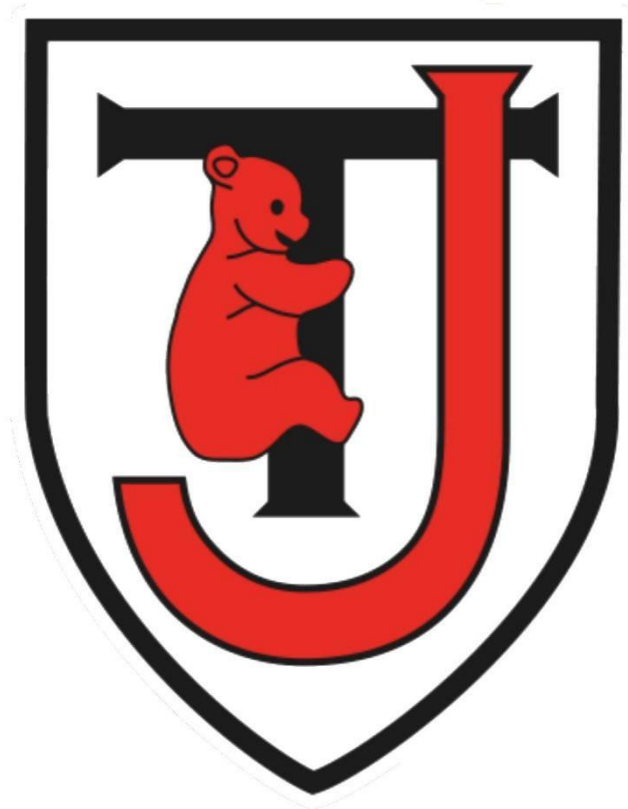


Reading Policy

Thomas Jolyffe Primary School

To be the best we can be!



Approved by: B Phipps

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Reading Policy

At Thomas Jolyffe Primary School, we know that teaching children how to read and appreciate books is fundamental in developing their experiences of the world around them.

We teach reading skills, alongside the *Bug Club* phonics scheme (see phonics policy) in the early years and KS1 through to the end of KS2. Our children are actively encouraged to use these strategies when reading independently, in groups, to a range of adults and most importantly when reading for pleasure.

Our children have access to a wide range of reading materials, from story books and poetry to non-fiction books, comics, magazines and newspapers.

We believe that by engaging children in a variety of reading materials and reading experiences, they become confident and keen readers, which in turn develops their writing style throughout their primary education. Experience shows us that children who are keen and confident to read, because they have been given opportunities to share a text, become confident writers. The two do not happen in isolation.

Our balanced reading curriculum provides carefully planned shared, guided and independent reading which offers children varying levels of support, a variety of methods of instruction and a range of reading experiences. Inexperienced readers are encouraged and helped to develop their knowledge of books and reading behaviours, their understanding of the world and control over oral language together with growing expertise in all aspects of print information, in order to re-create an author's message in their own minds.

Reading is the ability to coordinate a variety of strategies:

- Fast automatic phonic decoding (sound and spellings)
- The recognition of whole words and word chunks, particularly morphemes, to make sense of and complete phonic blending (graphic knowledge)
- Predictions from knowledge of syntax to make sense of strings of words, identify sense-making and syntactic boundaries in sentences, and read with fluency and expression appropriate to the text (grammatical knowledge)
- Predictions from context to aid comprehension (knowledge of content)

Shared Reading

Shared Reading is not done in isolation. When sharing a text, all children take part in the reading in turn or collaboratively to ensure accurate word reading. The teacher encourages responses and draws attention to reading strategies and features of the text. New vocabulary is discussed to ensure that all children can access the meaning behind the text. Support and discussion opportunities are provided for less confident readers, whilst targeted questioning challenges

the more able readers. Levels of comprehension can be clarified and new understanding scaffolded. Shared reading takes place in the classroom using Class story texts, text enlarged on visualisers and interactive white board. Reading is modelled and taught throughout the day and in all subjects at school: it isn't a skill kept exclusively to English to be taught and developed.

Reading Practice (KS1)

Reading practice extends the opportunities provided by shared reading with a focus on the targeted needs of a particular child. Children are heard read 1 to 1 by a class teacher or teaching assistant who will assess comprehension by asking a range of questions. The text selected should be at the children's instructional level, i.e. 90-94% accuracy to ensure fluency. Once our children have completed phonics, we offer a range of publishing's to our children when they read, through our Accelerated Reader programme. The children complete an assessment which gives them their zone of proximal development score (ZPD) to help them select books that are the perfect level of challenge for them. When they have finished reading their book they complete a quiz to check for comprehension and understanding of the text.

Our reading practice sessions provide opportunities for children to take part in discussion where they can enthuse and learn from each other.

In Reception and Year 1, reading practice takes place during English lessons led by the class teacher.

In Year 2, the children have a daily reading practice session from summer term, separate to their daily English sessions, for 30 minutes where a different group reads with the teacher each day.

All classes follow a set timetable to ensure all children get this time to practice the skills needed for reading with their teacher throughout the week.

Organisation of Reading Practice from year 2 (Summer) through to the end of Key Stage 2

Reading Practice

Reading practice takes place every day for each year group for 30 minutes. At Thomas Jolyffe Primary School, we use an inclusive whole-class approach to guided reading which sets high expectations for all learners (This will be established in the second half of the autumn term as a new methodology, backed by evidence-informed practice, of teaching reading this year). We understand that 'reading skills' such as retrieval, inference, prediction etc. do not happen in isolation; skilled readers use these in conjunction with each other. This is why we choose not to focus our teaching on one particular reading skill. Our whole class reading approach is instead underpinned by the development of 3 key factors which support children in their reading comprehension: fluency and prosody, background knowledge and vocabulary acquisition. During these sessions, the teacher will target support to children who need to further develop their fluency.

At the beginning of the week, vocabulary is discussed and explicitly taught. This vocabulary may have been identified to be unfamiliar to the children or to ensure comprehension of the text is gained. Children are encouraged to activate their 'prior

knowledge' and make predictions about the text. Once discussed, the teacher will model fluent and prosodic reading to the children. After this, the children will be given a small section of the text to practice reading aloud, aiming to copy the prosody modelled by the teacher. The teacher will hear individual children read during this practice throughout the week. Later on in the week, children will either complete scaffolded tasks which focus on an element of the reading curriculum or engage in deeper discussion about the text. At the end of the week they will complete independent activities related to their learning focus in order for the teacher to assess comprehension.

Overview of Year 2 (Summer) and KS2 Reading Practice sessions

The suggested sequence is only a guide and may be changed at the teacher's discretion. As children become more fluent in Y5/6, teachers may choose to spend less time developing fluency and more time on the strategies for reading.

KS2 - Reading	Suggested Sequence/Activities
Day 1 Background Knowledge Vocabulary Fluency	<ul style="list-style-type: none"> • Introduce the front cover for the extract (use topic word if non-fiction text e.g. volcanoes) to make predictions about the text based on what they can see. Children to have an illustration of the front cover/topic and record their ideas using I know... I think... I infer... word links: • Children discuss their ideas with a partner/table group (oracy link) try to discuss at least 2 things they notice, think, infer etc. • Children may revise their ideas following the discussion if their line of thinking has changed. • Discuss background context with the children – the key information about the 'world of the text' that they ought to know. • Discuss new vocabulary with the children, explicitly teaching definitions where necessary • Give the children a short section of text– or draw their attention to a particular paragraph. Teacher should model reading fluently and with prosody (using rhythm, intonation and stress to connect words into meaningful phrases). Children to practice reading this section of text with fluency using a reading aloud type chosen by the teacher.
Day 2 – Fluency Questioning for understanding	<ul style="list-style-type: none"> • Revisit key vocabulary – play vocabulary games and use them in context to support understanding of definition. • Share same section of text with children. Teacher to again model reading fluently with prosody (using rhythm, intonation and stress to connect words into meaningful phrases). • Children should be given an opportunity to mark up the text, following modelling by the teacher to help with their reading aloud. Children should then have the opportunity to practice reading aloud – individually, in pairs or chorally. • Discuss what has happened in this section of text with 'general gist' questions (retrieval) to ensure understanding. • Rich discussion should clarify understanding of the text and allow for discussion of answers in pairs before further discussion as a class.

<p>Day 3 Extended reading Fluency</p>	<ul style="list-style-type: none"> • In this session children will read the rest of the text aiming for the same level of fluency as rehearsed in previous reading sessions. There will be a mix of independent, silent reading and children reading aloud. • The teacher reads to the class and they follow the text, keeping pace with a pencil or a ruler to track along. In order to ensure the children are following the text you may pause and let the children say the next word. During this read, the teacher will model reading strategies – clarifying, questioning, summarising and re-reading to support comprehension. • This then builds up to children, selected by the teacher taking turns to read a few sentences with the rest of the class keeping pace. • Children will then practice reading the text silently, making a note of any words that they are unsure of the meaning of and that require further discussion as a class. • At the end of their read – children will have questions to discuss.
<p>Day 4 – Skills focused (Modelled and scaffolded)</p>	<ul style="list-style-type: none"> • Recap key vocabulary – vocabulary game. • During this session, a particular reading skill or objective should be selected to use as a stimulus for teaching. This may include further discussion about the text, modelling to children how to ‘read for meaning’ and delve deeper into the world of the text. • Children should then be given modelled or scaffolded support in completing a text related activity with their partners or as a small group.
<p>Day 5 – Skills focussed Independent</p>	<ul style="list-style-type: none"> • This session will be used as independent practice of the strategy or skill taught the day before. • This may also be a continuation of the discussion or activity from day 4.

Any children who are still phonic readers in KS2 are grouped together across classes if numbers allow for this. This ensures they receive consistent, daily phonics sessions. Teachers will then set targeted, focused questions based on the books that the children read to further develop their comprehension skills.

During reading practice sessions teachers are able to make detailed observations and collect information which will go on to inform assessments.

Home Readers

Reading is not just seen as a 'school activity'. We encourage family involvement as much as possible. Children need to develop fluency, knowledge and experience of a range of books and authors. Regular reading helps to motivate children and establish the reading habit. We encourage all children to read for pleasure. Children have access to a broad range of levelled supplementary reading materials, book corners and are encouraged to attend the school and local library. Children read or re-read texts independently, aloud or silently without direct support from adults. In order to build an environment in which children read for pleasure, we encourage children to take a second book alongside their levelled reading book which they can share with an adult at home.

Parental Involvement

When children start in Reception, parents are invited into school to a reading meeting and to explain the phonics systems in place at school. Reading strategies are shared with parents, including how to say the sounds correctly so they are able to give their children the motivation and support. Further information related to phonics can be found in the curriculum area of our website, under the tab for English.

1:1 Reading with Teachers and Teaching Assistants

Children read to their teacher on a 1:1 basis every two weeks, and with the teaching assistant every two weeks, so they are heard read by an adult 1:1 at least once a week. Teachers hear fifteen home readers on alternative weeks with the class teaching assistant hearing the other fifteen. Each hear fifteen children read their home reader books a week (aiming for three a day).

Parents are encouraged to read with children at home as much as possible. TAs and teachers write the date, book title, page numbers read, any difficult words and sign the children's personal reading diaries whenever they hear a child read. Parents are also encouraged to do the same.

Reading Volunteers

Reading volunteers are designated to a class and may be asked to collect up to six children to read their Home Reading books on a 1:1 basis during the hour they are in school with their allocated class. Children who need more support to develop their reading skills are selected by the class teacher for this. These children are heard reading and comments are recorded in the children's individual reading record book.

Reading Record Books

Reading record books (reading diaries) are completed by teachers, TAs, reading volunteers and parents. Adults fill in the book adding the date, book title and page numbers read, note of any words that the children struggled to read (to practice at home with an adult), a brief comment on how the child read or what was discussed and Dojos/stickers if required (See example below of how we fill this in). This information enables the parent to support their child appropriately further when they read at home.

Date	Book and page number	Comments
12/09/23	Ancient Egypt pg. 16-22	Clear, confident reading. We discussed the meaning of Pharaoh and delta. • papyrus

Monitoring and assessing Reading

Assessment in Reading is completed on a formative basis throughout each half-term. Our children also complete a given comprehension reading test paper at the end of each term to further support these judgements. Teachers record judgements to state whether the child is working below, working towards, working at or working at greater depth of the expected standard for their age. Year 6 also complete set standardised tests in May. Throughout the year, we prepare the children to be ready for these by practising comprehension skills and how to respond to questions in allocated comprehension lessons as well as during reading practice times. We do this by following a three-tiered approach:

1. The children can read the words within the text—we develop this by sharing the text together, unpicking any vocabulary or phrases that are not understood and answering the questions collaboratively with some guidance.
2. We teach the children about the types of questions that they may be asked—single words answers, joining fact boxes to their correct information match, multiple choice answers, single sentence answers, opinion questions, thought bubbles questions, completing a grid with answers in etc.
3. Timing—we start by completing question papers together, sometimes splitting these over 2 weeks/lessons in year 6. We aim for the children to score half marks independently without the need for further interventions

Story at the end of the day

Class teachers will read a story every day at 3.10 until 3.25 pm. This should be a class novel. This happens everyday. This will be much more than just children passively listening to a story. Teachers will use this as an opportunity to talk about the world of the text, discuss key phrases or vocabulary and make links to the strategies used in guided reading sessions.

Reading is a life skill and the backbone of learning. The whole curriculum is dependent on a child's acquisition of oral and written language.

