



# Joy Lane Primary School Reading Policy 2022 – 2023



At Joy Lane, we believe that reading fluently is the key that unlocks the door to all learning, providing children with the tools for successful lives in the wider world. If pupils are not able to read fluently at an age-appropriate level, this will impact their ability to access the rest of the curriculum and they will rapidly fall behind. Because we understand how vitally important reading is, we ensure that we engage with the most current research and continuously use this knowledge to inform our reading culture and ethos.

*“The will to read influences the skill and vice versa” (OECD, 2010).*

Research carried out by Teresa Cremin at the Open University heavily informs our understanding of the crucial balance between reading for pleasure and reading instruction, and we know that without embedding a strong foundation of reading for pleasure, we cannot effectively instil the knowledge and skills required for reading comprehension. We aspire for our children to become lifelong readers who choose to pick up a book and read because they enjoy it!

As a result, our curriculum has been designed with reading for pleasure at its core so that we can truly promote our culture of reading and a genuine love of books. By providing a range of text types and genres in our well-stocked reading nooks and library areas, and engaging in informal book talk sessions, our children are able to identify literature that they enjoy reading. In addition, we use a variety of high-quality texts across the curriculum to promote research and reading for meaning in order to build on the children’s existing knowledge and understanding. Our English curriculum is further extended by the use of rich and exciting texts, which act as models to inspire our children’s growing skillset in writing. Our teachers carefully select appropriately challenging and diverse texts as whole class reading books which expose our children to rich vocabulary and provide an opportunity for interesting text-based discussions.

## Learning to Read

To be a successful reader, there are several key areas that children need to master:

- 1) **Phonics** – which gives children the ability to decode words.
- 2) **Vocabulary** – which helps understanding.
- 3) **Comprehension** – the understanding of what has been read.
- 4) **Fluency** – acts as a bridge between phonics and comprehension.

### Phonics

We know that to be a successful reader and writer, phonics is at the heart of reading development and learning. At Joy Lane, we teach early reading and phonics through Little Wandle Letters and Sounds Revised, which is a systematic and synthetic phonics programme. We start teaching phonics in Reception and follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. As a result,



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all our children are able to tackle any unfamiliar words as they read. Alongside our phonics programme, we ensure that we expose our youngest children to new and challenging vocabulary because we know that language development is essential for their speaking and listening development.

We continually monitor and track our pupils' progress in phonics and reading fluency and comprehension so that children 'keep up'.

The pedagogical approach we have embedded through the Little Wandle scheme is based upon regular routines, removing unnecessary distractions to ensure the cognitive load remains low for children. The approach advocates for repeated practice, allowing children to move their learning into their long-term memory and orthographic store – practice makes permanent. The impact of developing our Phonics programme using Little Wandle has been high expectations of all children and the quick pace at which they are learning. We know that the repetitive nature of the programme enables the children to become confident in their blending and segmenting in a group setting, learning alongside one another and in turn creating confident readers when tackling unknown decodable words in books.

For further information on how to support your child at home with Phonics please click [here](#).

### **Guided Reading**

Our Guided Reading journey starts with Little Wandle in Reception and Year 1. It is important children are given regular opportunities to apply the phonics they have learned by reading fully decodable books. At Joy Lane we use 'Collins Big Cat for Little Wandle Letters and Sounds Revised' fully decodable books to match the programme progression.

Each reading practice session is designed to focus on one of the three key reading skills:

- Decoding
- Prosody – reading with meaning, stress and intonation
- Comprehension – understanding the text

Our Guided Reading sessions have a clear structure beginning with 'Revisit and Review', where children are supported in bringing the GCPs they have learned to the forefront of their memory, revise tricky words that appear in the book and are taught the meaning of any unfamiliar vocabulary. 'Practise and apply' is the main part of the reading sessions and focuses on the key skill being taught: decoding, fluency or comprehension. When children are reading independently, the trained adult 'taps in' to listen to each child. The sessions are finished with a 'Review' opportunity where misconceptions are address and key learning is recapped.

All children have access to the Collins eBook library and teachers allocate their Guided Reading book to their account every week; this allows the children to then practise further at home, increasing confidence and fluency in their reading.

For support in accessing your child's eBook at home please click [here](#).



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As our children progress through school, from Year 2 they are taught reading comprehension skills in a whole-class setting, using the D E R I C question-type framework:

- D Decode
- E Explain
- R Retrieve
- I Infer
- C Choice

Our reading framework has been designed to match the Reading National Curriculum statements to ensure both coverage and progression of skills in comprehension development. Teachers use a variety of engaging and relevant texts of increasing complexity in their Guided Reading lessons and focus on strands of DERIC to explicitly teach complex and unfamiliar vocabulary and the skills of inference, deduction, prediction, analysis and evaluation. In our Guided Reading lessons and across the wider curriculum, high-quality texts are used to underpin learning, promote reading fluency, inspire imaginations, discover new facts and support the understanding of more complex ideas.

### Reading Books

The children in our school are highly enthusiastic about reading. Pupils learning phonics have access to a range of fully decodable books pitched at their stage of learning alongside access to a wide range of texts to read for pleasure. Children in both Year R and 1 also have access to the [Collins eBook library](#). Here, they are allocated the same book they have shared with their teacher in Guided Reading that week which they can share with parents and carers at home to build on their fluency.

Our Renaissance Star Reading assessments provide us with highly detailed information about our children's reading ability and stage of development (in Years 2 to 6). This includes their Lexile score, which is a scientific measure of their reading fluency level. This measure aligns with our colour-coded library book selection, which ensures children are accessing texts suited to their fluency level.

In addition to these books, we encourage our children to select books from our well-stocked reading nooks and library areas to read for pleasure. This book does not have to match their Lexile range or Phonics stage and is purely for them to read for pleasure either at school or at home. Of course, if children have their own books at home that they would prefer to read for pleasure then we encourage this too! We love learning about what our children like to read for pleasure in our informal reading discussions with them.

We believe that our children become fluent and confident readers when they are supported by both the school and at home. It is a whole school expectation that parents and carers hear their children read a little every evening or read aloud to their child, as well as talking about the books they are reading in a more informal way.



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### **Assessment**

In reading, we monitor and track our children's progression of skills throughout the year in our Guided Reading lessons. Three times a year, pupils from Years 2 to Year 6 access STAR reading assessments, a tool used to closely analyse gaps in reading fluency and development. These gaps are then used to inform our planning and identify intervention groups to keep our children on track in their reading development. Our pupils are encouraged to showcase their reading development as much as possible. Whether it is through discussions with teaching staff in Book Banter sessions, participation in daily Guided Reading sessions, 1:1 reading or in discussing their class reader, we actively promote conversations about books and all things reading. At Joy Lane, we are passionate about understanding the whole reader.

### **Reading for Pleasure and Book Banter**

Our children are encouraged to develop a love of reading and a thirst for literature by having access to a wide range of stories, poems and non-fiction books in our book corners, reading nooks and year group library areas. Every Friday, we host our Book Banter sessions, which take place from Reception to Year 6. Not only do these sessions promote reading for pleasure by engaging our children in informal book talk about their practices and preferences, but they also maximise our children's exposure to a range of different texts. This approach is rooted in the research of the Open University. Watch [this video](#) for more information about informal book talk.