



Reading Policy

Our school policies reflect Pilgrim Primary Academy's commitment to an inclusive, creative and stimulating curriculum, based around high quality teaching and learning.

Purpose of Study: At Pilgrim we believe that developing our pupils' enjoyment and love of books and reading is central to the school Intent of Aspiration, Well-being, Cultural and Community. Our curriculum is designed to give children the tools and strategies to be strong, flexible readers, following a clear and challenging progression through the school. We want our children to be confident and motivated to tackle and understand a range of increasingly complex texts.

Aims: We aim to introduce children to a wide range of high quality texts which are accessible, exciting and enable children to make links to their own experience and understanding of the world. We are building a stock of books which reflect our children and community and designing a curriculum which involves families and volunteers in supporting reading and storytelling, not only in English, but in a variety of languages and traditions.

Knowledge and understanding: Our curriculum builds on the rigorous teaching of phonics from Foundation, through year 1 and in other year groups where gaps in children's phonics knowledge are identified and addressed. There are repeated opportunities to practise skills, ensuring the children have the knowledge, strategies and confidence to read new words which they meet.

Throughout all reading opportunities, there is a clear focus on developing and building upon essential vocabulary. We choose texts which have adventurous vocabulary and ensure this is understood, and returned to until children are familiar with new words and phrases .

At the same time as developing phonic skills, we teach the key Reading Skills needed to understand and learn through texts. We make these strategies explicit and familiar through modelling, discussing and practising them from Foundation to year six.

Teaching and Learning: Reading at Pilgrim is taught directly through phonics, Book Time or Reading Time and the 3 o'clock Read. It is also developed through other areas of the curriculum, with high quality texts used to deepen and link understanding in all subject areas. This way, we ensure that we are explicitly teaching the children to read every day whilst also encouraging them to develop a love of reading.

Reading Time

Reading Time is taught every day for 45 minutes.

All Reading Time sessions begin with a whole class read, when pupils are introduced to the text they will be focusing on in group teaching sessions later in the week. The text is chosen both to teach specific reading skills and also to link with English or theme learning, sometimes current, sometimes revisiting previous learning to enable children to make connections. The purpose of the whole class read is to introduce and consolidate new vocabulary, to hear an adult model reading with fluency, to teach reading strategies and to enable children to access a challenging text in preparation for focussed teaching

Decoding, where appropriate, is modelled by the teacher during the introductory session. For this reason, it is accessible to ALL pupils, including those with SEN, although the session may be delivered outside the classroom by a TA if more appropriate.

Following Monday's session (SEE ABOVE), teachers will work on a 4 group system, with additional phonics, depending on the needs of pupils in their class. These sessions will all start with rereading the text, focussing on increasing fluency and feature the following reading activities:

- Group Teach with the teacher
- Comprehension
- 1:1 Reading or individual responses to a self- chosen text
- An independent DARTS activity (Directed Activity Related to Text).

Pupils who still require phonics teaching will be taught in a phonics group on Wednesday, Thursday and Friday during Reading Time. This means they will be part of the class group on Monday- for the introduction of the vocabulary, text and skills, and on Tuesday, when they will be working on a DARTS activity.

Group teach – this session is run by the teacher and uses the text which was shared in the whole class session or an alternative with the same focus for children who are ready for the challenge. The session has a clear focus and the skill being taught is explicitly referenced. Pupils know which Reading Skill they are working on. The Reading Skills should be used to determine the focus but the actual objective should be in line with appropriate age related objectives from the National Curriculum and the areas of learning needed by that particular group. Not all group teach sessions will result in pupils recording work. Where oral responses are offered, pertinent comments should be recorded in Reading Time books or on post-it notes (then stuck into books). A dated label stuck into books indicates that a GT session took place and make clear the LI of the session.

Comprehension – the text chosen for comprehension may be the same as the whole class text, or another similar or connected text. It may also be an alternative text, linked to theme/English. There should be a balance in evidence between texts which are linked to the work in class and texts which expose pupils to unseen material. Comprehension questions may not reflect the same Reading Skill as the GT session. There may be a range of questions, prior learning could be revisited, questions could be written by teachers or taken from educational publications. Again, there should be a balance of different approaches.

1:1 reading. The Teacher or teaching assistant listens to pupils reading their home reading book. This is an essential opportunity to encourage and assess pupils' independent engagement with reading and work alongside families in supporting this. The rest of the group read alone or in pairs.

Responding to chosen texts. This is a further opportunity for the children to read independently (most of the session) and then record, value and share their individual responses to books which they have chosen.

DARTs (directed activities related to texts). This is a session in which the pupils engage in an independent or paired activity involving careful attention on aspects of the text, usually the same one. DARTs activities promote engagement with texts beyond normal 'comprehension' style questions. Pupils may be asked to undertake sequencing, text completion, prediction, grouping, personal response, what if? activities. Generally, there will be a written outcome resulting from the DARTs activity but the focus MUST be on reading/understanding/engaging with the text.

Planning Reading Time planning is produced every week. The main focus is referenced at the top. Groupings should be based on ability and changes made when appropriate.

Pupils with SEND have their activities differentiated. Wherever possible, they are introduced to the same high quality text. Naturally, this is dependent on the individual needs of the children and teachers must exercise their professional judgement in ensuring that they receive appropriate provision. Where pupils still need regular phonics learning, this is planned as part of the Reading Time work and the SENCO,

teachers and reading team work together to determine how much of the Reading Time programme is useful for particular groups.

EYFS Phonics, RWI and Book Time

As the children join the Foundation classes, they are given lots of meaningful opportunities to develop listening and auditory discrimination and quickly begin to focus on rhymes, rhythms and initial sounds. They play Fred Games (aural blending activities) and listen and join in with a variety of songs and rhymes.

At the same time, they are introduced to the sequences of letter sounds and the blending and segmenting activities from RWI. Continuous assessment of their understanding and sound acquisition informs groupings where they are able to practise and revisit or move on as appropriate.

In addition to the RWI lesson, opportunities to revisit and practise phonic learning are planned as part of the continuous provision throughout the day. Children are aware of the sounds which they know and can choose to practise them with each other, school staff, volunteers and their families. As children acquire sounds and skills, they are able to take books home which are closely matched to their level of knowledge.

Book Time is planned through the day in addition to the three o'clock read. We focus on introducing, sharing and enjoying books and reading, with a planned range of genres and authors so children are able to develop preferences, join in with repetition and rhyme, make connections with other areas of learning and their own experience. Text and books are displayed to support all areas of the curriculum.

There is also an active and immediate focus on involving families with reading activities:

- Reading books sent home daily
- Reading afternoons every Thursday, when families come in to share books with the children and staff encourage and model ways of sharing and enjoying stories (suspended during COVID)
- Continuous feedback about children's progress in their phonic knowledge
- Access to the Bedtime Reading Library where children and families choose books to borrow and read together each week

Year 1 RWI and Book Time

All children in Year one are taught RWI phonics for an hour daily, in groups which are levelled according to phonic knowledge and skill. The groups are flexible: children's attainment is assessed every 6 weeks and each grouping is decided by the outcome. Children's progress can be assessed more frequently when appropriate. Part of the phonics lesson is a daily read- usually a story linked to the text they are reading or about to read so that the children are able to make connections.

In addition to their phonics lessons, and the 3 o'clock Read, year 1 children are also taught reading through Book Time. This is a 2/3 week programme based around a high quality text. It is designed to introduce the children to new vocabulary and the language of stories, to immerse them in a story, building oracy and supporting writing. It is also designed so that children are able to make connections across texts, compare stories by the same authors and practise the skills essential in inferring and understanding texts. They initially look at stories with highly repetitive and patterned language and progress, as the children become more familiar with texts, into stories using more inference skills. Reading activities are linked with our Reading Skills.

Book Time	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Introduce vocabulary Activate Prior knowledge Introduce text, make connections- author, subject etc	Introduce text. Either using original text, or teacher storytell.	Retell story.	Identify WOW words and key vocab (display on learning wall)	Story map/summarise the story verbally/pictorially.

Week 2	Story plan.	Draft innovated story	Draft/ redraft. Check and reflect.	Publish story	Publish story.
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- In week one the children are immersed in the text with introduction of vocabulary, fluent teaching modelling, choral reading, class discussion, paired talk, sequencing, aural storytelling and responding to the text. During this week the class work towards building a learning wall which will support the writing in week 2
- In week 2 they work towards a written response to the text. This involves recapping and summarising the story, planning and innovating, drafting and redrafting, and sometimes, publishing. If the text provides valuable opportunities for extending learning, it may continue as the focus for a further week

Structure of reading and literacy

EYFS & Year 1		Year 2 End		Year 3		Year 4		Year 5		Year 6	
RWI		Reading Time		Reading Time		Reading Time		Reading Time		Yr 6 Reading Time	
		RWI			RWI		RWI		RWI		
		RWI			RWI		RWI		RWI		
Additional catch up RWI 1:1	RWI 1:1	RWI yr 1	RWI 1:1	RWI 1:1	RWI 1:1	RWI 1:1	RWI 1:1	RWI 1:1	RWI 1:1	RWI 1:1	RWI 1:1
Book talk		Literacy/English									
3 o'clock read											

	Full RWI programme Reading and writing
	RWI for reading only
	Additional 1:1 catch up

DUE TO THE DISRUPTION CAUSED BY COVID-19, YEAR 2 PUPILS MAY CONTINUE TO RECEIVE PHONIC/RWI LESSONS RATHER THAN READING TIME UNTIL WE ARE SURE THEIR PHONIC KNOWLEDGE AND STRATEGIES ARE SECURE

Year 6 Reading Time

In addition to the 3 o'clock Read, Year 6 pupils are taught reading through Reading Time between 10.45 and 11.30 daily. The structure differs from years 2 to 5 in that the whole class focuses on the same Reading Skill each day rather than a carousel, with Teaching assistants working with pivotal groups. Vocabulary is pre-taught before the text is introduced on Monday. The teacher models, the children read, practise and receive feedback on specific question types throughout the week. In order to build stamina for increasingly longer texts, children work on a third of a test paper for one session each week. Coverage is ensured by a three week programme of Fiction, non-fiction and poetry and playscripts.

	Week 1		Week 2		Week 3		Week 4		Week 5		Week 6	
Monday	Fiction	Vocabulary	Non-fiction	Vocabulary	Poetry / songs / picture books / short films	Vocabulary	Fiction	Vocabulary	Non-fiction	Vocabulary	Poetry / songs / picture books / short films	Vocabulary
Tuesday		Inference		Retrieval and explanation		Inference		Retrieval and explanation		Inference		Retrieval and explanation
Wednesday												
Thursday												
Friday		Prediction		Sequencing and summarising		Prediction		Sequencing and summarising		Prediction		Sequencing and summarising

Assessment and reporting: We assess regularly, using RWI, PIRA, benchmarking and teacher assessment to identify next steps, concerns and success. For those children who are being taught RWI phonics, we assess knowledge and skills every term and regroup and decide next steps according to outcomes.

We share and monitor individual next steps with the children, teaching staff and families through meetings, reports and the Target Bookmarks.

PROGRESS EXPECTATIONS

Reception

End of Autumn 1: Read single-letter Set 1 sounds

End of Autumn term: Read all Set 1 sounds; blend sounds into words orally End of Spring 1: Blend sounds to read words; read short Ditty stories End of Spring term: Read Red Storybooks

End of Summer 1: Read Green Storybooks; read some Set 2 sounds End of Summer term: Read Green or Purple Storybooks

Year 1

End of Autumn 1: Read Purple Storybooks; read some Set 2 sounds

End of Autumn term: Read Pink Storybooks; read all Set 2 sounds

End of Spring 1: Read Orange Storybooks; read some Set 3 sounds

End of Spring term: Read Yellow Storybooks

End of Summer 1: Read Yellow Storybooks; read all of Set 3 sounds

End of Summer term: Read Blue Storybooks

Year 2

End of Autumn 1: Read Blue Storybooks

End of Autumn term: Read Blue Storybooks with increasing fluency and comprehension

End of Spring 1: Read Grey Storybooks

End of Spring term: Read Grey Storybooks with fluency and comprehension

End of Summer 1: Reading Time

End of Summer term: Reading Time