

Fort Royal



Community Primary School

Play • Learn • Laugh • Succeed

READING POLICY

Review Date 01/07/27			
Revision 0.4	Statutory Policy? No	Governors Approval Yes	Date 1/09/25

HISTORY OF POLICY REVIEW/CHANGES

Date	Page	Details of Change	Amended by	To be Ratified
13/3/2020	all	Updated in line with phonics teaching	Zara Juffkins	Jodee Dowling
23/04/2021	5	PM benchmark taken out of progress checks, action words assessment added in	Zara Juffkins	Jodee Dowling
23/ 04/2021	4	CLL changed to literacy to align with school terminology	Zara Juffkins	Jodee Dowling
23/ 04/ 2021	4	More able readers paragraph added. Reading for pleasure amended to include L 9+	Zara Juffkins	Jodee Dowling
17/05/2023	2	Library book monitor wording changed	Zara Juffkins	
28/03/2025	all	Terminology changed from mobile library to library following a specific space in school being allocated as a library	Zara Juffkins	

1. Rationale

At Fort Royal we believe that successful approaches to the teaching of reading should encourage pupils to use a variety of strategies in their pursuit of meaning and to ensure that all our pupils are provided with a rich and varied learning experience that aims to develop them as lifelong readers. At Fort Royal we see reading as a spectrum which enables our pupils to access reading at a level that is best for them (see appendix 1). Creating a culture of reading is vital in ensuring our pupils are given the best life chances and ensures a love of reading extends beyond the classroom developing curiosity and an eagerness for knowledge.

Through our curriculum and practice we strive to develop a culture of reading through the use of texts that demonstrate aspirational language and grammatical structure, that inspire and enthuse pupils and with themes that support our pupils to build links across the curriculum. It is also very much interrelated with other aspects of learning in literacy, such as speaking and listening, comprehension, writing and home reading.

Laying firm foundations by applying a consistent, whole school approach to the teaching of reading aims to create a stimulating environment where pupils are encouraged to engage with and experience books and all forms of written material both in school and the local community. The reading and literacy opportunities that we provide reflect the unique learning needs of our pupils.

2. Our aims

To enable children to:

- ✓ Develop positive attitudes to reading that ensure reading is an enjoyable and meaningful experience
- ✓ Use reading as a fundamental part of all curriculum planning and development
- ✓ Deliver a range of reading strategies that support the ever changing needs of our pupils
- ✓ Read and respond to a variety of texts whilst developing an increased level of fluency and independence

3. Entitlement

Reading is a fundamental part of the learning experience at Fort Royal. Pupils are given a variety of reading opportunities, including:

- ✓ Daily phonics input
- ✓ Regular independent reading opportunities
- ✓ Guided reading sessions
- ✓ Home/school reading
- ✓ Hearing texts read aloud on a regular basis
- ✓ Library area
- ✓ Cross curricular reading

4. Our Approach

We provide a range of experiences that include multi-sensory approaches and encourage practical application of reading to support the development of life skills. Pupils participate in daily reading sessions which involve phonics and action words, shared storytelling, sensory and structured stories and opportunities to also develop communication and comprehension skills.

Pupils will be taught individually or in small groups. The Class Teacher will decide the grouping for the pupils. The delivery of the lessons will be by the teacher or teaching assistants. There will be dedicated daily reading sessions, clearly highlighted on class timetables. Stories and texts will be focussed on for one week. This gives the pupils the opportunity to embed emerging knowledge, practice skills and develop independence. Lessons should last approximately 30 minutes. Alongside this we have a library area that pupils are encouraged to use to read a range of books either in class or to take home and share.

To ensure that pupils at Fort Royal are given the best opportunity to succeed, we provide daily teaching input that build skills in fluency and comprehension (sharing of the key text, phonics teaching, scheme books) and additional reading for pleasure time (chapter books, structured stories, box books, message stories.)

Phonics

We use Letters and Sounds which is a phonics resource published by the Department for Education and Skills (2007.) EEF (2018) highlight that teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), they do however acknowledge effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. We recognise that some of our pupils often require alternative and further opportunities to consistently acquire reading skills and may continue to generalise these skills throughout their school life. The Rose Report (2006) states that 'Some children also have neuro-developmental disorders and other special educational needs that may present formidable obstacles to learning to read and write.' (Rose 2006:4) Therefore, we also use the Action Words programme to teach reading using a whole word recognition approach.

The aim of the programme is to build pupils speaking and listening skills in their own right as well as to prepare pupils for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills (see appendix 2). Within the structure of Letters and Sounds we subscribe to Phonics Play. This enables us to access clear, detailed planning as a daily guide to the teaching of phonics for phases 2-6 (see appendix 3). It also provides pupils with computing resources linked to phonics and reading to ensure that learning is embedded in a range of contexts. Alongside this we also use Action words which uses a multi-sensory approach to teach pupils to read, spell and understand high frequency words through pictures, actions and speech. (Action words, ND)

We follow the Project X reading scheme for phonics phases 2-6 and Oxford Reading Tree for Phase 1. These encompass a range of reading strategies including blending and segmenting and

are aligned to the phonics phase that a pupil is on. "Project X is a modern, whole-school reading and writing programme specially developed to motivate boys and address the gender gap in literacy." (Oxford University Press, 2020).

Challenge

Some of the pupils at Fort Royal show a particular area of strength in phonics and reading. We believe in challenging pupils and promoting independence. Therefore these pupils are taught cross key stage, where appropriate, to allow for challenge and progression. They focus on phase 6 phonics following the Twinkl Phase 6 scheme which the school subscribe too. They also read a range of chapter books, beginning to explore concepts, inference and word meaning in more depth in line with their reading assessment level and the National Curriculum.

Reading for Pleasure

At Fort Royal we want pupils to develop a love of reading. We want pupils to develop vivid imaginations, be fascinated by what they read and amazed by what they learn. We therefore provide daily opportunities to read for pleasure as well as pupils having a book linked to their phonics level. This may be through literacy lessons, topic lessons or standalone times of the day. During this time pupils will focus on their comprehension and understanding of reading linked to the school's APP assessment for reading. It is suggested that staff follow the guidance below for pupils to get the maximum out of a reading session dependent on the pupils Layer of Learning level (see appendix 4).

9+: Structured stories, class reading books from the reading corner, and chapter books where appropriate.

5-8: Structured stories, which use 'real books' as a vehicle to teach early reading using scaffolding and packs of support materials for example, props, photographs, symbols, phrases, sentences and individual words.

1-4: Sensory stories which use short simple sentences for the adults to read whilst using props to reinforce key words within the story and offer opportunities for developing anticipation, initiation, discovery, investigation, curiosity, responsiveness and persistence (Carpenter et. Al 2015)

Developing strong links between home and school is vital in ensuring pupils become lifelong readers. The school will support parental engagement with their child's reading by ensuring that appropriate texts are sent home regularly for both independent reading and books to be read aloud along with ideas sheets to offer support and guidance in the teaching of reading including follow up activities.

Home school reading

Pupils are encouraged to take home a book weekly from the library. The pupils are able to select from a wide range of fiction and non-fiction books. Pupils take home a book to read for pleasure with their family. The focus of this to develop a love of reading and "book chat" (see appendix 5). More able learners also take home linked homework or reading comprehension activities.

5. Progress Checks

Pupils are assessed in phonics or action words three times a year; autumn, spring and summer. Planning linked to the phase the pupil is on is clearly displayed within the lesson. Pupils do not usually undertake statutory testing, including the phonics screening check at the end of Year 1, however this is individualised and on rare occasions there may be pupils for whom this is appropriate.

Scheme reading books are chosen to correlate with the pupils' phonics level. Learning objectives are taken from the schools assessment and are clearly displayed within lessons. Comments relating to the learning and progress that takes place during lessons or sequences of lessons are written against the objectives. Once the objective is achieved the objective is highlighted and dated in the year group colour for that pupil in line with the schools assessment policy.

Target setting meetings encourage discussion between teachers and senior leaders regarding the progress of pupils where appropriately challenging targets can be set and monitored (see assessment policy for progression guidance), identifying interventions where necessary.

6. Staff Training

All staff who deliver the teaching of phonics have in house training delivered by member of SLT or UPS leads

The training programme covers a variety of areas which may include an introduction to the teaching of reading, film clips of excellent practice, using formative and summative assessment, examples of lesson and questioning ideas (see appendix 6), phonics and action words

Annual training for staff, including scheduled teachers meetings to focus on sharing excellent practice eg. Ideas, strategies, film clips

Induction for all new staff

Use of feedback forms from staff training to regularly evaluate and adapt the training content, use lesson observations and/or snapshots to evaluate improvements in the teaching of reading and formulate action plans to identify next steps

References

Action words (ND) Action Words reading scheme. Available at:

<https://www.actionwords.co.uk/action-words.html> (accessed 6th august 2019)

Carpenter, B., Egerton, J., Cockbill, B., Bloom, T., Fotheringham, J., Rawson, H., and Thistlethwaite, J. (2015) Engaging Learners with Complex Learning Difficulties and Disabilities. Routledge: London.

Department for Education and Skills (2007) Letters and Sounds. Available at:

<https://www.gov.uk/government/publications/letters-and-sounds> (accessed 6th august 2019)
DFES-00281-2007

EEF (2018) Phonics teaching and learning toolkit. Available at:

<https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=142&t=Teaching%20and%20Learning%20Toolkit&e=142&s=> (accessed 6th august 2019)

Rose, J. (2006) The Rose Report; Independent review of the teaching of early reading. DFES

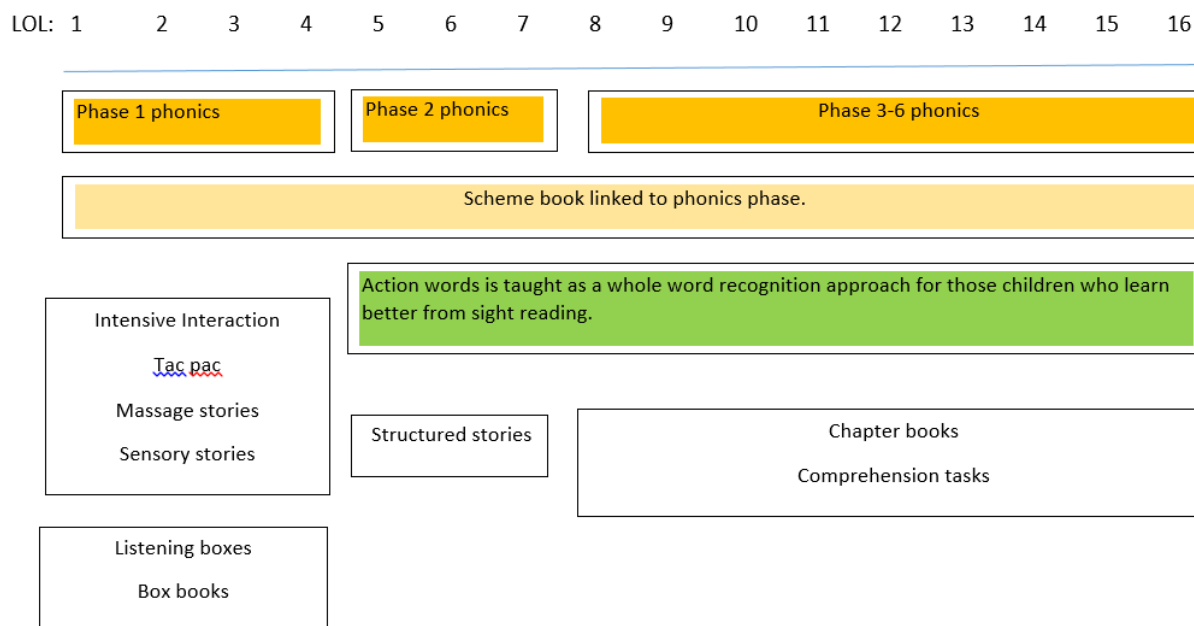
Oxford University Press (2020) Project X. Available at:

<https://global.oup.com/education/content/primary/series/7roject/?region=uk>

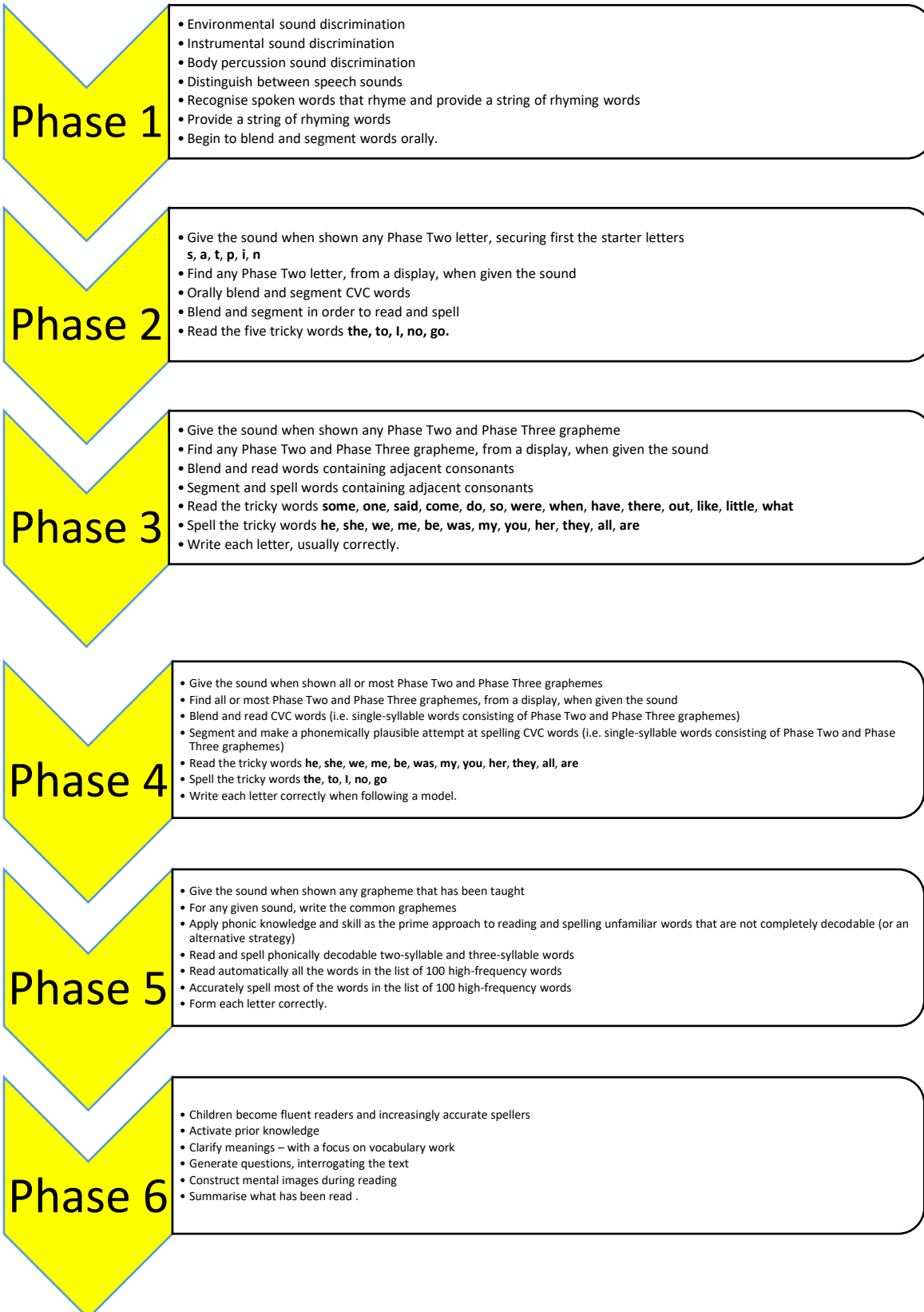
Appendix 1

Pre reading

Readers



Appendix 2



Phase 2 Daily Phonics Planning		
Week 1		
Assess all children.		
Week 2 - Set 1: s, a, t, p		
Monday	Introduce	We are learning a new letter s .
	Revisit	Revision from Phase 1. Look at sets of 3 pictures – 2 that rhyme and 1 that doesn't. Ask children to find the odd one out. E.g. <i>hat, cat, bus / bin, bell, pin / bun, lock, sock / fan, pan, pig</i> Cake Bake (Phase 1)
	Teach	Introduce the letter s - see three part example session for teaching a letter p51.
	Practise	The children practise writing the letter s – with a finger in the air, on the carpet, on the back of another child, on a whiteboard, on paper with a pencil. See p52.
	Apply	Play Silly Soup (Revision of Phase 1) see p34. Ask children to find the pictures that start with s and put them into the saucepan.
	Assess	Make notes on assessment sheet. Who can recognise the sound? Who can write the letter?
Tuesday	Introduce	We are learning a new letter a .
	Revisit	Revision from Phase 1. Play Name Play see p34 in Letters and Sounds. Children make up alliterative sentences including their name e.g. Josh jumps and jiggles.
	Teach	Introduce the letter a - see three part example session for teaching a letter p51.
	Practise	The children practise writing the letter a – with a finger in the air, on the carpet, on the back of another child. See p52.
	Apply	Revision of Phase 1. Look at pictures of objects that start with s and a. Write s on a small box (a whiteboard with a box drawn on it will do). Write a on another box. Children take it in turns to choose a picture card, say what the picture is of, what phoneme it starts with and place it in the correct box.
	Assess	Make notes on assessment sheet. Who can recognise the sound? Who can write the letter?
Wednesday	Introduce	We are learning a new letter t
	Revisit	Play Silly Soup (Revision of Phase 1) see p34 Ask children to find the pictures that start with t and put them into the saucepan.
	Teach	Introduce the letter t - see three part example session for teaching a letter p51.
	Practise	The children practise writing the letter t – with a finger in the air, on the carpet, on the back of another child. See p52.
	Apply	Practise oral blending. Play What's Missing (p56) Put picture cards on the table - <i>cat, pin, map, dog, pig, mug</i> . Sound talk a word Ask children to repeat the word in sound talk then blend together to make the word. Children look to see if that item is there. Include the words shown in the pictures and some other items that are missing. E.g. <i>dog, pig, ship, map, pin, rat, cat, hat, mug</i> .
	Assess	Make notes on assessment sheet. Who can recognise the sound? Who can write the letter?
Thursday	Introduce	We are learning a new letter p .
	Revisit	Play Flashcards with the letters s a t. See p52. Show a flashcard, children say the phoneme. Repeat, increasing speed. Flashcards: Speed Trial Flashcards: Time Challenge
	Teach	Introduce the letter p - see three part example session for teaching a letter p51.
	Practise	The children practise writing the letter p – with a finger in the air, on the carpet, on the back of another child. See p52.
	Apply	Practise oral segmentation – play the picnic game see p57. A toy (who only understands soundtalk is choosing what to put in a picnic basket. Tell the children the name of the item e.g. jam and ask them to say the word then soundtalk it for the toy. Use a mixture of sensible and crazy items.
	Assess	Make notes on assessment sheet. Who can recognise the sound? Who can write the letter?
Friday	Introduce	We will practise all the letters we have learned and practise blending and segmenting.
	Revisit	Put an assortment of magnetic letters/phonix cubes or grapheme cards down. Say a phoneme (s a t p) and ask children to find the letter. Muddle the letters up again and repeat. Who can get to the letter first.
	Teach	Repeat Say it and Write it from p52 for each of the four letters learned so far. Talk through the formation of the letter whilst following the shape with your finger. Encourage the children to join in with talking through the formation and making the shape with their finger in the air then try writing the letter on whiteboards or paper.
	Practise	Children write each letter (s a t p) on a post it note.



A Guide to Book Chat

Research indicates that parents who regularly read with their children at home lay solid foundations for language and literacy development. It's a precious time for you both to relax, share your thoughts and feelings, have fun and chat together. Whilst sharing books, your child has your undivided attention, and the conversation, connection and enjoyment they experience is invaluable.

To promote children's pleasure in reading and foster the habit, we need to read **to** children and **with** them and to **talk** to them about books. These conversations are crucial as they help children to engage and think deeply.

There are several ways to prompt book chat, these are our Top Tips.

Watch and listen carefully to follow their interests

Observe and respond: Pay attention to what captures your child's attention and build on their interests, for example, "Oh, you've spotted the...".

Leave pauses: So they can look closely and think, this will lead to comments on the pictures or questions. Respond to their lead and let the book chat flow.

Invite your child to get involved

Pose questions: Open questions encourage thinking and discussion, such as, "How do you think the boy is feeling?". Try to avoid closed questions, such as "What colour is that?"; these have a single answer and don't keep the conversation going.

Draw attention to illustrations: Encourage your child to notice details in the pictures and think what they might mean, for example, "Look! What's that hiding, what do you think it might be?".

Wonder and connect to your lives

Ponder and wonder: Encourage your child to think about what might happen, using phrases such as, "I wonder if/whether/what/why/what ...".

Make personal connections: Picture storybooks not only allow children to empathise with the experiences of fictional characters but enable them to make sense of events in their own lives. Talk about connections, for example, "That reminds me of when...".

Share your emotional responses!

Comment on your feelings: By sharing your emotional response to a character or something that's happened you encourage your child to do the same, helping them engage and learn to express their emotions.

Keep it light and enjoyable!

Your combined pleasure counts: Bring the story to life with facial expression, actions and sounds, encouraging your child to join in! Do offer information to help with unfamiliar words, such as "That's the hen coop, it's where the hens live", but keep the focus on fun.



Book chat develops language, comprehension and pleasure

Staff will need to select the appropriate resources and learning activities depending on the needs of individual children.

Resources

School is developing resource/reading packs which will be allocated to teams and will contain some/all of the following:

- Text (big book/ small books / multiple copies)
- Objects (eg small toys etc)
- Symbols
- Photos
- Flashcards
- Puppets/ masks
- ICT resources

Organising the teaching of Reading

Grouping

It is anticipated that the children will be working individually or in small groups. **The Class Teacher will decide the grouping for the children.** For example some children working at 4 may join a group who are working at an earlier level; similarly some children working at 7 may join a group working at a higher level.

Frequency

These activities will be taught alongside other reading activities, usually in the dedicated daily "Reading Session." These may be – action words, phonics, taped stories/story phones, ICT activities, literacy games.

Duration

These activities will be linked to one text for approximately a week. This gives the children the opportunity to embed emerging skills and develop independence.

Teaching Focus: Layer of Learning 4 (linked to school reading record keeping system)

4 Performance Description -Listen and respond to familiar rhymes and stories

Adult reads book to the children using objects/ puppets to support comprehension

- Adult reads book and introduces objects. Adult doesn't need to finish the whole book each time- may select some pages as a focus.
- As the adult reads they need to make it engaging for the child e.g. Talk about the pictures, pointing out different items in the illustrations, use facial expressions and different tone of voice.
- Include related sensory experiences (use your imagination!)
- Use objects to "act out" the story. Aim for the children being able to do this as independently as possible after lots of demonstration by the adult. This may take several sessions.
- Get children to select appropriate objects if appropriate.

Developing children's understanding of how books work

4 performance Description - Turning the pages .Holding the book the right way up

- Adult saying "I'm going to turn the page " or asking child to turn the pages
- Giving opportunities for co-actively turning the pages
- Pausing at the end of a page saying "I've finished the page, what's next?"
- Hold book upside down, model turning it the right way up.
- Make a deliberate mistake – can the children spot it's upside down

Remember

Children working at this level will need a significant amount of repetition and encouragement. Adults need to be assessing the children's gradually developing skills and allowing them to make mistakes then using their observations to plan future sessions.

Teaching Focus: Layer of Learning 5 (linked to school reading record keeping system)

*5 Performance Description –Pupils **select** a few words, symbols or pictures with which they are particularly familiar. Pupils **match** objects to pictures and symbols **e.g. choose between 2 symbols.***

Adult reads book to the children using objects/ symbols / pictures/photos to support comprehension and picture/ symbol recognition

Although children at this stage are beginning to use 2D support (pictures etc.) they will still benefit from using 3D objects as well. At this stage we would expect children to use symbols which also have the word printed alongside.

In addition to LoL 4 also.....

- Adult reads book and gradually introduces pictures (photos). These could be different pictures of the same items in the text.
- Aim for children to gradually learn to select and match the appropriate objects and pictures independently.
- Remember to include some distracters e.g. pictures/ objects that don't relate to the book.
- As above but introduce symbols with words.

Developing children's understanding of the story or poem

5 Performance Description - Show curiosity about content, answer basic 2 word questions eg Where is the ? What is doing?

- Allow opportunities for children to re-tell story using object, pictures and symbols.
- Ask the children simple 2 word questions about the book. Allow them time to respond and use limited language. You will need to repeat similar questions over many sessions
- Make a deliberate mistake – can the children spot a simple wrong answer

Remember

Children working at this level will continue to need a significant amount of repetition and encouragement.

If the children make a mistake try to get them to think about why it may be wrong rather than instantly correct them. Regard mistakes as "Assessment Opportunities"

Children usually need longer than we think to process their answers.

Teaching Focus: Layer of Learning 6 (linked to school reading record keeping system)

*6 Performance Description –Pupils **select and recognise** a few words or symbols linked to a familiar vocabulary eg. Name, people, objects, actions*

Adult reads book to the children using symbols / words to support comprehension and picture/ symbol recognition

Although children at this stage are beginning to use symbolic 2D support (symbols, text) they will still benefit from using representational 2D support (pictures, photos) as well. At this stage we would still expect children to use symbols which also have the word printed alongside. Words without symbols will often be too difficult to recognise.

Action words and Phonics may well be appropriate at this stage

Aim for children to learn to match short words – use words which are repeated throughout the book. Look for words which carry meaning and which the children understand.

- Child may have a flashcard and match on each page as the adult reads the book. Point out to the children that the letters are the same in each word.
- Include regular opportunities to match and read child's own name.

Developing children's understanding of the story or poem

- Give the children opportunities to "read along" together with the adult. Sometimes stop and get the child to predict the next word.
- Allow opportunities for children to re-tell story using pictures and symbols.
- Ask the children simple 3 word questions about the book. Allow them time to respond and use limited language. As before, you will need to repeat similar questions over many sessions
- Make a deliberate mistake – can the children spot a simple wrong answer

Remember

Include opportunities for matching words in different contexts. e.g Registration .

Teaching Focus Layer of Learning 7 (linked to school reading record keeping system)

7 Performance Description – (Decoding and knowledge about books) - Distinguish between print , symbols and pictures in texts. Can follow text left to right , top to bottom, following page (return sweep)

Adult reads book to the children limited focus on using symbols , greater focus on using words and illustrations.

The focus for children at this stage is to move away from objects and symbols to using text and illustrations. Word recognition without pictures will still be difficult at this stage.

- Adults model following the direction of print and turning the page. Expect children to learn to do this independently and follow the print with their own fingers (they will not have 1:1 word correspondence at this stage, but instead do a general left to right sweep.)
- Continue matching activities (as for LoL 6) Include their name and point out the individual letters of their name.

Action words may well be appropriate at this stage as an extra support for word recognition.

Phonics should also be used at this stage .

- Link the elements of both Action Words and Phonics to the reading text. Eg. Look for the Action Words, can you find the letter.

Developing children's understanding of the story or poem

7 Performance Description – predict elements of a Narrative e.g. When adult stops reading pupils fill in the missing word .

Adult read the book giving opportunities for prediction, once the children are familiar with the story.

Give the children opportunities to "read along" together with the adult. Sometimes stop and get the child to predict the next word/phrase. They can use any mode of communication

- Introduce discussion related to the story. Whenever possible link the story to their own experience.
- Allow opportunities for children to re-tell story using pictures and text, role play and puppets. This will help their comprehension and enjoyment of the text.

