

John Emmerson Batty Reading Policy



Intent

At John E Batty School, we intend to create confident readers who have the ability to develop a deep and true understanding of what they have read. Furthermore, we intend to create an atmosphere which fosters a love of reading so children appreciate, value and choose to read for pleasure. In order to do this, we will give reading a high profile across the school by sharing a variety of genres and authors with the children and giving them access to exciting texts in class and through libraries and displays. We aim to inspire children through reading and will provide books where the main characters are representative of all members of society such as those from other cultures or those with disabilities.

Early Reading / Phonics



At John Emmerson Batty, we use Read Write Inc. phonics to give children the best possible start with their reading and spelling. Using RWI, the children learn to read effortlessly so that they can put all their energy into comprehending what they read. It allows children to spell with ease so that they can concentrate on composing what they write.

What is Read Write Inc. phonics?

Read Write Inc (RWI) is a phonics programme which helps all children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. At John Batty we start the programme in Nursery. The programme traditionally runs until children reach the age of 7; however, there are times when children are on the programme after age 7. These children receive targeted interventions to help accelerate their progress. We assess the children half termly throughout their time on the programme and group them according to reading ability.

Please watch [What is Read Write Inc phonics?](#) to help you with understanding what RWI phonics is.

How will RWI be taught?

All children are assessed regularly by our RWI lead teacher. Children work with other children reading at the same level as them, which allows complete participation of all learners in lessons.

Nursery

Children are exposed to Fred Talk with the teaching staff playing Fred Games with the children. Your child is taught to hear sounds and *blend* them together in sequence, to make a word. In the summer term, children due to move up to Reception, will be introduced to initial sounds through pictures and rhymes. If ready for the next step in their learning, they will practice saying and writing these sounds in five minute sessions throughout the day.



[Click here to see snippets of Fred Talk!](#)

Reception

In Reception, all children will learn how to read the sounds in words and how those sounds can be written down. Those who are ready, will begin to read and write simple words and begin to take books home, linked to their reading ability. Children will take part in fun RWI lessons between 30-40 minutes a day. This lesson involves the teaching of a new sound, decoding, blending and writing words and eventually moving on to reading short story books.

Reading

The Children:

- Learn set 1 and some set 2 speech sounds and the corresponding letters / letter groups using simple picture prompts - see below.
- Learn to read using Fred talk and sound blending.
- Read from a range of storybooks and matched to their phonic knowledge.
- Develop comprehension skills by answering text based questions and exploring the story and characters in more detail.
- Work well with a partner to practise reading sounds, green words, red words and answer questions.
- Once the story can be read fluently by children, they will learn to develop expression and a 'story teller' voice when reading.

Writing

The children:

- Learn to write and form letters/ letter groups which represent the speech sounds they have learnt with the help of fun phrases.
- Learn to write words using 'Fred Fingers' and 'Fred Talk'.

Year One and Above

The children in year one and above will follow the same format as reception children but will work on learning more complex sounds and read harder texts. The children participate in RWI sessions daily for 30 minutes. This includes a 10 minute speed sound session and 15 minute reading session.



What does a Read Write Inc. lesson look like?

Read Write Inc. lessons follow the same structure each day so children can focus solely on new learning. Children are grouped according to ability, so the work is achievable allowing confidence to flourish.

Five key principles underpin the teaching in all Read Write Inc. sessions:

Purpose - know the purpose of every activity and share it with the children, so they know the one thing they should be thinking about

Participation - ensure every child participates throughout the lesson. Partnership work is fundamental to learning

Praise - ensure children are praised for effort and learning, not ability

Pace - teach at an effective pace and devote every moment to teaching and learning

Passion - be passionate about teaching so children can be engaged emotionally.

At John Batty we are passionate about teaching RWI phonics to a high standard and work hard so children make excellent progress. Here is an overview of what is included in a RWI lesson at our school:

Speed Sounds (10 minutes)

Children will:

- Learn to read and write a new sound each day.
- Practise spelling words with the new sound.
- Review previously taught sounds through reading and spelling.
- Learn to read previously taught sounds fluently without sounding out.
- Practise decoding skills through reading nonsense words.

Reading (20 minutes)

Children will:

- Practise reading previously taught speed sounds.
- Practise reading text specific decodable words (green words).
- Learn how to read exception words, which follow different rules to usual English words (red words).
- Enhance their fluency.
- Increase understanding of texts through rereading, answering questions and discussing the text in depth.

Speed Sounds and Read Write Inc. Stages

If your child is learning to read at school with *Read Write Inc. Phonics*, they will be at one of the following stages:

Learning Set 1 Speed Sounds:

Learning Set 1 Speed Sounds

These are the Set 1 Speed Sounds written with one letter:

| m a s d t i n p g o c k u b f e l h r j v y w z x

These are the sounds written with two letters (your child will call these 'special friends'):

| sh th ch qu ng nk ck

Check if your children can read these sounds. Make sure they say sounds like 'sss', NOT letter names like 'es'. Watch the [Phonics Pure Sounds](#) video to help you.

Learning to Blend with Set 1 Speed Sounds:

Your child is learning to read words containing Set 1 Speed Sounds by sound blending. For example:

| m-a-t *mat*

c-a-t *cat*

g-o-t *got*

f-i-sh *fish*

s-p-o-t *spot*

b-e-s-t *best*

s-p-l-a-sh *splash.*

Watch this [Sound Blending Phonics](#) video to help you teach sound blending at home.

Learning Set 2 Speed Sounds:

Learning Set 2 Speed Sounds

These are the Set 2 Speed Sounds:

ay ee igh ow (as in *blow*) oo (as in *zoo*)
oo (as in *look*) ar or air ir ou (as in *out*) oy

Nonsense words (Alien words)

As well as learning to read and blend real words children will have plenty of opportunities to apply their sound recognition skills on reading 'Nonsense words'. These are made up of the sounds the children are learning e.g. d-u-t (dut), d-oi-n (doin), h-e-sh (hesh).



Learning Set 3 Speed Sounds:

These are Set 3 Speed Sounds:

ea (as in *tea*)
oi (as in *spoil*)
a-e (as in *cake*)
i-e (as in *smile*)
o-e (as in *home*)
u-e (as in *huge*)
aw (as in *yawn*)
are (as in *care*)
ur (as in *nurse*)

Home Reading

We endeavour to involve and train parents/carers in supporting phonics and reading at home through workshops, information sessions, newsletters and online resources. Through the rigorous assessment of pupils through this scheme, we ensure that pupils select appropriate books closely matched to their phonic knowledge to take home.

Shared Vision

A key element of the Read Write Inc. Programme is consistent whole-school practise. This is underpinned by continued professional development. The school ensures that all teachers and teaching assistants are trained in this approach to teach reading. All staff have receive training from the Ruth Miskin training team; attend weekly phonic CPD sessions where an element of the RWI programme is discussed, taught and practiced, staff also have access to training videos and additional support materials via the Ruth Miskin school portal. The RWI Leader ensures that the RWI phonics programme is taught with consistency and fidelity.

Key Stage 2 (KS2)

Within Key Stage Two, all classes follow a fixed timetable (sessions are 30 minutes per day) designed to give coverage of all the domains:

Content domain reference	
2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text

Mondays are vocabulary days with an emphasis on looking at specific words within the context they are given and related synonyms. Year 6 has a vocabulary book in which pupils can record the vocabulary for a later stage in case they wish to use it in their own writing. All Key Stage Two classes have the words displayed on the board (4 weeks at a time) which showcases which words have been discussed each Monday. Whilst only one may be displayed per week, teachers and children will likely discuss 2-3 and have a first read through of the text each week.

The remainder of the week is set out according to the timetable below and ensures that a variety of fiction, non-fiction, poetry, pictures and songs are covered. On Fridays, History is taught across the key stage. This often allows for the prediction and sequencing and summarising aspects to be taught and discussed through history whilst applying the other reading skills. Dependent on the history lessons and how it best fits to make purposeful links, we sometimes teach the skills which would be on a Friday during the week to enable children to practise their skills within their history lesson.

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

Teachers are expected to plan, model and discuss answers with the children in these whole class guided reading sessions. We intend that all children will be able to explain key vocabulary such as 'what an inference question is' and this is detailed further in the policy. There is an expectation that children in Years 3 and 4 do written work twice a week and within Years 5 and 6 two to three times a week. This is to ensure that children have the chance to construct and challenge themselves through their written answers whilst building upon the class discussion. The emphasis of this written work is quality not quantity and we don't consider it good practise to answer lots of questions in these sessions but instead to focus on digging deeper and providing evidence. Due to the needs of the children in recent years, Year 3 begin their written work in January. Apart from those children with significant needs or English as an additional language all pupils access the same text so that they are exposed to the modelling and vocabulary. They may have differentiated questions, hints or task type if the teachers decides they need this. By using pictures, videos and songs it means they will have accessible elements of reading whilst exposing them to the different skills. Teachers are able to plan using materials they believe to be suitable for their class. For fiction week the class text may be used as the stimulus for questions.

Below are some example questions which the children will encounter during their guided reading sessions.

<p style="text-align: center;">Vocabulary</p> <p>Find and explain the meaning of words in context</p> <p style="text-align: center;">Example questions</p> <ul style="list-style-type: none"> • What do the words and suggest about the character, setting and mood? • Which word tells you that...? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that..... 	<p style="text-align: center;">Infer</p> <p>Make and justify inferences using evidence from the text.</p> <p style="text-align: center;">Example questions</p> <ul style="list-style-type: none"> • Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of show that they are • How can you tell that..... • What impression of do you get from these paragraphs? • What voice might these characters use? • What was thinking when..... • Who is telling the story? 	<p style="text-align: center;">Predict</p> <p>Predict what might happen from the details given and implied.</p> <p style="text-align: center;">Example questions</p> <ul style="list-style-type: none"> • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.
<p style="text-align: center;">Explain</p> <ul style="list-style-type: none"> ➤ Explain how content is related and contributes to the meaning as a whole. ➤ Explain how meaning is enhanced through choice of language. ➤ Explain the themes and patterns that develop across the text. ➤ Explain how information contributes to the overall experience. <p style="text-align: center;">Example questions</p> <ul style="list-style-type: none"> • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What affect does have on the audience? • How does the author engage the reader here? • Which words and phrases did effectively? • Which section was the most interesting/exciting part? • How are these sections linked? 	<p style="text-align: center;">Retrieve</p> <p>Retrieve and record information and identify key details from fiction and non-fiction.</p> <p style="text-align: center;">Example questions</p> <ul style="list-style-type: none"> • How would you describe this story/text? What genre is it? How do you know? • How did...? • How often...? • Who had...? Who is...? Who did...? • What happened to...? • What does.... do? • How is • What can you learn from from this section? • Give one example of..... • The story is told from whose perspective? 	<p style="text-align: center;">Summarise</p> <p>Summarise the main ideas from more than one paragraph</p> <p style="text-align: center;">Example questions</p> <ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/middle/end of the story? • In what order do these chapter headings come in the story?

Key points for pupils

Some of the terms may be confusing for pupils and this will impact in the children's ability to answer the questions appropriately. To make our teaching explicit for maximum understanding we will use the following vocabulary when teaching reading skills to our pupils.

Inference- digging deeper and looking for clues in the text to help them but there won't be a specific answer to copy.

Retrieve or retrieval questions- looking for answers in the text, a closed question. May start with, what, where, when, how.

Prediction - guessing what may happen next but basing it on clues in the text so that it is plausible or likely to happen.

Vocabulary - the words chosen by the author to create an impact on the reader.

Explain - trying to understand areas of uncertainty.

Summarise - the main point of a text or a paragraph.

Resources

- Video stimuli by FRED'S Teaching Reading or Literacy Shed Plus (Teachers are expected to adapt or create their own questions to match our school).
- A variety of fiction and non-fiction texts stored in blue boxes.
- Information texts within the library.
- Newspapers as part of school subscription First News
- Various resource book of inference from a picture

- Class texts
- Eric / Deric resources
- Other extracts or information sheets teachers may deem appropriate to use from 'Love reading to kids' or other subscription websites. Again, resources will be adapted to make school appropriate.

Further curriculum teaching.

Reading is embedded across the curriculum and in other subjects especially in history where many sources and information books are read and analysed. Sometimes reading and rhymes are included within assemblies through song lyrics or adults sharing a text. Additional reading takes place within English lessons. All children read for fifteen minutes every afternoon a book of their choosing linked to Accelerated Reader unless they are still learning phonics. The other aspects of the reading curriculum such as 'learn a wide range of poetry by heart' will be taught through English rather than whole class reading.

Reading for all including the low attaining

- Teachers discuss books with pupils to ensure that their books are appropriate and that they are engaged by their texts.
- Home reading - children are encouraged to read regularly at home and choose their own from a box of age appropriate texts.
- All children have access to Read Theory
- Reading displays to inspire children and promote a love of reading
- 15-minute opportunity to read their own chosen text after lunch.
- Children are able to take their books outside at playtimes to read if they wish.

Reading for the low attaining

- Slot to read with a TA each afternoon.
- Phonics screening with KS2 for those who didn't pass and then lessons and linked texts.
- SEN children within Years 5 and 6 who have not experienced success with phonics will be switched to a 'Toe-by-toe' intervention.

Skills Progression

In a separate document, we have the skills progression for KS1, LKS2 and UPKS2 which details how oracy, word reading and reading comprehension is taught throughout the different key stages.

Assessment

Currently, children are assessed within reading via the GL tests every term. Year 6 reading assessment is also supported by using SATs papers from previous years. Children have on-going and regular phonics assessment and for those on Accelerated Reader they complete a STAR test every term to determine their book level.