



Reading policy

Norwood's Reading aim

Above all else, we want our pupils to grow up to be happy and kind people, to understand the world they live in and to learn what it is to be human. Instilling our children with a love of and confidence with reading is central to this. It is one of the most important things we do at Norwood. Every one of us understands how reading can change children's and adults' lives, and open up opportunities that may have seemed impossible.

A partnership with parents

We are committed to sharing our love of reading with our pupils and are dedicated to helping them become the best readers they can be when they leave us in year 6. That commitment needs to continue at home for reading to become second nature and enjoyable for children. It should not be seen as a school subject alone. We want parents to read to their children, to listen to their children read, to model reading themselves and to enjoy the shared experience of books. Support and enthusiasm from parents with their children's reading - in tandem with ours - will be crucial to their success at Norwood and then beyond. We encourage parents to follow our four reading rules:

Our four reading rules for parents

- Listen to your child read every day
- Read to your child every day
- Talk to them about what they are reading every day
- Let them see you read frequently

Our three-book approach

Alongside this, children will develop their comprehension through progressive, skills-focused teaching. In all year groups, children will have three books to read at any one time: A **Read Aloud book** to a parent book selected by the teacher, a **Shared book** selected by the child and a book

from our **Online reading library**, which is at an appropriate level for the child.

The **Read Aloud books** will support their word reading and their fluency and are chosen to closely match pupils' reading levels. The **Shared book** will include books from our class reading corners and library. The online platform will also include a combination of choice and be matched to the child's ability.

In Key Stage 2, each year group will be given a selection of carefully chosen advanced reading books, ranging from classic literature to modern texts, to ensure that all children read a range of authors, of differing styles, genres and eras, building their stamina and independence as readers. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively.

Teaching of Reading at Norwood

Reception
<p>Guided sessions taught in a carousel of reading/phonics/speaking and listening activities.</p> <p>Teacher and TA to swap roles fortnightly.</p> <p><u>Activities to include:</u></p> <ol style="list-style-type: none">1 - Pre read, including vocabulary - T / TA2 - Comprehension work - T/TA3 - Oxford Reading Buddies/applied phonics4 - Prosody5 - Reading for Pleasure/speaking and listening activity <p><u>Interventions.</u></p> <ul style="list-style-type: none">- Daily Readers- Lowest 20 % phonics (half termly assessments) intervention daily- Nellie language intervention (receptive and narrative language)

Year 1

Daily Phonics lessons for 30 minutes

Guided sessions taught in a carousel of basic skill activities 3 times a week.

Weekly Timetable

Daily Phonics lessons between 9am and 9:30am with a tricky word focus on one of these days

Guided Reading Carousel: Tuesday am, Thursday am and Friday am between 9:50am and 11:20am.

Activities to include:

1. Reading with the Teacher, including vocabulary, comprehension and prosody
- 2 and 3. Writing Task following on from the English input
- 4 Addition and Subtraction on Tablets using the WhiteRose App
5. Foundation subject work/Handwriting with Teaching Assistant

All three classes visit the Reading Nook once a week to focus on Reading for Pleasure and Prosody.

Interventions:

- Daily Readers
- Lowest 20 % phonics (half termly assessments) intervention daily
- Nellie language intervention (receptive and narrative language)

Years 2 and 3(Autumn Term only)

Guided sessions taught in a carousel of activities.

TA and Teacher to change roles on a fortnightly basis.

Weekly timetable.

Activities to include:

- 1 - Pre read, including vocabulary T / TA
- 2 - Comprehension work T / TA
- 3 - Oxford Reading Buddies / Comprehension activity
- 4 - Applied Phonics
- 5 - Reading for Pleasure

On a Friday TA/Teacher to work with groups of children to work on prosody skills.

Also, extra opportunities to practise with their specific book to develop fluency, comprehension, prosody and confidence (where possible.)

Interventions.

- Daily Readers
- Lowest 20 % phonics intervention daily(half termly assessments)

KS2

Years 3 (Spring and Summer) 4, 5 and 6

Whole class reading sessions for all, except significantly behind SEND children. These children need to complete guided reading sessions, covering activities below.

Day 1 – Vocabulary work based on text. Independent pre – read of text.

Day 2 – Read text together. Ensure text is understood. Model strategies for answering specific questions. Ensure that modelled questions are varied.

Day 3 – Children independently answer questions. Teacher to sit with a support group to develop skills further.

Day 4 – Go through question types. Discuss answers. Model different question types.

Day 5 – Reading for Pleasure. Teacher to support a group of children discussing and listening to children read etc.

Interventions.

- Daily Readers
- Lowest 20 % need to be analysed to ascertain whether decoding or comprehension.

Additional support

We fully understand that reading is a challenging skill to learn and for some pupils it can take longer and may require more support. If a child falls behind in their reading, then we put in place a carefully planned support programme, which will involve additional practice at school and at home.

Across a rich curriculum

Reading is a cherished part of our daily routine in every year group. We offer reading across all our subjects and choose fiction, non-fiction, poetry, songs and picture books, which inspire, inform and interest our pupils. These rich, challenging texts allow pupils from all backgrounds to be given the vocabulary and knowledge they need to access their learning.