



Princes Primary School

Reading Policy

November 2023

Our intention is:

- To develop a curriculum which provides the children with a broad range of experiences which are describable through rich vocabulary.
- To prioritise the essential skills for language and communication across the curriculum.
- To teach pupils the skills they need to read and communicate in ways relevant to their individual needs.
- To provide a literacy rich environment with high quality books and resources.
- For children to become inquisitive about books and to enjoy reading or being read to.
- To deliver an engaging and motivating reading curriculum.
- To follow, when appropriate to an individual pupil, a systematic synthetic approach to phonics which lays the foundations required to become a fluent reader.
- To use a range of teaching strategies in response to the unique ways that pupils learn to read.
- That pupils will read and/or respond to a wide range of texts.
- To expand pupil's knowledge about the world and about language as well as their understanding of subject specific academic and technical vocabulary.

Reading for pleasure is an activity that has real emotional and social consequences. There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (DfE 2023)

A wide range of strategies are used to teach literacy at Princes in order to best meet the needs of its' children, many of whom have difficulty with communication and attention, auditory or visual processing, long and short term memory and other difficulties which are prerequisites to proficient reading and writing.

We draw knowledge, skills and understanding from EYFS and Key Stage 1 National Curriculum which are broken down into smaller steps, to support planning and progression of skills through a bespoke reading framework which meets the needs of all our pupils.

Pre-Reading Skills

Before children can explore more formal reading there is a focus on activities which develop shared intention, building up relationships with adults, developing auditory skills and developing visual skills including discrimination. Reading is very cross curricular and has strong links with other areas of the curriculum especially Communication and Language. For example children might explore different rhymes and songs as part of Intensive Interaction, request more using the core lanyards (discriminating between the symbols), tracking the visual timetable from left to right (the way we

read a text) or exploring concepts from familiar stories developing their language through Blank Level 1 questions (Naming).

Engagement Model supports engaging with a wide range of pre-reading activities developing their exploration, realization, anticipation, persistence and initiation.

Parents are offered training and advice around how to support with reading at home.

Reading Skills

Children continue to develop their reading skills across the different pathways (Pre Formal, Pre Formal+, Semi Formal and Semi Formal+). For example children will tune into specific sounds and are able to identify them (Phase 1 Phonics), listening to a shared story and joining in with repeated refrains or developing reading concepts e.g. turning pages.

Pathways follow a book list which is specific to their individual pathway to ensure there is a wide range of texts available (fiction, non-fiction and poetry) and that children are not repeating the same texts throughout their school journey. The book list is amended yearly to reflect the latest literature and is not an exhaustive list, with classes being able to add their own suggestions linked to topics within class. This provides opportunities to broaden children's experiences of the world around them and to explore experiences and perspectives which are similar or different to their own. Comprehension is supported through Blank Level Understanding and targeted questions depending on their individual levels.

Reading for pleasure is a priority for Princes with daily opportunities to share positive reading experiences either through a reading area within class or a reading box with motivating books.

SSP (Systematic Synthetics Phonics)

Princes uses Bug Club to support the systematic teaching and learning of phonics. Children are individually identified and assessed to see whether they are ready to access a formal phonics programme. Bug Club follows a highly structured programme to promote speaking and listening skills, phonological awareness, blending and segmenting skills.

Jo Nation (HLTA) supports children 1:1 or in small groups with additional interventions.

A typical phonics session follows a set structure: Revisit and review previously learnt GPCs; Teaching of new GPCs: Practice and Apply.

The pupils revisit the same phonemes and graphemes repeatedly and within various different ways to ensure skills are generalised and maintained (linking into the lateral progress scale of Princes Curriculum).

We understand that to progress in reading, children need to read with fluency and accuracy, otherwise their working memory will be overloaded and will impact on their ability to derive meaning from the text.

Our children need to become automatic in their recognition of phonemes so that they can decode words accurately and at speed. With the repetition of blending familiar phonemes, the children will be able to read words at a glance which will positively impact fluency.

Phonics is reinforced throughout the school day through a variety of different activities such as Attention Autism and trips in the local community where children can practice and apply previously learnt skills.

As part of Bug Club, children are also introduced to common exception words and high frequency words.

Bug Club provides levelled books which have been structured in cumulative steps for children learning to read so that, as their knowledge of the alphabetic code increases, they can decode every word.

Parents are offered training to support reading at home using Bug Club. Parents can scan a QR code which leads them to the link to access the virtual library (with designated books and activities).

Assessment

Teachers use a bespoke reading framework to demonstrate progress around a wide range of reading skills, including auditory and visual skills, vocabulary, reading concepts and phonemic awareness. All staff contribute to Earwig records to demonstrate a learning journey across all areas of the curriculum including reading.

Glossary

Phoneme: A phoneme is the smallest unit of sound that signals a distinct, contrasting meaning e.g. t contrasts with k to signal the difference between tap and cap. There are around 44 phonemes in English (depending on regional accents). A single phoneme may be represented in writing by one, two, three or four letters constituting a single grapheme.

Grapheme: A letter, or combination of letters, that corresponds to a single phoneme within a word e.g. The grapheme ph in the words dolphin corresponds to the phoneme f.

Grapheme-phoneme correspondences (GPCs): The link between letters, or combinations of letters (graphemes) and the speech sounds (phonemes) that they represent. In the English writing system, graphemes may correspond to different phonemes in different words.

Common Exception Words: contain GPCs that are unusual or have not yet been taught eg in 'said', 's' and 'd' correspond to the phonemes s and d, but ai corresponds to the phoneme e which is unusual.

High Frequency Words: can read most of these in the usual way, by saying the sounds and blending them, when they have learnt the GPCs in the words.