



Reading Policy

Subject Leader: Mrs. J Thomas

Reviewed: October 2019

Next review: October 2020

'Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society.'

English Purpose of Study, National Curriculum 2014, DFE

Our school Reading Intentions

- To encourage every child to read widely, promoting and encouraging a lifelong love of the written word.
- To provide opportunity for every child to become a confident and fluent reader.
- To read widely, both fiction and non-fiction, and enhance all areas of the curriculum with new-found knowledge and understanding of the world.
- To provide regular opportunities for children of all ages to be read to, read out loud, and read independently.
- To feed children's imaginations and foster creativity.
- To develop a wide vocabulary which extends beyond their every-day experiences.
- To develop comprehension skills which will support future learning at secondary school and beyond.

Organisation, Implementation and the Planning of Reading

Early Years Foundation Stage

The EYFS specifies requirements for learning and development through the prime area of Communication and Language (Listening and attention, Understanding and Speaking) which involve giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. It is also taught through the specific area of Literacy (Reading and Writing). Development involves encouraging children to link sounds and letters and to begin to read and write. We use the Letters and Sounds programme daily to enable children to acquire a good knowledge of phonics. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Reading: children are encouraged to read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. Children will take part in daily phonics sessions and will experience shared whole class and guided group reading.

Writing: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly, and others are phonetically plausible. As a school we have made provision for the children who are working above the Early Learning Goals to access appropriate elements of the National Curriculum.

Key Stages 1 and 2

Teachers in Key Stages 1 and 2 plan work using the National Curriculum 2014. This is supplemented by other publications including Letters and Sounds which aims to build children's speaking and listening skills as well as to prepare children for learning to read and write by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children starting by the age of five, with the aim of them becoming fluent readers by the age of seven. Reading is an integral part of every day at school, both as a discreet subject, and as part of the wider curriculum.

In Year 1, pupils will take part in daily whole class phonics sessions. Most children will have passed the phonics screening test by the end of Year 1, but those who are not ready for this, will receive separate interventions to help them reach the expected level. This also applies to KS2 pupils, should they still require phonics support.

Children in KS1 and KS2 will have a daily shared reading session where whole class reading by the teacher (and supplemented by the children) will ensure all pupils experience the modelling of good reading and can discuss the text in detail, for instance, looking at key features or considering points of view. We invest in class sets of books to give all children the opportunity to read entire works of literature and authors are carefully chosen across the school to build progression and encourage a love of reading.

Following shared reading, children will focus on the skill of reading. This is a guided part of the session and is carefully directed: specific reading domains are taught and practised, and this may be as a whole class, or in smaller groups at the discretion of the teacher and dependent on the needs of the children. In this part of the session, pupils will focus on the key skills of retrieval and inference but will also encompass vocabulary and explanation opportunities and the children can apply the knowledge previously discussed or build on their skills further.

Individual Reading

Every child has a school reading book to take home each day to read with an adult or independently - this will either be a reading scheme book or a class library book, dependent on children's reading ability. We do encourage all children in KS2 to read a staged reading scheme book. However, those who are confident readers can alternate this with their own choice. This will ensure that children are accessing progressive and challenging reading material suited to their level of development. Children's reading progress will be noted in their home reading diary. Parents and children are encouraged to write in this diary and make comments on what has been read. Reading diaries are regularly monitored by teachers, to ensure that all children (regardless of age), are reading at home. The reading diary will also be used as a communication book between school and home.

Each day, between 8.40am and 9am, children may also take part in ERIC time (Everyone Reading in Class). This gives the children the opportunity to read a book of their choice for pleasure. During this time class teachers will listen to individual children read, with the aim that every child is listened to regularly by their teacher. On a Friday morning parents/carers or family members of children in Key Stage 1 are invited to come and join their children for ERIC time, to encourage the love of reading for pleasure and sharing this with an adult from home.

Reading Resources and Library use

Reading corners are set up in all classrooms and are filled with age appropriate books to support both a love of reading and the wider curriculum - fiction, non-fiction, poetry, dictionaries, thesaurus, reference texts.

We have a non-fiction library area in school where teachers and children can access books which support their teaching.

The corridors are filled with staged reading books - predominantly Oxford Reading Scheme, but we supplement this with other schemes to ensure a wide variety of choice for our pupils.

Across the school, teachers can further supplement reading with books that we borrow from the Shropshire Library Service. In addition, Teachers are encouraged to take their classes to visit the local library in Telford regularly and all children were issued library cards last year.

Homework and Celebration of Reading

As mentioned previously, children all have an appropriately levelled school reading book, suitable to their reading ability. Children are encouraged to begin recording their reading in their own home school communication books independently (although parents may still enjoy having an involvement in this too). We expect children to read at home with an adult a minimum of three times, but teachers will encourage five. The ability to read fluently is the key to all learning and as a school we take this part of children's homework seriously.

Teachers will nominate one child from their class each week to enter a whole school reading raffle based on their engagement with reading in class and at home, their independent comments in the diaries and their progress. Two children each week (one from Key Stage 1 and one from Key Stage 2) will win a book of their choice.

Other reading celebrations take place each year: children (and teachers) love to dress up as their favourite characters on World Book Day; and we aim to invite an author into school regularly to further promote a love of reading.

The Role of Parents and the Wider Community

We believe that parents' involvement in their child's learning is invaluable. Parents are actively encouraged to support their children at home. We hold two parents' evenings each year (in the Autumn and Spring term) where parents can look at their children's books and discuss attainment, targets and progress with their class teachers. In addition, we regularly invite parents into school for family lunch events and informal parents' evenings.

We have held parental workshops to aid parents in supporting their children with their learning and hold regular coffee mornings for this too. A scheme run to help develop parent's skills in teaching their children early Literacy skills has been successfully running in school for a number of years now and targets Reception and Key Stage 1 parents.

As previously mentioned, we invite parents of Key Stage One children into school to share in their child's enjoyment of reading every Friday morning.

Governors regularly monitor teaching and learning in school and as part of Curriculum Committee meeting will listen to children read and look at home/school diaries and reading journals.

Volunteer readers help specific children develop their reading skills and are predominantly used to tackle under-achievement, but they may read with all children in a class at the discretion of the class teacher. Volunteer readers work with children to boost their reading skills, comprehension and enjoyment of books.

Cross-curricular Reading Opportunities

Wherever possible, teachers provide opportunities for pupils to practise and apply their reading skills by making creative links to enhance learning. For example, a historical unit of work about the Ancient Egyptians may include some non-fiction guided reading where children not only learn a particular reading skill (e.g. retrieval and explanation), but will also discover the knowledge required to apply new knowledge into a piece of non-fiction writing, such as a non-chronological report.

Teachers will also plan for the use of computing to support reading where appropriate - this may be through the reading of an on-line text, or to record reading work digitally using word processing software. In Year 6, children may use a programme such as Read Theory to practise comprehension skills.

Assessment

Continuous feedback is given to children orally within class. We operate a system of Close the Gap marking to develop children's written work. This can be used to mark children's work who are working alongside the class teacher or independently. This marking will be a focus group mark or a verbal feedback mark and will not be present in every child's book every day.

In the Foundation Stage, assessments are ongoing throughout the year and in Reception, teachers will complete statutory Good Level of Development assessments.

In KS1 and KS2, children's reading attainment and progress is monitored on a termly basis. Tasks completed by children assess ability in relation to National Curriculum levels for reading.

The outcomes are used to inform planning and next steps for children's achievement. Assessment information feeds into pupil progress meetings and is used to identify children who require specific teaching input or intervention from teaching assistants and/or class teachers. In addition to statutory end of Key Stage testing, children will also undertake formal testing in Years 3, 4 and 5 (using NFER assessments).

We frequently hold moderation meetings to ensure the consistency of attainment and progress of children. These take place between year groups, in phases and across the whole school. This ensures that all staff have a good understanding of our assessment system and reading progression across the primary years.

Inclusion and Equal Opportunity

As a school, we strive to teach Literacy within contexts that are meaningful and engaging for all learners, regardless of race, religion, gender or socio-economic background.

We challenge all children regardless of ability to reach their potential. We meet the needs of SEND children, by providing targeted, focused support with areas of the Literacy curriculum which they are finding challenging. We quickly identify pupils who are under-achieving and put intervention strategies into place to support progress and attainment. These interventions are carried out by both class teachers and our dedicated team of teaching assistants.

We also meet the needs of our more able children, by providing deeper challenge to enrich, deepen, broaden and accelerate their learning, and reach their full potential.

Subject Leader Role / Monitoring and Review

The English subject lead is responsible for raising the standards of teaching and learning in Reading. Data from across the school is analysed to identify strengths and areas for improvement. From this analysis, the School Development Plan each year will focus on any key issues which need to be implemented, monitored and evaluated. Some of the following monitoring strategies may be used:

- Scrutinising pupil work;
- Monitoring Literacy planning;
- Lesson observations;
- Planning CPD opportunities for staff;
- Delivering training and staff meetings to teachers and teaching assistants;
- Phonics / spelling observations;
- Learning walks;
- Pupil voice;
- Listening to pupils read;
- Attending relevant courses from our school advisor;
- Keeping up to date with important developments in Literacy;
- Communicating regularly with Governors;
- Purchasing new resources.

Policy Review

The English policy will be reviewed on an annual basis by the subject leader, teachers, the head teacher and governors. The date for the next policy review is Autumn Term of 2020.

Agreed by staff: October 2019

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