



Our children leave Mile Oak thinking big with no limit on their potential. The school family works together to inspire and support every child. They learn and achieve through inspirational teaching in a lively, ambitious environment. Every child is nurtured to gain the creativity, responsibility and full breadth of skills required to take an active and fulfilling role in society.

Mile Oak Primary School:

Reading Policy

Date	February 2025
Review Date	February 2027

Reading

Reading is fundamental to education and vital for pupil's success throughout their Mile Oak Journey and beyond. We underpin reading teaching with a commitment to teach every child to read regardless of background, need or circumstance. Our balanced curriculum approach focuses on both language comprehension and decoding; starting strongly upon entry in Reception year. From the moment children join Mile Oak, they are immersed in books and the culture of reading. This love of books and positive reading culture is promoted throughout children's time at the school, preparing them for ongoing reading success and enjoyment.

The teaching of reading at Mile Oak Primary School follows these key steps:



1. Teaching Reading - Phonics

At Mile Oak School, we teach children to use their phonics skills as the only route to decoding words when they are reading. We have built a personalised programme using Letters and Sounds guidance and by working closely with the Springhill English Hub. Our fully decodable reading scheme books are matched exactly to the progression of the Letters and Sounds scheme.

We are very proud to be a '**Phonics First**' school. This means that:

- All staff are trained to teach phonics
- The most experienced phonics teachers teach the children with the greatest needs
- Phonics happens at the same time every day, twice daily for all, with additional intervention slots timetabled daily
- Visits and visitors occur after phonics
- Every member of the SLT receives full phonics training
- All children complete the phonics programme
- Phonics begins from the first full week for all reception children
- Pupils phonics needs are assessed upon mid-year entry
- Phonics needs are assessed half-termly

Expectations for outcomes:

	Reception	Year 1	Year 2
Autumn 2	Phase 2	Phase 5a	Phase 5 Recap
Spring 2	Phase 3	Phase 5b	Phase 6
Summer 2	Phase 4	Phase 5c	No-Nonsense Spelling

These are the points in the year where we expect children to have completed each phase. They should be able to decode words fluently and accurately. In Spring 1 of Year 2, children will have completed the Letters and Sounds programme and will move on to No-Nonsense Spelling.

Planning

All plans have been created carefully by the phonics lead along with Springhill English Hub. These are built into the programme and monitored weekly. From Year 1, all teachers follow the same lesson plans (Appendix 1-5). The same intervention plans are also used throughout the school and have been developed to support key aspects of phonics teaching (Appendix 6).

Workbooks

Most children, from Year 1 onwards, use phonics workbooks within their lessons and for further practice at home. These workbooks go between home and school every day and are created based on half-termly diagnostic assessment. Adults leading phonics will create their own workbooks (Appendix 7). These will be based on forensic assessment of sounds within words and include 'Revisit' pages based on gaps in the assessments (graphemes in words, not single graphemes), with support from the phonics lead. Graphemes that are commonly trickier for children will be highlighted in bold in case of no previous gaps.

Higgledy-Piggledy Books

These books are used to develop and increase reading fluency at the end of every phonics lesson (Appendix 8). The book is made up of fully decodable '60 second reads' from the previous phonics phase. The children read up to 2 per week to allow them to build up their confidence and fluency skills.

Fully Decodable Books

Phonics books are organised by phase and then progressively within the phase with all sounds and tricky words detailed on the label. Teachers assign books to children to ensure they are matched to their current phonics phase. Teachers change the children's books once per week. Children re-read these books at home and school to increase confidence, self-esteem and reading fluency. Children take their reading book home every day.

Fully decodable books are also read within a phonics session. The adult leading the group chooses up to 2 books per week and the children read these within the 'Apply' section of the phonics lesson in pairs. The children take it in turns to read a page each and they act as the teacher when they are listening, correcting any incorrect sounds or words.

Children read fully decodable books until they complete the phonics programme.

Assessment

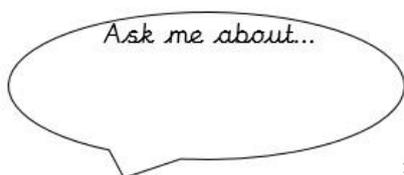
Currently, teachers assess their children for phonics every half term. This may happen earlier if a child appears not to be making progress or is making accelerated progress. To support the transition between EYFS and KS1, Year 1 teachers will assess Reception children at the end of the Summer Term.

A spreadsheet is used which includes graphemes, graphemes in words and tricky words for all phases. The phonics lead then uses these assessments to create groupings.

Groupings

Phonics teaching is streamed in Reception and KS1 in order for children to make maximum progress. KS1 stream across both Year 1 and 2. This gives adults the capacity to focus their teaching and provide support and challenge for all children.

Ask me about stickers



All children wear a sticker with the sound they have learnt on it that day. Any adult around the school that sees a sticker may ask the child about that sound or word. If the child has not mastered the sound, there will be an asterisk by it. This signals to their teacher that they are not secure with the sound and that it needs to be revisited.

Sound production

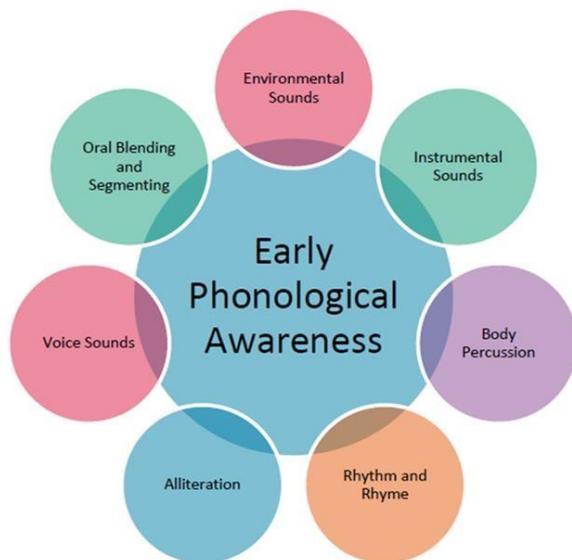
Children are taught to use the pure sounds ('p' rather than 'puh'). Staff correct any misconceptions and always model using pure sounds correctly. Staff and children use cued articulation actions when teaching a new phoneme, from phases 2 and 3. The sound book contains instructions on how to demonstrate these actions correctly.

Routines and Mantras

All staff follow the same phonics routines and mantras across the school in order to ensure consistency for the children. We use robot arms when blending and segmenting orally and children must use their 'pointy finger' when reading independently in books or workbooks. We use the wording 'My turn, your turn' when teaching phonics.

Phonics in Reception

We are very proud of the strong start we make in Reception. On entry, we begin teaching children the expectations and routines necessary for successful reading teaching. Fast paced, robust whole class phonics sessions that introduce grapheme-phoneme correspondence (GPC) begin by week 3. Early phonological awareness development is embedded within the planned learning environment and through discrete teaching throughout the reception year.



Children are usually streamed, based on their needs, by Autumn 2 but this is cohort dependent; the most expert teachers lead the groups for the most vulnerable learners. The lead teacher of each group uses one of three Reception phonics' plans (Appendix 9-11) to guide their sessions and uses resources, mantras and routines in line with the rest of the school. The Phonics Leader and Early Reading Lead communicate with Reception staff and update plans as needed to ensure they are always meeting the needs of our early readers.

QFT will be directed toward children that need the most support as well as those children not yet accessing a decodable reading book. Teachers in Reception must be accountable for the children's progress in phonics and take immediate action when a risk of falling behind has been highlighted. We do this by:

- Incorporating repeated practice of key skills – blending, GPC and oral work - into daily routines for all children
- Targeted daily practice in the learning environment using flashcards and the 'oral blending' intervention model for our very vulnerable readers
- Using accurate assessments to decide on further focus children for 1:1 practice within the environment
- Keeping a record of the children accessing interventions to support communication across all adults in reception
- Implementing a flexible and reactive intervention model meaning that any element of a lesson that hasn't been secured will be practised within a child's existing intervention – if it is a child that is not already a focus then they will be added to the list for day/ week as necessary

In addition, those children on track work with the teacher twice a week to work on application of their phonics into reading a decodable book; on the second read, the book will be sent home.

Additional support KS1/2

Careful tracking of progress means those children at risk of falling behind are identified quickly and effective intervention is implemented. Staff identify children who are not making sufficient progress to the phonics lead and their phase lead at any point during the term. Children who are new to the school will have their phonics assessed immediately and will be given necessary support to reach age-related expectations. In KS2, this would be a reading assessment and phonics support would be given where appropriate.

Those who are working significantly below the phonics phase expected for their year group will join a targeted phonics group most appropriate to their individual needs. The progress of these children is still the responsibility of their own class teacher and additional adults will accompany them where learning behaviour is being targeted. These children will attend an additional boost session during KS1 phonics teaching time and the lead teacher of this session must follow the plan created specifically for the needs of this group (Appendix 12). Having phonics sessions twice daily will maximise progress.

Interventions and KS2

For children that have not completed the phonics programme and/or did not pass the phonics screening check in Year 2, interventions are taught following the exact format that the children receive in KS1 until the full programme has been completed. Completing the phonics programme is at the forefront of our mind to ensure children get through the whole programme and become fluent as opposed to just passing the screening test.

CPD

All staff receive phonics training and this features in our comprehensive induction offer. There are 5 hours of online training included within the induction package, alongside shadowing of experienced phonics teachers.

Our phonics and early reading lead provide ongoing coaching and monitor the teaching of phonics regularly. A bank of videos have been produced by the phonics lead to support teachers' development. Training of support staff is currently on-going and we are developing a peer-to-peer CPD system.

Home-School Links

All parents are provided with workshops to identify how they can work with their children at home. They are given guidance on how to develop fluency and revise phonics. Some parents will be invited to extra workshops to support their children if they are not making expected progress. This will give them guidance on specific activities they can do at home, as well as a chance to ask and answer questions. All parents are sent a half-termly newsletter, created by the adult leading the phonics group, explaining which sounds their child will learn on the upcoming half-term. The school website hosts videos with sound pronunciation to support staff subject knowledge and to allow parents to support their children from home.

2. Teaching Reading: Language Comprehension

Developing Talk: Developing children's vocabulary and language is vital if they are to make sense of words, sentences and the wider language they hear and read. We understand the growing vocabulary gap in our community and take action to rectify the imbalance that directly impacts our children's development of spoken language and success in learning to read. We know Early Reading is not just relevant in the Early Years so developing children's speaking, listening and understanding is a school wide priority and is embedded in our wider curriculum.

In Reception we:

- Build children's background knowledge and vocabulary through planned experiences linked with key texts and non-fiction themes
- Plan for the teaching of key vocabulary and stem sentences in both teacher-led sessions and selfinitiated learning
- Deliver the Nuffield Early Language Intervention to identified pupils

Throughout the school, we:

- Create a language rich environment where all adults value the importance of quality interactions and their role as a model of 'expert talk' (Appendix 13)
- Teach explicitly how to know and understand progressive vocabulary through our focus on Tier 2 vocabulary throughout the wider curriculum (Appendix 14)
- Model the use of full sentences and support children to do the same
- Display vocabulary from key texts that have been explored in class so we can revisit and apply in other contexts
- Plan opportunities for oracy through: drama, role play, expressing opinions, discussion, asking and answering questions, poetry recital and debate

- Carefully plan our learning environments and teaching to reduce the language gap and promote opportunity for back-and-forth conversations across the curriculum. We do this by:
 - thinking out loud
 - modelling new language for children
 - paying close attention to what the children say
 - rephrasing and extending what the children say
 - validating the children's attempts at using new vocabulary and grammar by rephrasing
 - asking closed and open questions and answering the children's questions
 - explaining why things happen and deliberately connecting current and past events
 - providing models of accurate grammar
 - extending children's vocabulary and explaining new words
 - provide opportunity for children to practise listening, talking and giving feedback with a partner

Stories, Poetry and Rhymes: At Mile Oak we understand the critical links between sharing non-fiction texts, stories and rhymes and developing children's vocabulary, language and knowledge of the world. We know that through story sharing as we expose our children to words they would rarely hear or use daily.

Throughout the school, we:

- Choose stories carefully, taking into account literary and thematic progression and value
- Show interest in our children's preferences and encourage reading of all genres and text types
- Embed stories throughout the curriculum
- Celebrate and enjoy reading aloud everyday
- Ensure book sharing provides opportunity for language development (Appendix 15)
- Implement consistent routines, strategies and mantras to teach children what good listening looks like
- Ensure that at least 10 minutes of the day is safeguarded for adult-led reading aloud
- Display and celebrate class readers using our 'We Are Reading' poster (Appendix 16)

Reading Environments: Our book displays are a place where children can browse carefully selected high quality texts. We display books shared in class and texts linked to class reading books and topics. We also ensure we display books based on children's interests- to engage and entice reluctant readers. All adults in the school have a shared responsibility to ensure our positive reading culture is reflected in our learning environments across the school.

Our two libraries, The Infant Library and the Junior Library, are organised, welcoming special places where children can browse, borrow and develop their love of reading. Book areas/reading environments inside the class must be welcoming and tidy, and broken, tatty texts or those of poor-quality book should be binned, repaired or set aside for charity on a regular basis.



Book Display Example



The Junior Library

In Reception we:

- Ensure our book corners provide space for sharing and social reading as well independent browsing
- Allow our children time during self-initiated learning to explore their reading preferences
- Give children opportunities to revisit and retell known stories and enhance their storytelling with props
- Create welcoming, child centred spaces using carefully selected soft furnishings that do not overcrowd the main purpose – books
- Use our outside learning environment in appropriate ways to contribute to reading progress

In Year 1, we:

- Support the transition from EYFS to KS1 by reflecting the layout of our Reception classes and focusing on carefully selected texts across genres. Texts link to those previously shared and those that promote a theme or topic.
- As Year 1 progresses, we begin to move away from the traditional 'book corner' model to displaying a celebration of books related to topic or theme along with recommended reads or class favourites.

Throughout the school, we:

- Offer quality texts across genres; poetry and rhyme, narrative, non-fiction (not necessarily all at the same time)
- Consider quality over quantity - selections will be changed throughout the year
- Display key class texts that have been previously shared or ones that link to a theme or topic
- Visit the library weekly (half of the class for each visit)

3. Teaching Reading: Fluency

We understand that fluency is a progressive outcome and that children need to master decoding before they can become fluent readers. Fluency is embedded into the phonics programme and throughout the

school we teach children to become fluent readers by focusing on their accuracy, speed, expression and comprehension. We teach explicit fluency sessions 4-5 times per week throughout Years 2 to 6. All children are exposed to fluent, modelled reading every day.

In all phonics sessions, we:

- Use our learning environment to support 'at a glance' reading
- Model expert, pacy 'on sight' reading as well as segmenting and blending
- Provide opportunity to read as many words as possible every phonics session

In Reception, we:

- Use focused texts, including nursery rhymes and poetry to, both explicitly and implicitly, teach elements of prosody including rhyme, performance, volume, clarity and pace

In Year 1, we:

- Use this time for daily rehearsal of phonics and grammatical skills
- Use the guided reading text, as well as a range of fiction and non-fiction texts, to embed a love of reading, learn about authors, illustrators and genres.
- We read also books together to help develop the children's fluency skills- with a focus on rhyme, performance, volume, clarity and pace.

In Years 2-6, we:

- Use the first two weeks of each half term to teach fluency to a whole class, using a carefully chosen text appropriate for the year group, spanning a variety of text types such as: poems, songs, stories, non-fiction and speeches. These lessons follow a consistent fluency plan (Appendix 20)
- For the remaining weeks of each half term, during fluency sessions, children will read their reading book to a 'reading buddy', which will be a child of a similar reading ability
- The reading buddy will act as a teacher and 'jump in' to support with word reading and vocabulary, using a success criteria from the fluency lessons. Teachers must facilitate this and have high expectations of the children during this time
- While children are reading with their buddies, teachers and support staff will read with a group, or individuals, daily. The teacher's group must be the lowest 20+% of readers at least 3 times per week
- For the children still on the phonics programme, the teacher will hear them read their fully decodable phonics book or, where necessary, use their phonics workbook for focused practise toward fluency
- For children who have completed the phonics programme, the teacher will follow the fluency plan with a carefully-chosen text for the ability of the group or hear them read their library book either 1-1 or as part of a group, dependent upon the needs of the pupils.

4. Teaching Reading: Guided Reading:

We understand the importance of children being active readers and expect them to not only read fluently, but also to have a comprehensive understanding of what they read. We encourage them to engage in dialogues and answer questions about a wide-range of texts, sharing their opinions, views and understanding of what they are reading.

In Reception, we:

- Develop children's background knowledge by building our curriculum around experiences and linked key texts (Appendix 17)
- Share carefully selected 'Core Texts' and 'Core Rhymes' which are read multiple times allowing children to thrive on repetition (Appendix 18)
- Plan dedicated reading comprehension sessions where we implicitly teach the VIPERS skills
- Introduce children explicitly to VIPERS comprehension skills in the summer term
- Use quality stories and non-fiction to support our unique Reception curriculum □ Embed stories throughout the day, all day every day

In Years 1-6, we:

- Teach whole class Guided Reading sessions daily, for 30 minutes
- Teach the VIPERS comprehension skills through these reading sessions and, in each session, one of the following VIPERS skills is explicitly focused on:
V- Vocabulary
I- Inference
P- Predict
E- Explain
R- Retrieve
S- Sequence/Summarise
- Link Guided Reading (Appendix 19) sessions to extracts from class reading books and related texts. Where possible, we also link these texts to other areas of the curriculum being taught e.g., English, PSHE, RE, History
- Ensure a range of text types are covered in each half term, including: fiction, non-fiction, poetry, songs, diaries and blogs
- Ensure that texts are regularly appraised and changed where necessary ensuring that they are: appropriate for the needs of the year group, progressive throughout the year and engaging for the children. Over the year there should also be a range of diverse texts and modern books. We link with the 'Book Nook' to help us keep our books inspiring, exciting and up-to-date.
- Ensure that a range of questions and tasks are being covered over each half term

5. Teaching Reading - Class Reader (KS1 onwards)

In KS1, we:

- Read aloud to the children daily, for at least 10 minutes, outside of Guided Reading and Phonics sessions
- These books are from a range of genres, promoting diversity and covering other areas of the curriculum through story time e.g., Science, History, RE, PSHE
- Re-read books to promote children's fluency and understanding of stories
- Towards the end of Year 2, we progress to sharing early chapter books, ready for KS2

In KS2, we:

- Ensure that each year group has a 'class reader' book or books for the half term. These books will be those used in Guided Reading sessions. In addition to Guided Reading, they are read in class daily for at least 10 minutes

- Choose books from a range of genres, promoting diversity and covering other areas of the curriculum e.g., Science, History, RE, PSHE

Library

In Reception and KS1, we:

- Ensure that every child has the opportunity to go to the Infant library at least once a fortnight and have a book scanned out to take home
- Are aware of the books children are choosing and develop a knowledge of their interests

In KS2, we:

- Ensure that all children have the opportunity to go to the Junior Library at least once a fortnight and have a book scanned out to take home
- Take half the class at a time so that teachers can ensure that they are able to help the children choose appropriate books for their reading level and hear them read in that time. During this time, the other half of the class will focus on reading in the classroom with another member of staff.
- Have organised the library into colour banded sections to help staff to guide children with choices based on their reading level. These bands are not set but are to be used as a guide

Colour codes:	
■	Red- Below 3
■	Yellow- 3
■	Green- 4
■	Blue- 5
■	Purple- 6
■	Gold- 6+

6. Teaching Reading: Home- School Communication

Books Provided for Home:

In Reception:

Children in Reception only take home a reading book once their segmenting and blending skills are secure. Until they have reached this stage, teachers must provide regular support through a range of phonics' home learning tasks. Supportive videos will also be provided on the school website.

In KS1/KS2:

In Years 1-6, children all have a reading book to take home to read.

Whilst on the Phonics programme:

- Children's fully decodable phonics books will be their reading books.
- If children are not segmenting and blending securely in Years 1 and 2, alongside their phonics book, they also take home flashcards for the phase they are on. Depending on the needs of the child, they

will also take home oral blending pictures, magnetic letters and a guide for practical activities at home.

Once children have completed the Phonics programme:

- A Library book will be their reading book.
- We also give all children the opportunity to take home an additional book from the library; this does not need to be linked to their reading ability. Instead, it is a book that they can share with an adult at home, with an adult reading it to them or reading together.

In addition, we also ensure that all Pupil Premium children in KS1 and KS2 are provided with a copy of their class reader to take home and share with an adult. This is to provide them with additional support with their reading and learning for the half term. At the end of the half term/end of the unit of work, these books will be returned to be borrowed by children studying the book in the next academic year.

Reading at Home and Home Reading Diaries:

It is expected that, at home, children read or are read to for 20 minutes a day. All children are given a Reading Diary and these are used as a communication tool between parents/carers and teachers. If parents have any questions, comments or successes linked to reading and phonics that they want to share with the class teacher, then these can be written in the diary for teachers to respond to accordingly e.g., Changing reading book if it is not the right level, work on particular phonic sounds child is struggling with. There is not an expectation that the diary is written in daily, however, if children/parents would like to then they can. Teachers will collect Reading Diaries weekly, to check and respond to any comments.

Parent Talks:

We ensure that parents are informed of how reading is promoted in school and strategies that they can use at home to support their children with reading. We run workshops for Reception, KS1 and KS2 separately so we can tailor talks to specific areas linked to the year groups. All talks are then available on the school website for parents to access and paper copies of packs and resources are available for those who are unable to attend.

Book Swap:

To ensure that all children in our community have access to books at home, we run a half-termly book swap event. Families bring in books to swap and then can take at least one other book home. We ensure that families know that they can come and take a book, even if they have not got one to swap. **Progress and support for all**

Pupil Progress Meetings

During termly Pupil Progress meetings with SLT, teachers identify the lowest 20% of readers. As a result of these meetings,

Class Teachers are expected to:

- Be aware of the lowest 20% of readers in their class
- Assign interventions
- Read with the lowest 20% 3 x per week- during fluency sessions, soft starts and any other available times

- Monitor children's progress and flag children at risk of falling further behind
Ensure appropriate resources are available in the classroom Scaffold reading across the curriculum.
- Spot-check the reading of the lowest 20% in an assigned, paired class Provide accurate and regular assessment feedback to parents/carers

Reading Fluency and Comprehension Interventions

In KS1 and KS2, children who are at risk of falling behind are invited to join either 'Breakfast and a Book' or a reading intervention after school twice a week. During this time, the children work in a group with a teacher, following either the reading fluency plan (Appendix 19) or the 'Hertfordshire Grid for Learning Reading Fluency Programme'. The aim of these interventions are to improve children's reading fluency and comprehension skills.