

Reading Policy

Policy Status

Non- Statutory

Purpose

At Yorkley Primary School we believe that achieving a good standard of reading is fundamental in preparing children for life as successful citizens in Modern Britain and the wider world.

The National Curriculum programmes of study states that 'schools should do everything to promote wider reading', teachers should develop pupils' reading and writing in all subjects to support their acquisition of knowledge and pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure.

"It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their secondary education." NC

Our ultimate aim is to rise to the rigour and challenge of the new National Curriculum and ensure that children progress from more basic comprehension skills to deduction, inference and critical evaluation. We strive for all of our children to become confident, independent readers with high levels of enjoyment and a life-long skill. We take every opportunity to promote a love of reading through a variety of experiences.

We are committed to ensuring that this happens and this policy clearly states the way that reading is taught in our school.

Aims for reading policy

The school aims to develop literate pupils who:

- Read for pleasure
- Read to acquire knowledge
- Read a wide range of quality texts
- Make close links between reading and writing
- Read fluently with confidence
- Read to develop vocabulary
- Select own choice of texts
- Read in all subjects

The simple view of reading

Research has shown (The Rose Review and Reading by six), that children learn best when schools follow this model of teaching reading. Therefore this is the structure that we follow in our school.

1. **Word reading** - Children need to be taught the 'route to decode words' by following a structured phonics programme.

2. **Comprehension (both listening and reading)** - When children become proficient at this they need to read appropriately challenging books, with a focus on developing comprehension skills.

Whilst most children start Key Stage 2 with a good phonic knowledge, those children falling behind in their reading or who have not passed the phonic screening test at Year 2 still need to follow a systematic phonics programme to ensure rapid progress.

Subject organisation

Reading is taught daily for half an hour during Guided Reading lessons from Reception to Year 6. Children in Reception, Year 1 and Year 2 also have daily phonics for half an hour, in which they learn to read through a systematic phonic approach. Shared reading techniques are used to teach reading during English lessons in all year groups. In addition, reading skills are taught and practised throughout the curriculum in all subject areas; for example, children may learn comprehension skills when finding information in History.

Teaching approaches

Phonics

Children are first taught to read using the phonic approach of letters and sounds. They first learn to say the sounds using correct articulation and then learn the grapheme to phoneme correspondences for the 44 phonemes. Children learn to blend sounds, which enables them to segment words when reading. When children are able to read sentences, they are taught how to read punctuation and use expression.

Shared Reading

Teachers use shared reading to model how to read fluently and with expression, how to decipher meaning from texts and how to express a personal response to text. Shared reading takes place across the curriculum, but most frequently in English lessons. Texts are chosen carefully to provide challenge and interest for the children at a higher level than the children's independent reading ability.

Guided Reading

Guided Reading lessons take place daily from Reception to Year 6 within mixed-ability classes. Each class is organised to ensure that each child has the opportunity to complete the following tasks:

- Pre-reading task: Children read the text in preparation for the Guided Reading session the next day.
- Guided Reading: Teachers may listen to children read independently to assess their decoding ability, fluency and expression. Questions will then be asked to assess understanding and personal response to the text.
- Comprehension task: Children independently answer questions about the text shared with the teacher the previous day.

In addition to the compulsory weekly tasks outlined above, children may also: read for pleasure; complete further English tasks, such as grammar, punctuation and spelling exercises; carry out research tasks linked to the class theme; complete English games.

Guided reading texts are carefully selected by the teacher to provide a suitable level of challenge to ensure children are reading at instructional level. A wide range of texts are available for guided reading, including fiction and non-fiction texts by a large number of different authors.

The Guided Reading Folder

Each class have a folder with the following:

- A copy of the policy/non-negotiables
- Guided reading records showing planned activities and responses, including assessments against assessment foci

- Benchmark tests for reading and comprehension, it also includes high frequency checklists for children following a phonics programme and it could include the reading tracker and phonics phase tracker if appropriate.

Independent Reading

All children from Reception to Year 6 choose an independent reading book from the appropriate book band for their ability to read both at home and at school. Independent reading opportunities at school are provided during quiet reading sessions and when the children 'read for pleasure' during guided reading lessons.

Book banding

All independent and most guided reading books are banded from Pink to Lime, using the IOE guidance. A wide selection of books from different schemes and authors are available to the children to encourage them to read widely from an early age. When children become 'Free Readers,' they choose from a selection of books which are categorised by year group and difficulty level. Children are regularly assessed and moved along the book banding system to ensure they are always reading at a level appropriate to their ability.

Assessment

Teachers regularly assess children against each assessment focus for reading during guided and independent reading sessions. Detailed marking is used to assess children's comprehension tasks, which also provides feedback to the children about how to improve their work. Assessment of reading is tracked using SPTO for every child in Year 1 to Year 6. In addition, teachers highlight the objectives of the National Curriculum on their planning sheets.

Three times per year the children are assessed using PM Benchmarking Kit.

Where children's reading skills are weak there should be assessment of their phonic knowledge and a plan for teaching them the phonics they need should be put in place at the first opportunity. Reading ages should be monitored and any children causing concern should be picked up quickly and support put in place. Any child from Year 2 to Year 6 who are on the SEN register for reading should be assessed using the PM benchmarking Kit more regularly.

Children whose reading age is more than 6 months behind their chronological age need to read in school at least 3 times a week, children causing a serious level of concern (more than 12 months behind their chronological age) should read every day.

Interventions currently used include:

- Daily phonics sessions with the opportunity to apply phonic knowledge in a text closely matched to their current level of skill
- Early Bird readers - daily reading during soft start, this could be as part of a group
- Beanstalk readers- reading 3 times a week for 30 minutes 1 to 1 allowing good quality discussion and interaction about the text (this is for children who can read but struggle with aspects of comprehension)
- Guided groups - these are groups who work on comprehension skills, they consist of a small group of children working at the same level
- Bearing away - a 1:1 programme for children completed every day for 10 minutes

Parents need to know their child's reading age so that they are clear about the impact of their reading at home (or not). It is expected that all children should be making improvements in their reading and where this is not happening this is being monitored carefully and strategies/support are in place.

Working in partnership with parents

The teaching of reading is greatly helped if there is strong communication and support between home and school. Reading support information meetings are held for parents in EYFS meetings, KS1 on the reading strategies used at the school and how best they may help their children with Letters and Sounds to develop their phonic knowledge. Two leaflets are made available to EYFS/KS1 and KS2 on how they can help their children at home.

In EYFS

Book bags will go home with children every day.

Parents should aim to read with their child for a minimum of 10 minutes each day and complete Blue reading records.

When the book is ready to be changed the children must place their reading record and book in the red reading box.

School staff will check reading records and sign the record. Children can choose their own book from within the book band.

They should also spend time playing high frequency word games. Reading records are passed up to the Year 1 teacher at the end of the year.

In Key Stage 1

Book bags will go home with children every day.

Parents should aim to read with their child at least 3 times a week.

Blue or green reading records should be completed after each reading session.

When the book is ready to be changed the children must place their reading record and book in the red reading box.

School staff will check reading records and sign the record. Children can choose their own book from within the book band.

In Key Stage 2

Book bags will go home with the children every day.

Children are expected to read 4-5 times per week independently (with an adult if needed) and make a comment in their reading record.

In Key stage 2 we use the green and purple reading record books. Parents should check that their child is reading and also sign their record.

Children are encouraged to read a wide range of texts and should choose something of interest to them. Children should change their own reading text when necessary.

On occasion teachers may change reading books for comprehension work, in which children will be asked specific questions about a text.

When the children have changed their book it should be placed in the red reading box ready to be checked and signed by the school staff.

All staff should monitor the regularity at which the children are reading at home. This can only be possible if the children get into a regular routine of putting their reading records and books in the red reading box. The English leader will also regularly check the red boxes during soft start. If there are children who are not regularly reading at home then the class teacher should make an appointment to meet with the parents. The regularity of home reading is recorded school reports twice yearly.

The school library

The school library has a large selection of non-fiction texts on a number of different topics as well as fiction. Class teachers take out topic packs to support in-class learning. Books are organised using the Dewey Decimal system and children are taught how to locate books using this classification, which mirrors the organisation in most public libraries. All fiction texts are kept in class libraries and books are rotated once per term to allow children access to a range of reading material. All children are encouraged to take library books home to read with parents. Each class has their own parent librarian who is timetabled weekly.

Non-negotiables for teachers

- Use reading assessments both formative and summative to ensure guided reading groups are well matched in ability
- Have a book for each child (order extra copies if necessary)
- The TA needs to be working effectively with a group, this might be listening to individuals, doing a reading comprehension, delivering a reading intervention or guided reading. Class teachers need to observe this and make sure that they are using the TAs skills appropriately
- Find manageable ways of monitoring how much work children do in a reading session. Expectations should be high
- Make sure independent tasks are improving reading, so if they are writing be clear about the impact this is having on their reading
- Teachers make sure they know who is behind in their reading and what is being done about it.

Reading environment

Classrooms and all school areas provide a print rich environment. Reading displays form part of that environment - book corners, favourite books, book reviews, book of the week, author displays and collections of books on a similar theme will help to develop enthusiasm for reading.

Monitoring and evaluation

- English subject leader and head teacher analyse end of key stage assessments: EYFS profile, KS1 and KS2 SATS
- Planning for reading is amended according to identified areas of weakness
- Progress in intervention programmes are monitored every half term
- Subject leader monitors planning, guided reading folders, assessments and home school reading records
- Class teachers monitor reading progress and home school reading records

Links with other policies:

Marking and feedback policy

Homework policy

SEND

Disability and equality policy

Equal opportunities

Monitoring and review policy

Policy Review

Written by: T.Wood

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