

# Reading for Life Policy

## Aims of the policy:

- To provide structure and guidance to staff on the school's approach to the teaching of reading and how we enable children to become life-long readers.
- To provide information to parents about the school's approach to the teaching of reading and how we enable children to become life-long readers.

## Rationale:

Reading is the cornerstone curriculum and the basis for all learning. We want our children to be reading with fluency and understanding, making choices about their reading material, with regard to new learning or enjoyment.

## Our Approach:

Our primary strategy for teaching children to read is systematic synthetic phonics using the accredited Jolly Phonics programme (*see Phonics and Early Reading Policy*).

However, learning to read for meaning, learning and pleasure (life) requires emersion in quality texts and specific teaching of skills. Our ambitious reading curriculum enables children to rapidly move from learning to read, to reading to learn.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Daily Phonics Teaching	Daily Phonics/Grammar teaching	Daily Phonics/Grammar teaching	Whole class taught reading (30 mins) x 4 weekly – SPICER	Whole class taught reading (30 mins) x 4 weekly – SPICER	Whole class taught reading (30 mins) x 4 weekly – SPICER	Whole class taught reading (30 mins) x 4 weekly – SPICER
Daily story time – with Book Talk	Daily story time – with Book Talk	Whole class taught reading (10 mins) x 4 weekly – SPICER	Daily reading for pleasure (class reader) – with Book Talk	Daily reading for pleasure (class reader) – with Book Talk	Daily reading for pleasure (class reader) – with Book Talk	Daily reading for pleasure (class reader) – with Book Talk
Regular individual reading to an adult (sounds books, word lists, keyrings and decodable readers).	Regular individual reading to an adult (sounds books, word lists, keyrings and decodable readers).	Daily story time – with Book Talk	Daily reading of own book (ERIC)	Daily reading of own book (ERIC)	Daily reading of own book (ERIC)	Daily reading of own book (ERIC)
Weekly reading buddies Y6		Regular individual reading to an adult (sounds books, word lists, keyrings and decodable readers).				
			Regular individual reading to an adult (sounds books, word lists, keyrings and decodable readers).	Regular individual reading to an adult (sounds books, word lists, keyrings and decodable readers).	Regular individual reading to an adult (sounds books, word lists, keyrings and decodable readers).	Regular individual reading to an adult (sounds books, word lists, keyrings and decodable readers).

			books, words lists, keyrings and decodable readers for children reading below ARE	books, words lists, keyrings and decodable readers for children reading below ARE	books, words lists, keyrings and decodable readers for children reading below ARE	books, words lists, keyrings and decodable readers for children reading below ARE
--	--	--	---	---	---	---

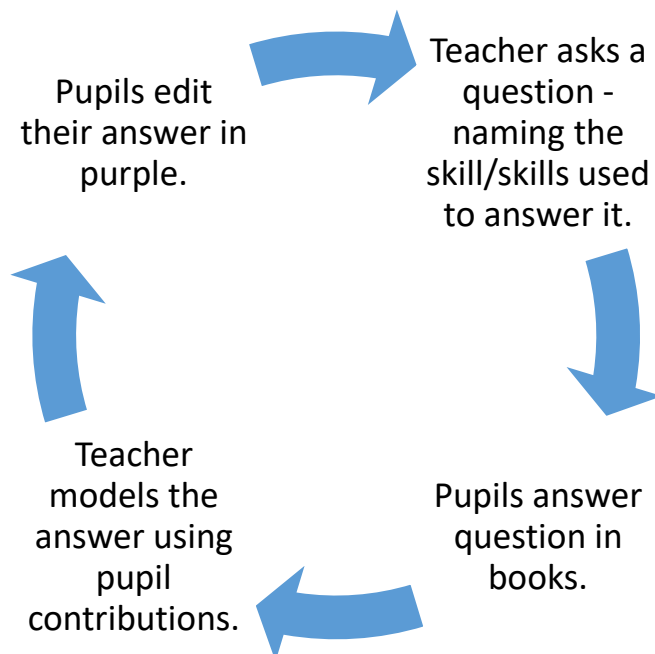
## Whole class taught reading – Spicer

Specific reading skills are taught through whole class reading lessons. This meta-cognition of reading is taught using the SPICER acronym, which is prominently displayed in each classroom. These lessons are taught to all children, using a challenging and aspirational text that would be too hard for them to read and understand independently from start to finish.

The teacher reads the text (or section of text) to the class, with children able to follow with their own or a shared copy. Children are encouraged to highlight or underline unfamiliar words or sections they don't understand for further discussion.

As appropriate to the needs of their class, teachers will use a range of reading strategies – for example echo and/or choral reading to help develop children's prosody.

After this, specific SPICER skills are taught through a question and answer approach (see cycle below). Sometimes this is verbal – using talk partners and shared responses, whiteboards etc. but progresses to being recorded once children are competent in recording, familiar with the cycle, and where recording is useful.



This cycle is repeated during the lesson, so that children are actively engaged and learning throughout.

S	Summarise	Briefly convey the main points from more than one paragraph.
P	Predict	Use evidence to inform what might happen next.
I	Infer	Notice clues and think about what they might mean.
C	Clarify	Explain the meaning of vocabulary in context.
E	Evaluate	Form opinions, make judgments, and develop ideas.
R	Retrieve	Select relevant information directly from the text.

### Reading Spine – reading for pleasure

Children can sometimes be avid readers but have a narrow reading experience, by sticking to one author/theme. This inevitably limits their understanding of what books are available to them and doesn't give them a broader global understanding. To address this, we have curated a reading for pleasure spine for each year group (see appendix). These carefully chosen quality texts are drawn from a range of genres, encompassing fiction, non-fiction and poetry and represent a diverse selection of writers and themes. These texts form the basis of the reading for pleasure curriculum each class is exposed to. They are read to the class every day, with no expectation that the children are to produce written work from them.

Teachers have the autonomy to include extra books, but not to use them instead of their chosen spine.

### Curriculum Texts – igniting writing

Our English Curriculum (see appendix) uses selected texts, often linked to curriculum topics, to explore the art of being a writer. As well as reading the whole text through the course of a term, children are given opportunities to unpick the writer's techniques and use them as a model for their own writing.

### Book Talk



Whenever we read with or to the children, there is always an opportunity to talk about what has been read. We call this 'Book Talk'. This includes reasoned 'likes and dislikes', connections they can make in their world and beyond and any questions they (or their teacher) might have.



**Accelerated Reader – moving beyond decodable books**

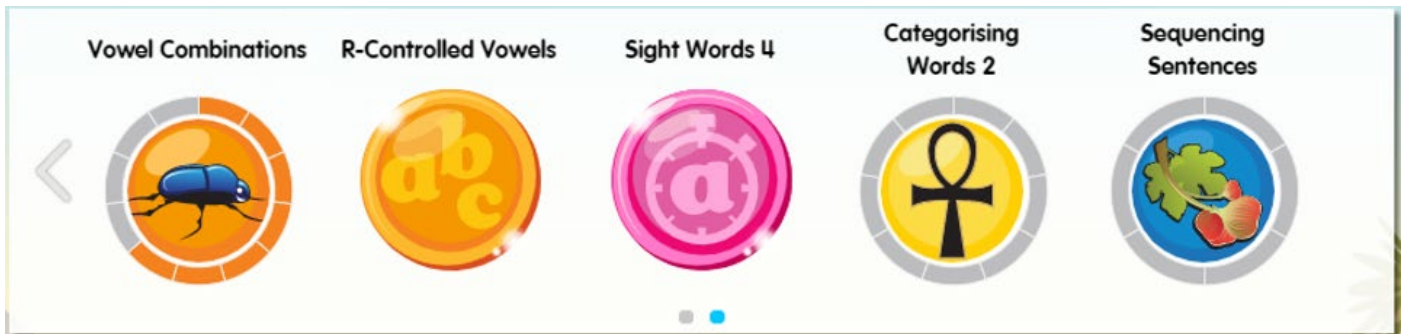


We use accelerated reader to continue to guide the children to reading success. Children who have completed all of the Jolly Phonics decodable readers will then be assessed on a short 'star reading' test on accelerated reader. This will provide a digital range, which

corresponds to our reading books. Children can then choose any book from within their range to read independently.

## Lexia

Starting in Year 2, children have access to the Lexia Core 5 reading platform. Each child is given a login and sits a placement test (approximately 20 minutes) to be completed unaided. Children are expected to regularly access Lexia at home a 'little and often approach' to support their reading – a recommended 10 minutes per day to complete one segment from each of the five skills (see below) in a sitting.



Where children need extra reading intervention, additional opportunities to access Lexia may be provided during the school day.

## Library

Children are given the opportunity to borrow any book from our school library to read independently or share at home with an adult. Children visit the library weekly, either with their class, in a group or independently.

## Other ways we promote reading:

Children's cultural capital is built upon through:

- visits to the town library
- author visits
- World Book Day
- World Poetry Day
- participation in the East Sussex Children's Book Award
- adults reading in assemblies
- Reception/Year 6 reading buddies
- Year 6 Reading Ambassadors

This list is not exhaustive.