



Reading Policy

Introduction

Reading is a complex skill with many components. Successful approaches to the teaching of reading should encourage children to use a variety of strategies in their pursuit of meaning. It is important to lay firm foundations in this crucial area of the curriculum and establish a consistent whole school approach to the teaching of reading.

1. Aims

This policy aims to:

- ✓ Develop an interest in and a love of books, encouraging children to become attentive listeners, independent and reflective readers.
- ✓ Develop reading strategies and skills, accuracy, fluency, understanding and response to texts.
- ✓ Develop the ability to use and manipulate a variety of texts, both fiction and non-fiction.
- ✓ Develop children's experiences through a variety of text including the use of libraries, ICT and other available media.

2. Guidelines

These will ensure a progression of reading throughout the school and a cohesive approach to reading the following guidance must be followed.

3. Phonics

All children will be taught phonic skills through Letters and Sounds. This will take place through dedicated phonics lessons.

Children will be ability grouped for these lessons and these groups will operate across the whole school. Once the children are secure within Phase 5 of Letters and Sounds they will progress to the Support for Spelling scheme which will continue to develop their knowledge of sounds and words so they can become fluent readers and increasingly accurate spellers.

The spelling policy outlines the provision for each year group. This will be agreed in September of each year by teaching staff.

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4. READING

All children will have the opportunity to take part in a shared reading experience in a small (4-7) group guided by an adult. This will happen on a weekly basis, in Key Stage 1 and Key Stage 2. In Early Years Foundation Stage guided reading will start when the teacher feels the children have reached the appropriate level of maturity and skill. All guided reading sessions should have an objective and these should be recorded on the schools guided reading planning record sheet. During guided reading the adult with each group will record selected children's responses to the text and the skill being taught.

4.1. Shared Reading

This takes place during a literacy session and as such is planned within the literacy plans. This includes big books or texts displayed on the Interactive White Board. During this time specific reading skills or features of differing genre will be taught. This is an opportunity to discuss the use of language and widen the children's vocabulary.

4.2. Individual Reading

All children will have at least one Individual Reading Book either from the schools graded reading scheme or free reader books.

Children who are free readers may also bring a book of their own choice from home with the agreement of their teacher.

5. Text Based Curriculum

In light of the New Curriculum, (2014), teachers now plan Literacy lessons based on class texts. These can be a whole class novel or short story, depending on age, ability and genre being studied. Planning will reflect the emphasis placed on written work based on high quality reading material that is shared in class. Upper Key Stage 2 will largely have individual copies of the class reader.

5.1. Early Years Foundation Stage

Children are heard read by an adult in school at least once a week. This can take the form of key words, sounds or individual reading books. Each of these is recorded in the child's reading diary which is used as a liaison between parents and teachers.

Reading Books will be exchanged once the child has read to an adult in school. This is usually weekly unless further practice of the book is felt appropriate. This is also an opportunity for informal discussions between parents and teachers. Children may be heard read by other adults such as parent helpers. Parents are expected to listen to their child read and ask questions about the book to check comprehension, making comments in the reading diary.

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5.2. Key Stage 1

Children are heard read at least once a week from their individual reading books, and at least once per week through guided reading.

Children will experience individual reading with a member of staff in order to monitor their progress. For the lower ability readers this will be on a weekly basis. Whilst for the more able this will be 2/3 times each half term. This is recorded in the child's reading record book. The teacher monitors each child's progress and sets targets based upon this. The targets are shared with parents and children and recorded on a target sheet. Key Words are also recorded and sent home for additional practice if need.

5.3. Lower Key Stage 2

Children are encouraged to keep their own record of the books they read. They are expected to make a short comment upon a book once it has been finished. This is through their Reading Diary.

Parents are expected to listen to their children read and discuss the text, making comments in the reading diary. These reading diaries will be checked and signed by the Class Teacher on a weekly basis. Opportunities for children to change their books will be given on a daily basis.

5.4. Upper Key Stage 2

Children are responsible for regularly changing their reading books, either from a scheme book or a free choice book from home or school. It is expected that most children will be on free choice books.

Each pupil will be expected to keep a record of the books read and to comment upon a book when completed in their reading diary.

Targets for reading will be set for each child. Whilst it is not expected that parents will hear their child read, daily involvement in the process is still important.

Discussions about the books read and understanding of issues covered help to improve reading skills. Parents are encouraged to sign the reading diary and this will be recorded and recognised as the 'Reading Challenge'. Higher order reading skills and reading comprehension are explicitly taught through planned literacy lessons.

6. Aloud

There should be opportunities planned for children to read aloud to a variety of audiences.

These could be through Literacy Work, Guided Reading or performances to audiences including whole school and parents.

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7. Library

The School Library contains a free choice of Fiction and Non-Fiction books. All children are entitled to borrow Library Books. There will be the opportunity to change library books once per week. Library books and free readers all contain a bar code and books must be scanned out using this system. When returning books, they should be rescanned to show they have been returned. These books will compliment scheme books and free readers.

8. The Role of Teaching Assistant

Teaching Assistants are expected to take an active role in supporting children with their reading as directed by the Class Teacher. This can include working with groups of children during the literacy hour, leading guided reading groups or hearing individual children read.

Assistants can also run intervention reading programmes such as Literacy Support comprehension programmes in both Key Stages.

9. The Role of Volunteers

The School encourages people who have some time to come into school to hear readers. The volunteer will be allocated to a class and the class teacher will then select children who would benefit from the extra reading to an adult. The Class Teacher is responsible for ensuring that the volunteer has the support needed to help them carry out the role effectively.

10. Working in Partnership with Parents

The teaching of reading is greatly helped if there is a strong communication and support from parents. The school reading diary is a way in which communication is easily made.

A Phonics information meeting is also held to advise parents on the reading strategies used in school and how best they may help their child before the children start their Reception Year.

11. ICT links

Children will access texts and written information on Ipads and laptops. Kindles from home can be used in upper key stage 2.

12. Assessment and Record Keeping

Children are assessed in line with the schools Assessment Policy using a variety of means.

Benchmarking assesses children in all years and will be replaced by Assertive Mentoring from September 2015.

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Children are tested on a regular basis for phonic knowledge.

Year 1 children are assessed against the Governments standardised Phonics Assessment.

Year 2 children are assessed using the Governments standardised Reading Test.

Year 6 children are assessed using the Governments standardised Reading Test.

Each class teacher will provide termly teacher assessments and this provides information to:

- Action any special needs provision.
- Group the children.
- Identify the most able to ensure provision of extension/enrichment work.
- These will be discussed during pupil progress meetings.

13. Assertive Mentoring & Standardisation

From September 2015, we will be introducing a new system for assessment throughout all core subjects including Reading whereby the children are assessed on a half termly basis using clear and precise tasks.

For reading, EYFS and KS1 children complete a verbal assessment which includes a list of key words and a range of comprehension questions to consolidate their understanding. In KS2, children are given a passage of writing (no more than 2 sides of A4) and a written test with comprehension questions to complete. Children will be reported as being emerging, developing, secure or next stage ready within the Assertive Mentoring framework.

Standardised testing will also be used to provide annual tracking of each child's ability against age related expectations.

14. SEND and Equal Opportunities

As a result of test or normal classroom activities, children who are identified as needing extra support, will be monitored closely by the Class Teacher and the Head Teacher/SenCo. Specific interventions will be put in place to support those children. The Better Reading Programme, as well as extra guided reading sessions will support progress when needed at Key Stage 2 and will be included on provision maps for targeted children.

Children identified as Gifted and Talented will be have access to higher levels texts and have guided reading sessions appropriate to their ability.

Provision maps will meet the needs of both lower and higher attainers.

Our policy is monitored to ensure that all pupils have equality of access to a range of reading opportunities and experiences so that all pupils achieve to the best of their potential regardless of gender race or culture.

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The school will put in place positive steps to support those children who have limited access to reading at home through lack of parental education. Reading buddies will ensure that these children read regularly.

15. A Reading Culture

A team approach is essential when creating a Reading Culture in school. Whole school 'Book Week' will take place annually. There should be opportunities for pupils to experience print around them through classroom notices, labels and signs. These should be discussed with the children and should take a variety of forms such as single words, phrases and complete sentences.

All classrooms should have a class library of books which should be well organised and easily accessible.

All adults should be good role models for children in modelling both reading aloud and silent reading.

This policy was written in consultation with the staff and will be revisited each year. A full review will take place every three years.

The policy was agreed by the Governing Body.

Signed.....

Date.....