The Slough and East Berkshire C. of E.

Multi Academy Trust

Colnbrook C. of E. Primary School

Reading Policy

Owner:	English Lead
Date Reviewed:	June 2025
Date Policy to be reviewed:	June 2027

"Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go." **Joshua 1:9**

Our Vision Statement

At Colnbrook we want to grow young people who believe in themselves so they are confident and courageous and not discouraged from their path. They are resilient when faced with challenge. We want our pupils to believe in each other and to feel supported; never alone on their journey.

Our pupils will have the strength of character to set themselves aspirational goals in learning and life. They will achieve their best and create their own inspirational story and memories.

These values are at the heart of everything we do here at Colnbrook Church of England Primary School. They reflect the qualities that staff and governors want the children to develop and display in all that they do.

Aspiration, Resilience, Respect, Responsibility, Community, Compassion.

AIMS

The school aims to:

- Provide children with a rich diet of high quality texts;
- Provide children with the skills and strategies necessary to develop into competent and fluent readers;
- Encourage children to develop a life-long enjoyment of books and reading;
- Develop research skills, using library and class texts, in conjunction with electronic texts;
- Encourage children to review and appreciate of the work of authors, poets and illustrators in order to emulate these skills in their own writing;
- Encourage care and ownership of books.

To promote enjoyment of reading and the understanding that reading is a life-long skill, we aim to provide the children with a variety of stimuli, including celebrating World Book Day. We also promote reading by running themed reading workshops where parents are invited to read with their children.

OBJECTIVES

Within the context of reading, we believe that literate children should:

- use a range of strategies including accurate decoding of text, to read for meaning; read with confidence, fluency and understanding;
- understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text;
- deduce, infer or interpret information, events or ideas from texts;
- identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level;
- be taught technical vocabulary through which to understand and discuss their reading;
- sequence and summarise the main ideas from more than one paragraph;
- explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level; have an interest in words and their meanings; developing a rich and varied vocabulary;
- identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader;
- predict what might happen from the details stated and implied;
- relate texts to their social, cultural and historical contexts and literary traditions;
- read a range of genres in fiction and poetry;
- use conventions of library organisation and computing systems to access texts to locate information;
- discuss books with reference to author, illustrator, genre, theme and characters; to express personal responses with increasing fluency;
- be interested in books, read with enjoyment and evaluate and justify their preferences;

Through a positive and encouraging approach and a varied range of teaching strategies and experiences, children should develop into independent readers.

PHONICS

Children in Reception and KS1 are taught phonics daily. The Read, Write Inc. programme is used to plan and teach phonics sessions. Each session is planned to be short, fun and interactive. At the end of Year One, the children are assessed against the government's Phonics Screening Assessment which assesses the children's ability to blend phonemes in read real and pseudo words. Children in Year Two who did not meet the screening threshold, or are assessed to need further practice blending and segmenting words, receive additional support in small groups.

PROCEDURES FOR MANAGING READING

Reading is taught across the whole curriculum and explicitly through English lessons and reading sessions. There are procedures followed by each member of staff to ensure equality of provision, continuity and progression.

Foundation Stage

- Reading areas - books in the classroom are changed half-termly and relate to the topic lessons. They also include props e.g. puppets to retell or act out stories.
- Whole class reading – children listen to a book being read by an adult, daily. These link to current events and topics.
- Story time – takes place at the end of each child's day (Nursery split into smaller groups and Reception share a story as a class).
- Individual reading – in Nursery, children take home a high quality text of their choice to read for pleasure with their parents and these are changed daily by the child. They are also given a book matched to their phonic stage, starting with Read, Write, Inc phonics scheme, then moving onto Oxford Reading Owl scheme.
- Individual reading in Reception at the beginning of the year follow the same routine as Nursery pupils. Once they are ready, each child is given a reading record and reading book(s) based on their phonic stage. These book(s) are given weekly by staff from the Read, Write Inc. phonics scheme, (starting with 'Red Ditty' books). These are supplemented with books based on phonic ability from the Oxford Reading Owl scheme. Occasionally, phonic word activities are given instead of a book swap. The staff member will record in the individual reading record each time they hear the child read.
- The weekly books chosen by staff are taken home, which parents are encouraged to read daily with their children and write positive comments in the reading diary.

Year 1 and Year 2

- Individual reading – teacher will identify five/six key children each term that will have the opportunity to read on a one to one basis daily with the teacher, TA and volunteer. The remaining pupils in the class will be heard at least twice a week. Adults will ask probing questions (see appendix A example) focusing on one or two objectives at a time and make comments in the individual reading records (see appendix B for example comments). These sessions will be recorded on a weekly record sheet (tick sheet see appendix C).
- Children are involved in selecting their next book from the Oxford Reading Owl scheme, once they have finished their current book.
- The teacher will assess and monitor each child's progress and record against the year group's objectives, using the probing questions (see appendix A). They will indicate the next step in their reading record books.
- Record Keeping - all the books that children read are recorded in their individual reading record books. It is sent home daily so parents are able to keep up to date with their child's reading progress.
- During English lessons, children are involved in whole class shared reading and modelled writing.
- In Year 2, it becomes increasingly important for children to develop comprehension skills to enable them to interpret texts independently, and tasks will be provided in lessons to develop this.
- Vocabulary - knowledge organisers with key vocabulary for the upcoming topic is shared with parents at the beginning of the term.

Years 3 - 6

Reading books

Children are responsible for having a suitable reading book in school. This can be selected from the school library, which is allocated part of the Accelerated Reader programme. The programme includes weekly assessments online, which then selects the next appropriate book for the child. There is an expectation that all children read and discuss texts once a week, with an adult, and for this to be recorded in their reading record books. The teacher will select five/six key children who struggle with reading each term and they will have daily opportunities to read with an adult individually. This is recorded on a weekly record sheet (tick sheet see appendix C). Staff will ask probing questions (see appendix A) focusing on one or two objectives at a time and make comments in the individual reading records (see appendix B for example comments).

These children will also have access to the Reading Plus Programme which is an online system that should be accessed daily in school as well as at home. This is to work on a range of reading skills and is uniquely adapted to each child's needs.

Specific reading skills

These are taught within the English lessons, which are based around the Power of Reading programme and reading sessions. English lessons are based around an engaging text for each year group. Some of these lessons in each term are dedicated specifically to teach reading skills. Additional reading sessions may provide children with extracts or shorter texts, which relate to the topic or writing genre. This ensures children are exposed to a wider range of texts. Teachers will teach key skills including fluency and phrasing, retrieval, inference and deduction and authorial awareness. PiXL resources (see appendix D for example) are sometimes used during this time to teach specific reading skills. In order to develop the reading skills of more able children, on occasion, it may be appropriate for teachers to select books with a more challenging theme.

Quiet reading

Opportunities for quiet reading are provided throughout the week. This will encourage concentration, focus and stamina.

Reading comprehension

There are regular opportunities for formal written reading comprehension in both English lesson, reading sessions, home learning and other subjects across the curriculum.

Reading aloud

Children have the opportunity to share their own written work as well as reading out aloud any text.

Reading for pleasure

Each year group have a set of class readers, some of which are used as reading for pleasure. This is where the class share and discuss the story over a term. At the end of each day, every class has story time. During this time, a text is read to the whole class. This includes a diverse range of poems, fiction and non-fiction each year and link to their current curriculum.

Interventions/reading clubs

Where we feel it is appropriate, teachers/support staff may run intervention groups or reading clubs in order to address gaps in reading skills. PiXL resources (see appendix D for example) are used during this time.

Library

Children are encouraged to make good use of the library facilities during reading sessions.

READING MASCOTS

Reading mascots have been introduced to encourage reading for pleasure and develop the critical reviewing skills of authors/books. Each class has a reading mascot (which is a soft toy) and each week a child is selected from the class to take the reading mascot and review sheet. They take a photo of them reading their current book whilst holding the mascot. They complete a book review of the book, which is stuck in the class book along with the photo. The class teacher starts this off by modelling what is expected of the year group.

ASSESSMENT AND RECORD KEEPING

All children are assessed at least three times a year using a standardised test which informs teachers' ongoing assessment and are recorded.

Data from these tests is used to:

- inform teacher assessment;
- inform future planning;
- identify special needs provision required;
- monitor and track progress;
- identify the most able children to ensure provision of extension/enrichment work.

KS2 children also complete summative assessments half termly, online, through the Accelerated Reader programme, which helps identify reading ages.

In Year 2 and 6, children take national assessment tests in Reading.

Every class from Reception to Year 6 have a reading folder. This is where weekly reading records are kept and updated daily. Reading data is also held and updated here, along with relevant phonics data.

ADDITIONAL SUPPORT

Pupil Progress Meetings are held termly to identify children not making good progress with their reading skills including phonics and comprehension. Once those children are identified, additional support and interventions are introduced. Further assessments maybe undertaken if a teacher is still concerned with progress, which then inform specific interventions/specialised support.

-**Toe by Toe** is a programme undertaken with support staff for ten minutes daily and is for any child with dyslexia.

-**Rapid CoPs & LASS** is another assessment to identify specific phonological difficulties and acts as a dyslexia screening.

WORKING IN PARTNERSHIP WITH PARENTS

Strong communication and support between home and school is essential in the teaching of reading. During parent's evenings, teachers provide parents with the progress their child has made in terms of reading and how best they may help their child at home.

MONITORING AND EVALUATING

The standards of teaching and learning in reading are regularly monitored and reviewed by leaders. Evidence gathered is used to form an action plan, which the English lead will subsequently implement.

Appendix A

Year 1 Reading - Probing Questions

1. The Child as a Reader	
1a. Is increasingly familiar with a wide range of stories, fairy stories & traditional	Can you tell me what happened in this story? Who are the characters in the story? Are any of the characters similar to characters in other stories you know? How would I know if a story is a traditional story? Where does the story take place?
1b. Is developing pleasure in reading	Tell me about a story or information book you enjoyed reading. Where/when is your favourite place/time to read? How does reading make you feel? If you could choose to read a book about anything, what would it be about?
1c. Can recognise rhymes and some simple poems	Do you notice any patterns? What is special about the words at the end of each line?

2. Word Reading, decoding and understanding	
2a. Can apply phonic knowledge as a route to decode words	Can you sound out this word? Do you recognise any parts of this word? Can you find the root word? How does this help you work out what the whole word says?
2b. Can recognise, read and identify correct sound to grapheme for all 40+ phonemes	Can you sound out this word? How does this help you work out what the whole word says?
2c. Can recognise, read and identify alternative sounds for some graphemes	Could this grapheme make any other phonemes? Which phoneme does it make in this word? How do you know? How do you know that this is a vowel/consonant phoneme?
2d. Can break words into more than one syllable that contain taught GPCs	What is a syllable? How many syllables does this word have? How do you know? Do you recognise any of these syllables from other words that you know?

Appendix B

Examples of Comments in Reading Records

(Relating to some of the above Year 1 reading objectives and probing questions)

- Child x was able to answer questions relating to 1a. They could explain who the main characters where and where the story is set.

- Child x was able to identify the rhyming pattern in the story. They could also identify rhyming words at the end of each line (1c achieved).

- Child x is beginning to understand what a syllable is and can identify words with one syllable (2d). Continue to work on identifying syllables.

Appendix C

Year 1: Weekly Record Sheet					**Spring 2: Week 1**
Name	Monday	Tuesday	Wednesday	Thursday	Friday
E.g. Joe Smith	✓ AB 1a	✓ AB 1a	✓ AB 1a	✓ JC 1b	✓ JC 1b

Tick, initial and write the corresponding objective

Appendix D

R3d. Is able to scan short passages to answer recall questions

Commissioned by The PiXL Club Ltd.
October 2017

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Teachers' Notes

- **Scanning** involves identifying a particular piece of information needed when answering a specific question.
- **Skimming** a text helps to understand the main idea without having to read the whole thing. It helps to speed up reading.
- This therapy begins by using scanning to find key information in charts and tables.
- This is followed by identifying key words in a question. This skill is then used to answer questions using scanning.
- Throughout the therapy there are opportunities to discuss and practise the taught skills.

Scanning a text is useful if we want to find a specific piece of information or answer a question. To be successful, we need to focus on the relevant key words.

Women's Six Nations Results

Which team won?
Which team was last?

TEAM	POINTS SCORED
SCOTLAND	9
WALES	6
FRANCE	16
ENGLAND	27
IRELAND	17
ITALY	1



So, to answer the question we need to know the key information. If we underline (or highlight) the key words in the question, we can quickly scan for the information.

a) Which team won?
b) Which team was last?

So, I need to scan the information for the highest number and the lowest number. I don't need to read all of it.

TEAM	POINTS SCORED
SCOTLAND	9
WALES	6
FRANCE	16
ENGLAND	27
IRELAND	17
ITALY	1

Answers
a) England b) Italy

ColNbr

Use scanning to find out how many merits these children have earned. The list is in alphabetical order.

a) Kate b) Amir c) Leroy

NAME	MERITS EARNED
AMIR	34
ANGELA	26
CAITLYN	15
GAVIN	14
HECTOR	54
KATE	24
KATHERINE	32
LEROY	17
LESLEY	41
MICHAEL	27



I don't need to read all of the information. Using my knowledge of the alphabet, I can scan down the name list to find the names I am looking for. Then, I can read across to find the answer.

Answers
a) 24
b) 34
c) 17

Scanning for answers in a text.

When we are asked questions about a text, we need to identify the key words. This will give us something to scan for and help us find the information quickly.

Where do barn owls live?

The key words in this question are:

Where do barn owls live?

Your turn: can you identify the key words in each question?

Where did they find the treasure?

When was the wheel invented?

What type of metals are magnetic?

Which player scored the most goals?

How did the paramedic save the boy's life?

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Scanning for answers in a text.

When we are asked questions about a text, we need to identify the key words. This will give us something to scan for and help us find the information quickly.

What is a marsupial?

1. Read the question carefully
2. Underline the key word/s.
3. Scan the text for the word/s.
4. Read the sentence (or paragraph) it is in.
5. Answer the question.

Answer: an animal which carries its babies in a pouch.

Australia is home to a huge range of animals. Two types of marsupial (animals who carry their babies in a pouch) live there - the kangaroo and the wombat. The wombat has sharp teeth but it is a herbivore and eats grass, bark and roots.

These Australian animals are mainly active at night, so they are classified as nocturnal.

Your turn: use the steps to answer these questions.

One of the most famous discoveries in Ancient Egypt was the tomb of Tutankhamun. He became pharaoh when he was only nine years old. Tutankhamun was buried in 'The Valley of the Kings', along with all of his treasures. His tomb was only discovered in 1922 by Howard Carter. It is said that all those present, when Tutankhamun's tomb was opened, were cursed!



1. When was the tomb of Tutankhamun discovered?
2. How old was Tutankhamun when he became pharaoh?

1. Read the question carefully.
2. Underline the key word/s.
3. Scan the text for the word/s.
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5. Answer the question.

How did you do?

One of the most famous discoveries in Ancient Egypt was the tomb of Tutankhamun. He became pharaoh when he was only nine years old. Tutankhamun was buried in 'The Valley of the Kings', along with all of his treasures. His tomb was only discovered in 1922 by Howard Carter. It is said that all those present, when Tutankhamun's tomb was opened, were cursed!

1. When was the tomb of Tutankhamun discovered?
   Answer: 1922

2. How old was Tutankhamun when he became pharaoh?
   Answer: nine years old



Your turn: use the steps to answer these questions.

Captain Scott is famous for being an explorer. He tried to be the first man to reach the South Pole in 1922. Unfortunately, he was beaten to it by a Norwegian explorer. His team had to turn back, very disappointed.

Two months after reaching the pole, one of the team died and another one, Oates, walked out of the tent and never came back. Scott was the last of the remaining three to die. He wrote a log book which was found months later, with their dead bodies. When a search party finally found them, they were lying in their sleeping bags inside their tent, covered in snow.

1. When did Scott try to reach the South Pole?
2. What was the name of the man who left the tent and never came back?

1. Read the question carefully.
2. Underline the key word/s.
3. Scan the text for the word.
4. Read the sentence (or paragraph) it is in.
5. Answer the question.

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How did you do?

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1. When did Scott try to reach the South Pole
   Answer: 1922
2. What was the name of the man who left the tent and never came back?
   Answer: Oates



Use scanning to find the answers to these questions.

"Quick. Come and look at this!" shouted Lauren to Jack (who was dawdling as usual). He ran over. Lauren lifted a large, metallic box out of the ground and dumped it down. On top of it was a label saying, 'DO NOT OPEN'. She wondered if she should follow the instructions but she was too tempted. Quickly, she lifted the grey lid and peered inside. She gasped.
"What's inside?" asked Jack, his blue eyes sparkling.
When he looked, he was amazed. Lying in a dusty heap was a ruby-red, velvet cloak. It was edged with diamonds. Gently, they lifted it out to get a better look. On the back, a golden dragon glistened in the sunshine. Who had it belonged to? Why was it there?

1. What colour was the box?
2. What was the box made from?
3. What colour eyes has Jack got?
4. What colour was the cloak?
5. What was on the back of the cloak?

So, when you are trying to answer questions, follow the steps.



1. Read the question carefully.
2. Underline the key word/s.
3. Scan the text for the word/s (or numbers).
4. Read the sentence (or paragraph) it is in.
5. Answer the question.



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