

Aycliffe Community Primary School



A WHOLE SCHOOL POLICY FOR READING

Signed:

Date: February 2025

Chair of Governors

Next Review Date: February 2026

Make a Difference Make a Difference Make a Difference Make a Difference

Aycliffe Community Primary School is a community where children's rights are learned, taught, practised, respected, protected and promoted. Pupils and the school community learn about children's rights by putting them into practice every day.

- **Article 28: Every child has the right to an education. Discipline in schools must respect children's dignity and their rights.**
- **Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.**
- **Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.**
- **Article 13: Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.**
- **Article 17: Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.**



Reading is an essential life skill; children must acquire good reading skills in order to access the information that will support their development in all curriculum areas. At Aycliffe School reading is prioritised to allow pupils to access the full curriculum offer.

We promote reading for pleasure by providing children with a wide range quality texts to access, both within the context of lessons and in our library. We encourage a positive 'home-school reading partnership', and recommend that parents take time to share books with their children to further develop positive attitudes towards reading. Children take home a reading book that enables them to practice reading, coupled with a book to encourage reading for pleasure.

At Aycliffe Community Primary School, we have developed a consistent whole-school approach to the teaching of reading. The school's reading policy outlines how we teach our children to read, and the skills and strategies that pupils will be taught.

Aims:

- to allow each child to have an equal opportunity to access high quality provision
- ensure consistency in the teaching and learning of reading throughout the school
- develop reading strategies and skills, accuracy, fluency, understanding and response to texts
- develop the ability to comprehend a variety of texts, both fiction and non-fiction
- develop an interest in, and a love of books, encouraging children to become readers
- engage parents in supporting children's developing skills and encouraging a love of reading

Expectations for the progression of phonics

Aycliffe Community Primary School use Reading Planet Rocket Phonics to deliver their phonics teaching and learning. This Systematic Synthetic Phonics programme has been validated by the DfE. This programme provides a clear, thorough and coherent route through all the alphabetic code

(GPCs) required by children to achieve success in word reading in Reception, and to become fluent, confident readers by the end of Key Stage 1 (see *appendix 1 for phonics development overview*).

Reading in EYFS

- Children in the Early Years Foundation Stage are taught to read through phonics (grapheme – phoneme correspondences-GPCs), following the 'Reading Planet Rocket Phonics' programme.
- Children are taught the sounds that letters make and how to segment and blend them together to 'sound out' and read words.
- There is a systematic and multi-sensory approach to teaching this system of relationships between letters and sounds.
- Children are taught to segment words by identifying the sounds (phonemes) that different combinations of letters (graphemes) make and blending these phonemes together from left to right to read a word.
- Alongside the teaching of phonics is the teaching of words which are not phonetically regular (often referred to as 'tricky words' and 'high frequency words').
- Children are taught to recognise these on sight through a variety of kinaesthetic teaching approaches.
- Reading target books provide focused reading practice of a small group of key letter-sounds and common exception words.
- Within the Rocket Phonics range of reading books, are additional decodable reading practice books. These books are fully aligned to the programme and are assigned to children to practise reading in school and at home, as soon as all the letter-sounds have been taught.

Reading in Year 1

- Reading Planet Rocket Phonics programme continues throughout Year 1.
- Children build on their work in the Early Years Foundation Stage, learning new GPCs and revising and consolidating those learnt earlier.
- It is expected that pupils will have reached the end of phase 6 Reading Planet level which focuses on a more complex code, by the end of year 1.
- In addition, children learn how to read a number of sight words, high frequency words and common exception words.
- Discrete phonics sessions are taught in a 30-minute session daily, with a shorter session in the afternoon which enables children to consolidate what has been taught earlier in the day.
- The phonics screening check is taken individually by all children towards the end of year 1 and provides an indication of whether or not a child will need additional support in year 2.
- Children also read in class every day through the range of lessons provided, but also in Guided Reading sessions which makes use of Rocket Phonics reading target practise books which provide focused reading practice of GPC's and common exception words that the pupils are learning. The three-day approach is used to structure the guided reading sessions (see *appendix 2*).

Reading in Year 2

- Children in year 2 begin the year by consolidating their knowledge of GPCs using Reading Planet Rocket Phonics.
- As in year 1, they are taught to read a number of common exception words for the year group.
- Those children identified in year 1 as requiring additional support in reading continue with the programme and also receive planned interventions in year 2 using The Reading Planet Rocket Phonics programme and resources.
- Daily guided reading lessons are structured using Reciprocal Reading (*see appendix 3*).
- At the start of term 3, children begin to work on fluency through guided repeated oral reading practise (*see appendix 4*).

Reading in Key Stage Two

- In Key Stage Two, children further develop their skills in reading fluently, both for pleasure and for information and comprehension. They read a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Children read daily in whole class lessons, independently and during daily guided reading sessions.
- During these sessions the teacher will plan questions that enable pupils to develop skills such as: making predictions, retrieving information, drawing inferences and justifying these with evidence from the text, summarising, and discussing and evaluating how authors use language and the impact on the reader.
- Pupils also work on pace and fluency during weekly sessions of guided, repeated oral reading practise.
- Guided reading sessions involve reciprocal reading approach with pupils reading in groups with the class teacher and teaching assistant.
- Those children who still experience difficulties in reading, receive planned interventions which are mapped onto a class provision plan with specific targets. These include the use of Reading Planet Rocket Phonics books which are decodable and combine lower reading levels with age-related interest levels, enabling pupils who still have gaps in their phonic knowledge, to continue to strengthen their skills.
- Children are also given opportunities to practise their skills and deepen learning within the context of the following independent work (*see below for examples of work*):
 - Cold comprehension (comprehension test) and warm comprehension (reviewing questions discussed with an adult during a previous guided session)
 - Reading across the curriculum (applying reading strategies across a wide range of texts, including online resources, to develop a rich vocabulary and knowledge)
 - Reading as a reader (making and discussing meaning and identifying and understanding features of a genre)

- Reading as a writer (reading with a 'writer's eye' in order to understand, for example: how language has been crafted to create different effects; writing techniques and ambitious vocabulary that the children can magpie and use independently in their own writing)

*

We recognise that all pupils are equal regardless of cultural or ethnic background, religion, social circumstances, gender, sexual orientation, ability and disability. The curriculum and whole ethos of the school demonstrates that diversity is understood, is welcomed and appreciated within the school. Equal opportunities means that all children have the right to a broad and balanced curriculum with which all pupils can engage and achieve.

Jacky Cox, Headteacher

February 2025

Appendix 1 (see below).

PHONICS DEVELOPMENT OVERVIEW			
Year Group	Rocket Phonics Phase	NEW grapheme-phoneme correspondences	Common Exception Words
Reception Pink A	Phase 2	/s/ as in sun /a/ as in apple /t/ as in tap /i/ as in insect /p/ as in pan /n/ as in net /m/ as in mouse /d/ as in dog /g/ as in goat /o/ as in octopus /k/ as in cat /k/ as in kite	I, the, to, go, no, into
Reception Pink B	Phase 2	/k/ as in duck /e/ as in elephant /u/ as in umbrella /r/ as in rabbit /h/ as in hat /b/ as in bat /f/ as in frog and cliff /l/ as in ladder /l/ as in shell /s/ as in dress	
Reception Pink C		Review of the grapheme-phoneme correspondences from Pink A and Pink B. Introduces new word structures, such as CVCCVC.	
Reception Red A	Phase 3	/j/ as in jug /v/ as in van /w/ as in web /k+s/ as in fox /y/ as in yellow /z/ as in zebra and puzzle /z/ as in bugs /k+w/ as in queen	he, she, we, me, be, was, my, you, her, they, all, are
Reception Red B	Phase 3	/ch/ as in chick /sh/ as in sheep /th/ as in thumb and feather /n+g/ as in ring /ai/ as in train /ee/ as in bee /igh/ as in light /oa/ as in boat short /oo/ as in book long /oo/ as in moon	
Reception Red C	Phase 3	Review of the grapheme-phoneme correspondences from Red A and Red B with slightly longer texts.	

Reception Yellow	Phase 3 - 4	/ar/ as in car /or/ as in fork /ur/ as in purse /ou/ as in owl /oi/ as in coin /eer/ as in ear /air/ as in chair /y+oor/ as in manure /uh/ as in hammer	some, one, said, come, do, so, were, when, have, there, out, like, little, what
Reception Yellow +	Phase 3 - 4	Review of the grapheme- phoneme correspondences from Yellow band with slightly longer texts.	
Reception Blue	Phase 4 - 5	/w/ as in wheel /f/ as in dolphin /ai/ as in crayon /ai/ as in cake /ai/ as in acorn /ee/ as in scene /ee/ as in shield /ee/ as in peach	
Year 1 Blue	Phase 4 - 5	/igh/ as in child /igh/ as in time /igh/ as in pie /igh/ as in spy /oa/ as in rope /oa/ as in snow /oa/ as in toe /oa/ as in piano /ee/ as in happy /ee/ as in key	some, one, said, come, do, so, were, when, have, there, out, like, little, what
Year 1 Green	Phase 5	/y+oo/ as in unicorn short /oo/ as in push /y+oo/ as in cube long /oo/ as in flute /y+oo/ as in statue long /oo/ as in blue /y+oo/ as in news long /oo/ as in screw /ur/ as in herbs /ur/ as in bird /ou/ as in cloud /oi/ as in toy	oh, their, people, Mr, Mrs, looked, called, asked, could, water, where, who, again, thought, through, many, laughed, because, any, eyes, friends, once, please
Year 1 Green	Phase 5	/or/ as in astronaut /or/ as in strawberry /oa/ as in shoulder long /oo/ as in soup short /oo/ as in should /ar/ as in father and palm /ur/ as in pearl and world /eer/ as in deer and here /air/ as in square , bear and there /or/ as in ball , four , core , door ,	

		daughter	
Year 1 Orange	Phase 5 - 6	/s/ as in celery /j/ as in giraffe /e/ as in bread /s/ as in house /s/ as in fence /k/ as in school /sh/ as in chef /j/ as in bridge /j/ as in package /uh/ as in mother	
Year 1 Orange	Phase 5 - 6	/ul/ as in bottle /t/ as in mixed /d/ as in drilled /m/ as in comb /n/ as in knot /n/ as in sign /r/ as in writing /ch/ as in hatching /zh/ as in treasure, television, collage	
Year 1 Orange	Phase 5 - 6	/ch+u/ as in picture /i/ as in pyramid /s/ as in scissors /s/ as in whistle /o/ as in watch /sh/ as in station /sh/ as in musician /sh/ as in percussion	

Appendix 2

Three-Day Approach

Day 1

The first reading practice session focuses on decoding the text, with the children concentrating on applying their phonic knowledge and developing fluency when reading the words.

Day 2

The second reading session provides the opportunity to read the book again and practise reading with prosody so the children develop reading with appropriate meaning, stress and intonation. It provides an opportunity to explore characters' feelings, what words mean and how punctuation affects meaning and conveys the intended message contained in a sentence.

Day 3

The focus of the third session is comprehension. The children should now be automatically applying their decoding skills to read the book with greater accuracy and fluency, enabling them to focus on comprehension.

To develop the children's comprehension skills we use the reading content domains (2015 Key Stage 1: English reading test framework) as follows:

- Draw on their knowledge of vocabulary to understand texts.
- Identify/explain key aspects of fiction and non-fiction texts.
- Identify and explain the sequence of events in the text.
- Inference and deduction.
- Prediction.

Children take home the same reading book to practise reading fluently and with prosody.

GUIDED READING

Predict

Group read

Partners read

Clarify

Question

How?

What?

When

Why?

Evaluate

The author's use of words and phrases

Summarise

COPY CAT

When the answer is right
there on the page.

Where did.....go?

Where did Peter Rabbit go?

Where are.....?

Where did Peter Rabbit go?

Describe.....

Describe the main character.

Which paragraph tell you...?

Which paragraph tell you they were
worried?

Where happened at.....?

What happened at the beginning?

What did the.....do?

What did the alien do?



What?



Where?



When?

TEXT DETECTIVE

The answer is in your head, but you need evidence to back it up.
Read between the lines!

How did.....react?

How did Tom react to the monster?

Why is.....important?

Why is the crystal important?

What does.....think?

What does Sally think? How do you know?

How did..... ?

How did Paul solve the mystery?

What ideas are we given about?

What ideas are we given about the size of the giant?



How?



Why?



What like?

TEXT DETECTIVE

The answer is in your head, but you need evidence to back it up.
Read between the lines!

How did.....react?

How did Tom react to the monster?

Why is.....important?

Why is the crystal important?

What does.....think?

What does Sally think? How do you know?

How did..... ?

How did Paul solve the mystery?

What ideas are we given about?

What ideas are we given about the size of the giant?



How?



Why?



What like?

Appendix 4

Guided, Repeated Oral Reading Practise

Repeated Reading is one of the most widely researched reading interventions and has been successful in improving reading fluency skills for students...(<https://www.hdc.lsuhsd.edu>)

1. The teacher reads a piece of text, modelling fluent reading and accurate intonation.
2. The same piece of text is then read by the teacher and children together.
3. The children then read the piece of text 3 times to practise reading with fluency, as teachers catch children in the moment to support fluency development.

Appendix 5

Fluency Test

Pupils' fluency development is monitored using a timed test. A grid containing between eight and ten words at an appropriate level and which are repeated in random order, are presented to each child. At the start of term, the child takes a timed test and records how many words can be clearly read in one minute. The same test is repeated at the end of the term and the results analysed by the class teacher in order to organise extra provision. At Aycliffe Community primary School, results to date have shown an improvement in the vast majority of scores by the end of the term. At the start of the next term, results have often fallen but not regressed completely back to the same score as the start of the previous term, strongly indicating that pupils are benefiting from guided and repeated reading practise.