



# Goldsmith Primary Academy Reading Policy

**Reviewed:** February 2022

**Next Review:** September 2023

**Aim:**

Our overarching aim for reading at Goldsmith Primary Academy is to provide excellent learning opportunities to enable all of our readers to read with confidence and enthusiasm. In doing so we equip our children with a strong command of the spoken and written word, and develop their love of literature through widespread reading for enjoyment and pleasure.

This will be achieved through the GPA reading diet:



## Phonics at Goldsmith:

### Aims

- To deliver high quality, systematic teaching of phonics for accelerated progression in reading and spelling.
- To establish a consistent approach to phonics that ensures progression and continuity throughout the school.

At Goldsmith, we teach phonics systematically from nursery to year 2 for an hour each day of the week through the Read Write Inc Programme. Children are assessed every 6 weeks by the phonics lead and placed into homogeneous groups depending upon their phonetic decoding skills.

Each group is led and taught by a RWI trained member of staff. During every session, the teacher delivers content appropriate to the group's reading level. Some sessions solely focus on the teaching of the Set 1 speed sounds, others focus on a sound alongside a ditty or storybook which is changed weekly. The phonics session is broken up into 2 parts. The first part of the lesson lasts for 10-20 minutes and is referred to as the 'speed sounds' part of the lesson. The second part (depending on the group's ability) allows the children to read their in-school RWI book practising their fluency and comprehension skills.

RWI- information for parents can be found here: [Ruth Miskin -RWI -Learn to read at home](#)

### Early Reading at Goldsmith:

As soon as children are ready for print they can take home an appropriately banded book linked to their phonics assessment. Children take home a book that they have been using in the previous week's phonics session to allow familiarity when reading at home.

### Whole Class Reading at Goldsmith:

Whole class reading happens a minimum of three times per week for 30 minutes and is delivered across all classes. As a school we have worked collaboratively with Windsor Academy Trust to ensure our children are exposed to a wide range of high quality texts to nurture a love of reading. These texts will provide children the opportunity to explore beyond the populist authors of the current day and broaden their literary horizons. All texts have been purposefully selected to provide a high challenge for all our children in order to stimulate aspirations and their own reading journey. Below is the outline of the reading spine from EYFS upwards. During the whole class reading sessions, all children

access the same text. To ensure all children access and enjoy reading and listening to the book, reading skills and strategies are clearly modelled; questions are scaffolded and discussions are planned to help children to deepen children's understanding of the text.

## WAT EYFS Reading Spine

	Autumn	Spring	Summer
Nursery	<p>What the Ladybird Heard                      Polar Bear Polar Bear What do you hear?                      So Much                      Owl Babies                      Good Night Moon                      Goldilocks and the Three Bears                      Rainbow Fish</p>	<p>Jasper's Beanstalk                      Gingerbread Man                      Whatever Next                      Green Eggs and Ham                      Dear Zoo                      Brown Bear, Brown Bear, What do you see?</p>	<p>Aliens love Underpants                      Look Up                      Billy and the Beast                      Little Red and the Very Hungry Lion                      The Hungry Caterpillar                      The Train Ride</p>
Reception	<p>What the Ladybird Heard Next                      How to Catch a Star                      Ruby's Worry                      Funnybones                      Little Red Hen                      Stick Man</p>	<p>My Pet Star                      We're Going on a Bear Hunt                      Oi Frog                      Three Billy Goats' Gruff                      Oliver's Vegetables                      Room on the Broom</p>	<p>Handa's Surprise                      Prince Cinders                      Oliver's Fruit Salad                      Supertato                      The Snail and the Whale                      The Tiger Who Came To Tea</p>

## WAT Reading Spine

<b>Year 1</b>	The Enormous Crocodile	The Koala Who Could	The Jolly Postman	Dogger	The Owl Who Was Afraid of the Dark	Flat Stanley	Claude in the City
<b>Year 2</b>	Fantastic Mr Fox	Beegu	The Tales of Peter Rabbit	The Dark	The Hodgeheg	The Legend of Kevin	Bill's New Frock
<b>Year 3</b>	The BFG	The Nothing to See Here Hotel	Goth Girl and the Ghost of A Mouse	The Akimbo Adventures	Wind in the Willows	My Family and Other Ghosts	The Railway Children
<b>Year 4</b>	James & The Giant Peach	The Boy, The Bird and The Coffinmaker	The Lion, The Witch and The Wardrobe	The Boy at the Back of the Class	Cloud Busting	The Borrowers	Journey to Jo'Burg
<b>Year 5</b>	Danny The Champion of the World	Who Let the Gods Out?	Holes	The Fastest Boy in the World	War Horse	Alice in Wonderland	Number the Stars
<b>Year 6</b>	Boy	The Graveyard Book	No Ballet Shoes in Syria	The Girl of Ink and Stars	Animal Farm	The Hobbit	A Midsummer Night's Dream

## Specific Domain Teaching at Goldsmith:

Children will focus on one or several reading domains within a domain session. This lesson is for 30-45 minutes each week across years 1-6. As children approach Year 6, children then complete two sessions per week ensuring maximum exposure to all domains are achieved in preparation for transition to secondary school. This lesson is a taught session following the [WAT teaching and learning cycle](#).

Reference to the characters below can be made in other lessons where the reading skill is applied:

- Vocabulary focus
- Inference focus
- Summarising focus
- Predicting focus
- Retrieval focus
- Authorial intent focus
- Comparison focus

## **Accelerated Reader at Goldsmith:**

Children need to be given the opportunity and encouragement to read independently in order to build confidence, stamina and fluency, as well as develop their experience and enjoyment of a range of books and authors. Accelerated Reader is a whole-class reading management and monitoring programme that aims to foster the habit of independent reading among primary children. The digitally based reading software baselines pupils according to their reading level and suggests books that match their reading age and interest

Across KS2 children take an AR assessment several times throughout the year to access their reading age and book level. This is completed by our qualified AR champion and is supported by class teachers. Each book a child reads requires them to take a quiz to measure their understanding. A child is given a percentage and is awarded certificates and rewards for progression throughout the year. Children know and understand their AR level and choice books based on their score.

## **Supporting the lowest 20% of readers at Goldsmith:**

We are informed of our bottom 20% of readers through RWI assessments, mock phonic screening, NTS data and through our professional teaching judgments. In Key Stage 1, children are supported through 1:1, or small group, coaching with a RWI trained member of staff each afternoon of the week for approximately 10 minutes. This is an intervention which is specific to each individual child depending upon their reading ability and next steps.

For those children who leave key stage 1 having not achieved the statutory phonics screening daily phonics sessions continue, where appropriate. These children are also identified by the SENCO and additional further support is put in place as needed to remove barriers to reading for that child.

In Key Stage 2 children whose reading age is significantly below ARE (more than 2 years) are placed on our 121 fluency reading programme providing them with the opportunity to further develop their speed, accuracy, expression and phrasing by reading with a teacher daily.

## Reading for Pleasure at Goldsmith

All classrooms and all school environments provide a print rich environment. We have a fantastic school library that librarians run across the school to ensure children have an opportunity to read for pleasure with a book of their choice. A one-hour session a week known as our AR carousel allows children the opportunity to read for pleasure, selecting any book they wish to read from either the library or their own class book corner.

## Home reading at Goldsmith

Our aim is for all children at Goldsmiths Primary Academy to read regularly, for enjoyment. With this in mind children in KS2 must be able to choose their own books to take home. This will allow them to read a variety of texts from different publishers.

In EYFS/KS1, each child takes home a RWI Book Bag book. These books are given out and changed each week during the RWI lesson by their RWI teacher. This book matches the phonetic ability of the child and the book that they are reading in school. Again this gives the child familiarity with the book and supports confidence when reading at home.

In Key Stage 2 children have access to a wide range of texts and are guided and supported by their Accelerated Reader level in making appropriate choices in selecting their reading book. Children are expected to read at home and this is recorded on our school digital tracker:

[Goread](#)