**Word Recognition**

**Include:**

**Words of personal importance**

Child's own name, school words, home words, pets and toys etc.

**High frequency words**

Words from the list of high frequency words (found in Letters and Sounds) are regarded as key words because they account for a large proportion of print.

**Main scheme words**

Content words from the reading scheme plus high frequency words contained in the scheme enable pupils to make a promising start towards reading.

**Social/environmental vocabulary**

Show words in context – instructions / safety / signposts. Link word recognition with vocabulary from the environment.

**Cross-curricular words**

Access to age appropriate, subject specific vocabulary enables greater access to reading across the curriculum.

**Activities for word recognition**

- Teach children to recognise words by their shape

book            bed            dog            school            elephant

- Highlight high frequency words from a page of print
- Play whole word games
- Make word jigsaws
- Give children plastic letters or letter cubes to make given words
- Track identical words along a line:  
for    to    is    can    frog    jump    is    mum    you    is    play    swim
- Practise alphabet skills – use of a word book as a game who can find ...?
- Games to sort word cards to different categories – length, shape, cvc words with same vowel
- Build word walls
- Highlight short words inside longer words to prepare them for using known words to read others            e.g. handle    twenty            baggage
- Use word search and crosswords

### Context cue skills

Readers need to use context effectively to comprehend.

Develop context cues by:

- Oral work on prediction: make up class or group sentences by adding one word at a time
- Say a silly sentence & change one word to make it sensible eg. I put the cake in the fridge to cook
- Draw attention to pictures in books
- What do you think will happen next?
- Use cloze work – at sentence level ‘Mum went to the ....., Mum ..... to the shop’ (gaps at the end are easier than gaps in the middle)
- Cloze work to give practice from different perspectives nouns – ‘Hens lay ....., verbs – ‘They all ..... up’, adjectives – ‘It was a ..... dress’, prepositions – The rubbish was ... the bin’.
- Cloze work to insert initial letter ‘We go to ..chool every day”, final letter, or parts of words
- Ask a range of different questions about the text

### Spelling, vocabulary, grammar, punctuation and glossary

The National Curriculum for English contains 2 statutory appendices that provide an overview of the specific features that should be included in teaching the above programmes of study. Opportunities to enhance pupils’ vocabulary arise naturally from their reading and writing. Pupils should be taught the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these are integrated within teaching. Key vocabulary is identified on each medium term plan for English

Pupils can be helped to develop grammatical knowledge by:

- Activities which draw attention to word endings; -s, -es, -ed, -ing
- Orally predicting words and phrases
- Sequencing activities linking parts of text to make them a whole – cut up text

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### Bibliography

National Curriculum for English 2013  
Independent review of the teaching of early reading (The Rose Report March 2006)  
DfES Letters and Sounds document (DfES 2007)



### Resources

The following represents a list of material resources and where they are stored for teaching Reading:

- Photocopiable resources and documents are kept in the library and should not be removed/should be returned promptly
- As listed in on the shared area of the website and stored as a central resource (in Resource Area)
- Reading books are banded and categorised/listed in the library
- Social sight words  
[http://www.axishandson.co.uk/products/11051/sight\\_words/social\\_sight\\_words/social\\_sight\\_words.aspx](http://www.axishandson.co.uk/products/11051/sight_words/social_sight_words/social_sight_words.aspx)