

St John's C of E Primary School

Reading Policy and Guidelines 2018

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.

Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

Experience of reading and books should eventually transfer directly into children's writing.

As a school we feel that regardless of background or ability ALL children should learn to read. All of our children should leave Year 2 being able to read, this will support their learning in Key Stage 2. By the end of Key Stage 2 children should be well equipped ready for Secondary education and everyday life.

Reading is at the heart of everything we do and reading skills are crucial to pupils' learning for all subjects.

A more detailed breakdown of expectations and coverage can be found in the National Curriculum.

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 nonfiction.
- Develop children's experiences through a variety of text including the use of libraries, ICT and other available media.

A Reading Culture

A team approach is essential when creating a 'Reading Culture' in school.

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, easily accessible and inviting.

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

Reading for pleasure is vital in developing a love for language and literature. Research shows that children who regularly read for pleasure are higher attaining throughout school.

As a school we will work hard to promote reading for pleasure. We will run many projects to support this; reading challenges, book festivals, and author visits.

At St John's we believe that developing children's positive attitudes to literacy from the earliest stage is very important.

We strive to foster these attitudes by using play, stories, songs and rhymes and provide lots of opportunities, and time, to talk with children about their experiences and feelings towards reading.

Phonics

All KS1 children will be taught phonic skills through Letters and Sounds. This will take place through dedicated phonics lessons daily.

The approach to these sessions is interactive, fun, visual, auditory and kinaesthetic. Children are given opportunities to practise their newly acquired knowledge and consolidate this through other reading and spelling activities that take place in Literacy lessons, guided reading and individual reading.

Once the children are secure within Phase 5 of Letters and Sounds they will progress to the No nonsense scheme or phase 6, which will continue to develop their knowledge of sounds and words so they can become fluent readers and increasingly accurate spellers.

Alongside no nonsense spelling and letters and sounds, teachers will use the new National Curriculum to plan and assess spellings and phonics.

Children will be regularly assessed and groupings will be flexible, staff should use the 'Securing phonics' document when deciding if a child is ready to progress on to the next phase.

Any child not reaching the required level in phonics will be identified and teachers will put an appropriate plan in place. Where needed in classrooms, phonics displays will be used to support children's learning in reading and writing. Teachers will

also make clear links through other forms of reading; such as guided reading lessons.

Children will bring spellings home each week, these will be matched appropriately to the child's phonics phase or spelling targets.

Reading Diaries and Parental involvement

Every child in school will have a reading diary which is kept as a record of home and school reading. Inside your child's reading diary there will be a coloured target card which will match their reading level.

The diaries should be in school every day and should go home at the end of each day. Teachers, staff and volunteers will record in diaries after 1:1 reading or guided reading.

We expect Parents to read with children at home and record this in their diaries. This does not have to be an extensive entry, a signature would be fine, and obviously comments are also useful.

As children progress through Key Stage 2 they may record their own entries after reading books independently.

Reading diaries should give us a clear idea of what a child's reading habits are and how they are achieving against their targets.

If a child continuously forgets their diary and there are no entries from home. These diaries can be kept in school and should be used as a record of reading in class.

Coloured Reading Books

Every child will progress through our levelled reading scheme; they will take these books home each day. Reading colours are matched to the National Curriculum reading levels with a focus on reading and comprehension.

Children are responsible for changing their book as soon as they finish their current one. They will be given an opportunity to do this each day.

If a child is not changing their book regularly. Parents are welcome to send them back in at the end of the day to choose a new one.

Library

The School Library contains many Fiction and Non- Fiction books. All children are entitled to borrow Library Books. They will have an opportunity to change library books once per week and we run regular competitions rewarding those children and classes who regularly change their books. Books must be scanned out and in

each time they are used. Staff members use the library to source class reading books particularly when they are focussing on a certain topic area.

Our Library will be open to parents and children each Monday and Friday morning, between 8:30am and 8:45am. Parents may share books with their children during this time; children should not be left unattended. This is not a time for children to scan books out. After a book has been shared it should be returned to its rightful place.

Mrs Loneragan is our school Librarian he spends a lot of time resourcing the library and ensuring it is an inviting place for our children. We work closely with Elson Library and have regular visits with classes.

Guided Reading

All children will have the opportunity to take part in a shared reading experience in a small (4-6) group guided by an adult.

This will happen on at least 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 children's responses to the text and the skill being taught. Children should experience a range of texts and genres; they should be of high quality and should match the child's reading level.

It is expected that guided reading will be also be recorded in the child's reading diary.

Project X Reading Books

We also use project x books within school for Guided Reading. An effective and inspiring whole-school approach to teaching reading and writing.

Books include amazing 3D illustrated character adventures that will engage our children in reading for pleasure. Books link with phonics and reading bands, they match the new curriculum and cover fiction and nonfiction reading skills.

Reading Aloud

There should be opportunities planned for children to read aloud to a variety of audiences. This could be through literacy work, guided reading or performances to an audience including whole school and parents. Teachers will also read regularly to children, modelling expression and reading strategies. Each class should have a class reading book. Sometimes this may be a longer text which is

shared over a period of time. It could be a shorter text or even a picture book. It is very important that even our most able children have stories read to them.

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 TV screen. During this time specific reading skills or features of differing genre will be taught. This is an opportunity to discuss the use of language, grammar, spelling and to widen the children's vocabulary.

Quiet reading and paired reading

Each day after lunch children are given an opportunity to read quietly, a book of their choice. This could be a classroom book, library book, home book or a coloured reading book. The aim is to promote reading for pleasure and to give the children some choice over what they are reading. Teachers will often use this time to read their own book or to read 1:1 with children.

Many classes are now taking part in paired reading with another year group. During this time younger children will read to older children, older children may also read alongside them. Our older children will support their reading partners in their reading and will be given tips on how to do this. This is a great opportunity to model reading and to promote good questioning.

English as an additional language

Children for whom English is an additional language they will need careful monitoring to ensure that they are acquiring reading skills at the rate of other children. To become readers, oral language needs to be developed and this is encouraged through role play, drama, song, rhyme and discussion. It is recognised that language in some children may be superficial and as such, monitoring by teachers takes place to fully assess understanding and usage.

Social language is often acquired at a good rate but the language needed for Literacy may be slower to develop, and teachers are aware of this and know they need to observe children and model language with care to facilitate this. Modelling is key to developing good grammar and sentence structure. Language rich reading texts such as Oxford Reading Tree stories are used in school to teach comprehension and widen cultural experience.

Special Educational Needs

Where children are identified as having needs that are additional to or different from their peers who are achieving at the normal rate, they may be placed on the Special Needs register, following discussion with parents. Teachers consult with the school Special Educational Needs Co-ordinator to decide what the best intervention will be for a child for whom reading attainment is an issue. A range of resources are available in school to support children. We run various programmes such as; Precision teaching, Fischer Family Trust, Reading Recovery, and more. These interventions are carefully selected to match the need of the child. They are usually led by a learning support assistant and will be carried out over a set period of time. These children will be closely monitored using regular assessment to ensure they progress quickly and reach the required level.

Gifted and Talented Readers

Our most able children will be encouraged to read widely and will be targeted with higher order thinking questions in order to challenge their thinking. We will offer our Gifted and talented children opportunities to read and understand texts advanced for their age.

Pupil Premium

Pupil premium funding is used to target our most disadvantaged children in order to close the gap in attainment and progress.

Funding will be used to support 1:1 interventions, small group work and also resources. This Year, Year 1 will be targeted for 1:1 reading support.

Assessment

Children are assessed in line with the schools Assessment Policy using a variety of means. Our school uses phase objectives for reading and we track children against reading domains. These assessments are ongoing through the year. Year 1 children are assessed against the Governments standardised Phonics screening check.

Year 2 children are assessed using the Governments standardised Reading Test. Year 6 children are assessed using the Governments standardised Reading Test. The school also uses the Optional (SAT Style) Reading Tests for Year 3-5. All children are closely monitored and are continuously assessed in reading in many ways. We keep records that are on-going of children's attainment in phonics and reading high frequency words. These are handed up to the next class teacher. Informal assessments of reading are recorded in the teacher's Guided Reading planning and assessment folder = and in the children's reading records.

Teachers know that children need to know what to do next to improve and apply this principle across all areas of reading, encouraging children to recognise when they have achieved this and celebrating it.

Teaching reading in Key Stage 1

The principles applied in Foundation Stage for reading are viewed as being building blocks on which to develop the reading skills of children further. As such, many of the structures also apply in Year 1 and 2.

Teachers teach reading in Key Stage One through:

- A high quality, daily Literacy lesson that draws on objectives and resources from the Primary Framework
- A discrete daily phonics session
- Daily, high quality story time
- Individual reading weekly
- Guided reading sessions weekly
- Cross curricular activities
- Use of ICT resources to supplement individual reading books
- Weekly school library visits.

Teaching reading in Key Stage 2

Teachers teach reading in Key Stage Two through:

- A high quality, daily Literacy lesson that draws on objectives and resources from the Primary Framework
- Lessons on comprehension skills
- Reading carousel activities
- Daily, high quality class novel time
- Individual reading with the class teacher once per half term
- Weekly Guided Reading sessions with the class teacher
- Weekly school library visits.
- Reciprocal reading activities.
- Literacy lessons

These take place daily and last for approximately one hour.

