

# THE WEMBLEY SCHOOLS FEDERATION

## LYON PARK PRIMARY SCHOOL

### Reading Policy



**At Lyon Park we aim to create a life-long love of reading and books. It is our belief that every child should be given the tools to develop into confident, fluent and independent readers with an emphasis on the importance of reading for pleasure. This ensures that all children can reach their full potential across the curriculum.**

### **INTRODUCTION**

#### **Purpose**

At Lyon Park Primary School, we are dedicated to tailoring a curriculum to enhance the learning opportunities and engagement in reading for all our children. The purpose of this policy is to set out clear guidance on planning, teaching and assessment for teaching and non-teaching staff.

#### **Aims**

Our pupils will learn to:

- Decode texts fluently at relevant speed appropriate to their age-related expectation, and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information, developing their cultural capital through a range of texts.
- Acquire a language-rich vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading and spoken language
- Use discussion in order to learn and make connections to life experiences.

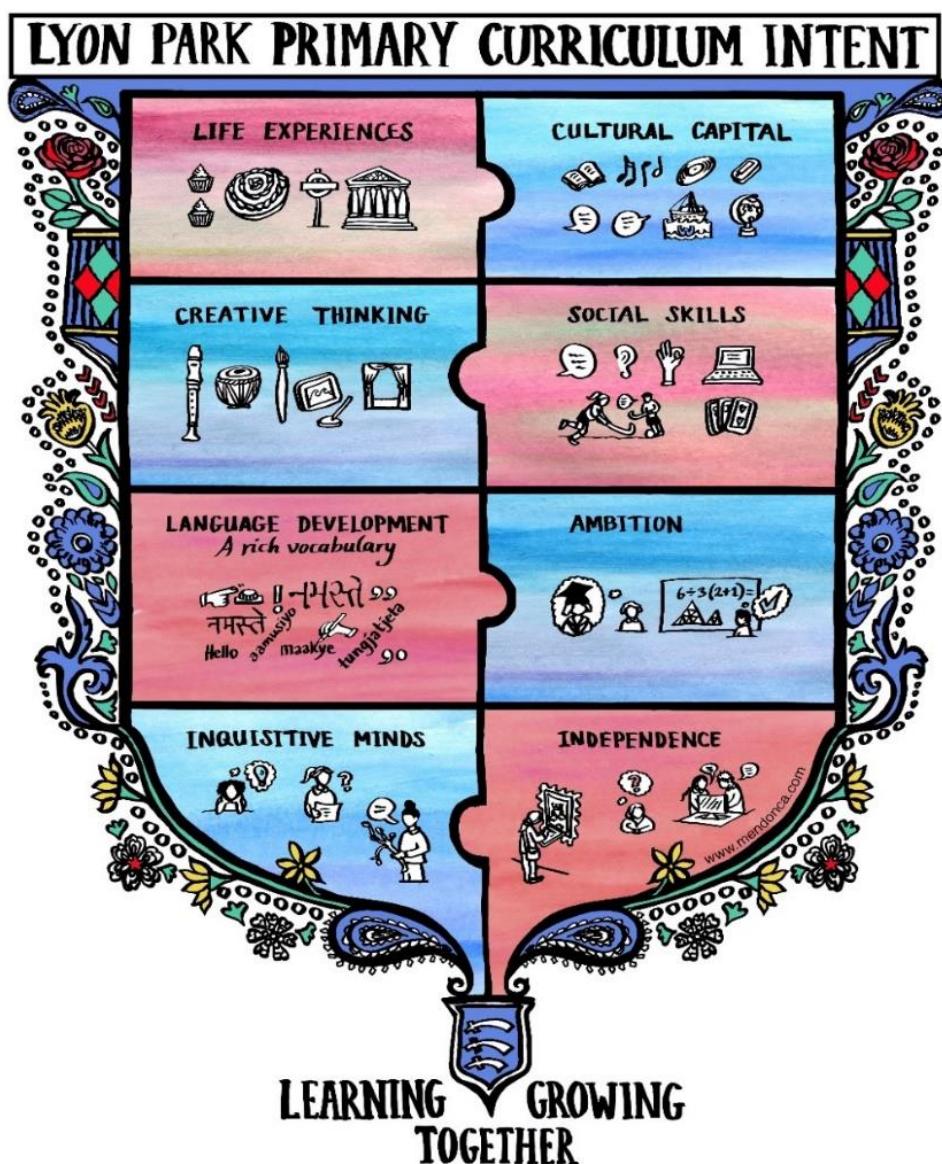
#### **Subject specific intent**

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. (National Curriculum, 2014)

At Lyon Park, developing and maintaining a life-long relationship with reading plays a key role in such development. Reading a variety of literature, will enable creative thinking and support language development. Reading also enables all pupils both to acquire knowledge and to build on what they already know and life experiences they have had, enriching their learning, and growing their cultural capital.

At our school, we support all children, including those with SEND, to make effective progress in reading. Through purposefully designed teaching models specific to our intent, all children will develop a richer vocabulary, enabling them to articulate themselves clearly and are equipped with the necessary social skills to succeed in life. Fostering inquisitive thinking means that all children can enhance their understanding through questioning. A focus on comprehension will strengthen their understanding further and create more independent members of society. In order to support these processes, the use of ICT through Accelerated Reader and staggered approaches to teaching comprehension, deepening understanding, provide tailored learning to our pupils, ensuring the best possible progress.

**INTENT**



<p><b>Life Experiences</b></p> <ul style="list-style-type: none"> <li>• Developing a life-long relationship with reading</li> <li>• Evaluating their own preferences for literature</li> <li>• Using prior knowledge and experiences to enrich their learning</li> </ul>	<p><b>Cultural Capital</b></p> <ul style="list-style-type: none"> <li>• Library visits</li> <li>• Trips</li> <li>• Whole-school reading events</li> <li>• Promotion of authors and books</li> </ul>
<p><b>Creative Thinking</b></p> <ul style="list-style-type: none"> <li>• Having the ability to think outside the box through different perspectives</li> <li>• Deriving questions by analysing the text</li> <li>• Making links between different characters, thoughts and feelings and justifying these</li> </ul>	<p><b>Social Skills</b></p> <ul style="list-style-type: none"> <li>• Having the ability to articulate views and opinions clearly and concisely</li> <li>• Entering into discussion with peers about what they have read and being able to recommend books to one another</li> <li>• Collaborative learning</li> </ul>
<p><b>Language Development; a rich vocabulary</b></p> <ul style="list-style-type: none"> <li>• Using a teaching model to support the deliberate, explicit learning of vocabulary</li> <li>• Providing opportunities to consolidate and apply word learning in various contexts</li> <li>• Using the learning environment to embed key words and sentence structures</li> </ul>	<p><b>Ambition</b></p> <ul style="list-style-type: none"> <li>• Maintaining a love of reading</li> <li>• Motivating children through the 100% club</li> <li>• Exposing children to various genres and literature</li> </ul>
<p><b>Inquisitive Minds</b></p> <ul style="list-style-type: none"> <li>• Asking and answering questions to enhance their understanding</li> <li>• Ability to draw on their own reading experiences to further their learning</li> <li>• Using reading skills explicitly and clearly (e.g. prediction and inference)</li> </ul>	<p><b>Independence</b></p> <ul style="list-style-type: none"> <li>• Maintaining ownership of their progress in reading through Accelerated Reader</li> <li>• Ability in choosing appropriately levelled books</li> <li>• Opportunities for independent reading</li> </ul>

## **IMPLEMENTATION**

### **Roles and responsibilities**

Governors:

- All governing body members can agree and evaluate on the school's policies and structures and monitor these provisions.

Senior Leadership Team:

- SLT will be responsible for providing strategic direction, reviewing policy in line with developments in the subject.
- They will provide support to other leaders in driving standards in the subject.
- The leadership team will use monitoring conducted by middle leaders to inform desired outcomes for the quality of education in Reading.

Subject Leader:

- Subject Leaders are responsible for the improving the quality of education in their phase, ensuring standards are improved and maintained with individual teachers, working to targets and expectations agreed with the senior leadership team.

- They are accountable for the quality of teaching in their phases, ensuring consistently high expectations.
- Subject leaders will regularly monitor and scrutinise pupil outcomes in line with agreed targets as set out by the senior leadership team.
- They contribute to the strategic direction of the school by working with key members of the senior leadership team.

#### Teachers:

- Teachers adhere to the Reading policy to plan for, deliver and assess children's teaching and learning of Reading.
- They will ensure the quality of education they plan for and deliver is in line with statutory requirements and the National Curriculum.
- Teachers will use their learning environments to provide an engaging and motivational environment to foster and embed learning and the love of reading.
- Teachers will use assessment and adapt material to target needs of groups of children.
- They will use the support of middle and senior leaders to reflect on and improve their own individual practice.

#### Support Staff:

- They will support in the implementation and execution of delivering the curriculum alongside teachers.
- Support staff will support and challenge pupils, modelling expected outcomes in their oral and written English.
- By identifying gaps and areas for development, support staff will be proactive in driving forward their own continued professional development.

#### Pupils:

- Pupils are expected to take an active role in lessons, demonstrating interest and curiosity.
- They will gain growing independence in making appropriate book choices and using ICT in order to quiz more effectively.
- Pupils will take ownership of home reading, improving their fluency and comprehension skills as a result.

#### Parents/Carers:

- Parents and carers will promote the importance of reading. They will read with/ensure that their children read for at least 20 minutes daily. They will comment or acknowledge home reading in the reading log.
- Where necessary, parents and carers can use MyOn to monitor their child's progress from home.
- They will attend whole-school events related to Reading.

#### Equal opportunities

- All pupils, regardless of age, gender, race, religion, SEND and background have the right to access the Reading curriculum.
- Differentiation to promote inclusive learning must be set through questioning and/or tasks to ensure pupils with SEND can access the curriculum. Provision for Group 4 provides appropriate differentiation to target particular needs more effectively.

#### Inclusion

At Lyon Park Primary we believe that all learners are of equal value and that all pupils have the potential to achieve highly and learn effectively irrespective of ethnicity, gender, disadvantage, religion and belief, race

or disability. This confidence in the learning capacity of all our pupils is reflected in curriculum design and delivery.

### Pupils with Special Educational Needs & Disability (SEND)

Pupils with Special Educational Needs and Disabilities (SEND) will have access to a broad and balanced curriculum through quality first teaching. Teachers will differentiate learning according to the children's needs to ensure access to the curriculum. Children identified as having SEND may in addition have additional provisions such as personalised learning, 1:1 support and a variety of resources to meet their needs. This policy should also be read in line with the school's SEND policy and School information report.

### EAL learners

Pupils identified as new to the English language will be given every opportunity to acquire English so that they can access learning fully. Pupils home languages will be used to aid learning where possible and relevant alongside appropriate resources selected by staff to enable pupils to engage in a rich curriculum.

### EYFS

Literacy includes Reading and Writing. Literacy is taught through quality texts as well as daily phonics sessions. Developing speaking and listening skills is at the heart of developing literacy. Teaching must include planning opportunities to develop vocabulary and talk. Each text is studied for three weeks to ensure pupils can understand and recall it. Purposeful and meaningful links to writing are made. It is important that children see practitioners modelling writing, and also see themselves as writers. This will begin with mark marking.

The learning environment must have opportunities to practise, rehearse and apply skills taught during phonics lesson. Banded books are used to teach children how to read. Guided reading is introduced during the Spring term. The learning environment must be literacy rich, this includes an attractive book corner, a print rich environment, literacy-based activities in the provision and a stimulating writing area.

The overarching aim is for children to experience regular, planned opportunities to listen carefully and talk extensively about what they hear, see and do. In Reception, phonics is taught daily.

### Safeguarding

Some themes that arise in literature could trigger negative emotional responses and as such must be dealt with sensitively. If a matter of safeguarding arises, it will be dealt with according to the safeguarding procedures of the school. Please see the Safeguarding Policy.

### Planning

In EYFS and KS1, phonics is planned for daily. Please see the phonics overview. Additionally, intervention groups across KS1 and KS2 are targeted using the same provision as outlined in the document. The whole school follows a series of 7 reading stems. Years 1-6 use Comprehension Ninja to teach the reading stems.

### Teaching

At Lyon Park, Reading is taught in line with how it is planned. Please see the Reading Road Map for a pictorial representation.

### Organisation

- Reading is taught every day.
- Every child is read with once a week.

## Homework / Wider learning

Children should take a reading book and their reading log home every day. They are encouraged to access MyOn to support their reading online. When children are accessing phonics their reading book matches the sounds that they have been learning so that they can directly apply their phonics to their reading. Every year group is able to go to Ealing Road library throughout the year and they are encouraged to sign up to the library if they are not members.

## Resources

- Accelerated Reader
- MyOn
- Reading Logs
- Library
- Class readers
- Core texts
- Comprehension Ninja

## **IMPACT**

### Assessment

- Children are assessed formatively by teachers through one-to-one reading and through answering comprehension questions daily. Gaps are targeted through marking and feedback.
- Accelerated Reader provides assessment opportunities through half termly STAR tests and comprehension quizzes.
- Summative assessment indicates progress made at key assessment points. These include the use of PIRA and SATs papers.

### Monitoring and evaluation

- Monitoring includes the scrutiny of: planning, AR and MyOn data, reading journals and reading logs.
- Pupil interviews are also conducted to evaluate the effectiveness of the models.
- Listening to children read can be used to accurately progress of fluency and comprehension.
- Teacher assessment can also be used.

## APPENDICES

- Phonics overview (1)
- Reading Roadmap (2)
- Reading stems (3)

## Phonics Overview



Essential Letters and Sounds (ELS) is our chosen phonics programme. It teaches children to read by identify the phonemes (smallest unit of sound) and graphemes (written version of the sound) within words and using these to read words. Children experience the joy of books and language

whilst rapidly acquiring the skills they need to become fluent independent readers and writers.

### How do we teach phonics?

We use a simple, consistent approach to teaching phonics. Children will experience the same classroom routines within each lesson which reduces cognitive load and maximises the chances of success. All children are supported within the lesson to use their new phonic knowledge independently. In every single ELS lesson, children make a direct application to reading.

Children take part in Phase 1 phonics session in Nursery. Phase 1 concentrates on developing children's speaking and listening skills and lays the foundations for the phonics work that starts in Phase 2. It is divided into seven aspects: General sound discrimination (environmental), general sound discrimination (instrumental), general sound discrimination (body percussion), rhythm and rhyme, alliteration, voice sounds and oral blending and segmenting.

Daily Phonics sessions start from the beginning of Reception. There are lots of opportunities for oral blending such as c/oa/t. The main focus is on word recognition. However, new vocabulary is also given and explained in every lesson. There are also opportunities for writing- new graphemes, words and sentences.

### ELS progression

Phase 1*	Phase 2	Phase 3**
<i>Nursery/Pre-School</i> Seven aspects: <ul style="list-style-type: none"><li>• Environmental sounds</li><li>• Instrumental sounds</li><li>• Body percussion</li><li>• Rhythm and rhyme</li><li>• Alliteration</li><li>• Voice sounds</li><li>• Oral blending</li></ul>	<i>Reception Autumn 1</i> <ul style="list-style-type: none"><li>• Oral blending</li><li>• Sounding out and blending with 23 new grapheme-phoneme correspondences (GPCs)</li><li>• 12 new harder to read and spell (HRS) words</li></ul>	<i>Reception Autumn 2, Spring 1 and Spring 2</i> <ul style="list-style-type: none"><li>• Oral blending</li><li>• Sounding out and blending with 29 new GPCs</li><li>• 32 new HRS words</li><li>• Revision of Phase 2</li></ul>

Phase 4**	Phase 5 including alternatives and lesser-known GPCs	Beyond Phase 5
<p><i>Reception Summer 1</i></p> <ul style="list-style-type: none"> <li>• Oral blending</li> <li>• No new GPCs</li> <li>• No new HRS words</li> <li>• Word structures – cvcc, ccvc, ccvcc, ccvcc, cccvcc</li> <li>• Suffixes</li> <li>• Revision of Phase 2 and Phase 3</li> </ul>	<p><i>Reception Summer 2</i></p> <ul style="list-style-type: none"> <li>• Introduction to Phase 5 for reading</li> <li>• 20 new GPCs</li> <li>• 16 new HRS words</li> </ul> <p><i>Year 1 Autumn 1 and 2</i></p> <ul style="list-style-type: none"> <li>• Revision of previously taught Phase 5 GPCs</li> <li>• 2 new GPCs</li> <li>• 9 new HRS words</li> </ul> <p><i>Year 1 Spring 1 and 2</i></p> <ul style="list-style-type: none"> <li>• Alternative spellings for previously taught sounds</li> <li>• 49 new GPCs</li> <li>• 4 new HRS words</li> <li>• Oral blending</li> <li>• Revision of Phase 2, Phase 3 and Phase 4</li> </ul>	<p><i>Year 1 Summer, Year 2 and Key Stage 2</i></p> <ul style="list-style-type: none"> <li>• With ELS, phonics teaching does not stop at the end of Year 1, but continues as children move through the school, with links being made between their GPC knowledge and spelling</li> <li>• Revision of all previously taught GPCs for reading and spelling</li> <li>• Wider reading, spelling and writing curriculum</li> </ul>

### Pronouncing pure sounds

We must use pure sounds when we are pronouncing the sounds and supporting children in reading words. If we mispronounce these sounds we will make reading harder for our children. Please watch the videos below where you can hear the correct pronunciation of the sounds.

Phase 2 [Phase 2 sounds.mp4 on Vimeo](#)

Phase 3 [Phase 3 sounds on Vimeo](#)

### Aims and Supporting your child with reading at home

- Children’s phonics books are entirely decodable. They should practise reading their book 4 times at home working on these skills: decoding, fluency and expression.
- Reading a bedtime story every night to your child improves their outcomes. Children also have access to online reading platforms where books can be read aloud.

### Phonics in KS2

For children who need further support with phonics in Key Stage 2 an initial assessment is undertaken. The children then attend a daily phonics and reading session where they follow the Essential Letters and Sounds. When children have worked their way through the phonics programme and can access Accelerated Reader, they join their class for the reading session.





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### Lyon Park Primary School Reading Process

**Intervention**  
-Lexia Core 5  
-Phonics

**Schemes/resources**

- Essential Letters and Sounds (ELS)-Phonics scheme
- Oxford owl: ELS resources and decodable books
- VIPERS: Vocabulary, Inference, Prediction, Explanation, Retrieval, Sequences/Summarise
- Comprehension Ninja: fiction, poetry and non-fiction extracts for reading sessions
- Accelerated Reader: generates individual ZPD for children to choose appropriate books
- MYON: Online platform of 5000 AR accessible books

**Year 3-6**

- Daily story time
- Stem introduced on a Monday through a text from Comprehension Ninja
- Children given the opportunity to read aloud and there is a focus on vocabulary
- Reading stem embedded throughout the week and children answer a range of comprehension questions
- Teacher supports a small group to teach the children the skills of comprehension
- 30 mins 1:1 reading every afternoon where the children can also quiz on AR
- Every child chooses their own book from the library within their ZPD
- Classrooms have an inviting reading area

Year 2



30 minutes daily 1:1 reading



Year 3 and 4

Year 1

Year 5 and 6

**Year 1 and 2**

- Daily phonics session
- Daily story time
- Stem introduced on a Monday through a text from Comprehension Ninja
- Children given the opportunity to read aloud and there is a focus on vocabulary
- Reading stem embedded throughout the week and children answer a range of comprehension questions
- Teacher supports a small group to teach the children the skills of comprehension
- Every child in has a reading book which matches their phonics level
- When children can access AR, they take their STAR test and begin to take this book home
- If children cannot access AR they take home a free reader
- Classrooms have an inviting reading area
- 30 mins 1:1 reading every afternoon

**Nursery and Reception**

- Daily phonics sessions
- Daily story time
- The environment is rich in print
- Provision reflects the quality text
- Every child in Reception has a reading book which matches to their phonics level and a free reader
- Classrooms have an inviting reading area
- Children are introduced to the reading stems in the Summer term

Reading Stem Timetable

<b><u>Reading stems</u></b>
Vocabulary
Inference
Predicting
Explaining
Retrieval
Sequencing/Summarising