

Slindon Church of England Primary School



Reading Policy

Approved by:	Headteacher (Laura Webb)
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VISION

At Slindon CofE Primary school we serve our local community and enable our school family to flourish. We recognise that everyone is *Unique* and want to ensure they are able to *Learn and Develop* in a high quality learning environment. We enrich the spirit in an *Enabling Environment*, in which *Positive relationships* foster creativity and curiosity. In hope we encourage our community to shine brightly and be courageous advocates of our world, shaping their futures for the better.

The Fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control; against such things there is no law.

Galatians 5: 22-23

Let Your Light Shine ~ Matthew 5:16

READING AT SLINDON CHURCH OF ENGLAND PRIMARY SCHOOL

At Slindon Church of England Primary School, we have a thirst for reading and fully recognise the intrinsic role it plays within our approach to teaching and learning. A huge emphasis is therefore placed on reading at every possible opportunity, whether the pupils are at home or in school. It is our aim to develop and create passionate readers for life.

At our school, we recognise the importance of reading as an essential life skill, that provides access to the experiences of people from different cultures and times. Children must acquire good reading skills in order to access the information that will support their development in all curriculum areas.

We encourage our children to choose a book they would love to read, recognising the **Unique Child**, while also carefully monitoring and assessing their reading choices to support their **Learning and Development** across the reading curriculum. As a school we recognise that reading is fundamental and want children to develop a **Positive relationship** with reading. To support this we endeavour to create **Enabling Environments** within the school , where the children can sit, enjoy and discuss their texts.

As a **Rights Respecting School** we uphold the articles from the United Nations Convention on the Rights of the Child. These articles underpin our Reading policy:

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 3 (best interests of the child) The best interests of the child must be a top priority in all things that affect children.

Article 17 (access to information from mass media) Every child has the right to reliable information from the media. This should be information that children can understand. Governments must help protect children from materials that could harm them.

WHAT DOES READING LOOK LIKE AT SLINDON CHURCH OF ENGLAND PRIMARY SCHOOL?

Reading is prioritised to allow pupils to access the full curriculum offer and this is reflected in the attainment and progress at the end of the Early Years Foundation Stage (EYFS), Key Stage 1 and Key Stage 2 and the Phonics Screening Check. A rigorous and sequential approach to the reading curriculum develops our pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils.

Reading at our school comes in many guises:

- Reading to/ and/ with the child/children either individually, in small groups or as a whole class through planned guided or shared reading activities. We are very lucky to have parent volunteers who come in to read with individual children.
- Telling our children stories – building their imagination and vocabulary through opportunities such as our 'Open the Book' assemblies.
- Celebrating the opportunities of mixed-age classes with older pupils reading to younger pupils – encouraging reading for pleasure.
- Reading across the curriculum – our exciting and engaging curriculum ensures that all opportunities for reading are meaningful and relevant and interesting (and often outside of the classroom!)
- Reading a comic, a magazine or an appropriate newspaper- Key Stage 2 children love to receive their weekly newspaper copy of 'First News' to keep up with what is happening in the world.

Because reading is such an integral part of our teaching and learning, we ensure that the topics we plan are both stimulating and engaging so that they capture the interests of all children and inspire them to learn as much as possible. In doing so, we ensure that our whole class reading is topic linked and adds to the theme for the term.

THE TEACHING OF READING AT SLINDON CHURCH OF ENGLAND PRIMARY SCHOOL

Our school identifies two important phases in reading development: learning to read and reading to learn. A range of teaching strategies are employed that recognise children's needs in each phase.

Teachers use a balanced approach to the teaching of reading. Across the school, reading is taught using the **Power of Reading** approach, to ensure our teaching is centred around inspiring and challenging core texts in each year group.

Reading, at Slindon Church of England Primary School, takes place throughout the curriculum where children are encouraged to apply the skills they have been taught in focused reading lessons, such as Guided Reading.

Teaching in **Guided Reading** sessions, across the school, focuses on developing pupils' competence in both word reading and comprehension as outlined in the National Curriculum Programmes of Study for Reading.

In the EYFS and Key Stage 1, Guided Reading takes place as a whole *year group*. In Key Stage 2, where the children are more competent in their reading abilities, *whole class* Guided Reading takes place.

Skilled word reading involves both the speedy decoding of unfamiliar printed words and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words.

This is why, at our School, **phonics** is emphasised in the early teaching of reading to secure independent decoding and we use the principles of the **Read, Write Inc** programme to achieve this.

- Teaching activities promote children's abilities to decode written language at word and sentence level, and to search for meaning in the text. Teaching activities also reflect the need for children to engage imaginatively with texts, empathise with characters and develop their specific interests in the world around them through their reading.
- Positive attitudes to reading are fostered through carefully designed teaching activities and classroom provision. The need for children to enjoy reading and actively choose to read for different purposes informs this provision. Reading celebrations such as World Book day and Readathon are used to emphasise the importance of reading and encourage children to read at home with their parents.
- A variety of teaching strategies are employed to teach reading across the curriculum.
- Teaching is embedded within meaningful contexts. Teachers teach children about reading by providing access to a wide range of high quality narrative and non-narrative texts.
- Reading scheme material is used for children still mastering decoding skills. These texts are supplemented by a broader range of graded reading materials that provide access to different sentence structures, lay-out and styles of writing. Home-school reading materials are drawn from a range of reading schemes, along with books to be read to the children for pleasure.

Each classroom has stimulating and inviting book corners, where children are expected to explore and organise their books.

READING MATERIALS AT SLINDON CHURCH OF ENGLAND PRIMARY SCHOOL

The high status of Reading at our school ensures that we provide high quality, up-to-date resources for teaching reading. The school library is open to pupils throughout the day; all pupils are encouraged to choose a library book from the school library each week.

We use 'Accelerated Reader' at Slindon Church of England Primary School. For our children learning to read, this includes books across a range of reading schemes such as Oxford Reading Tree (ORT), Writers' Inc and Collins Big Cat. Other material is added to broaden the range of sentence structures and grammar that the children are exposed to.

For pupils who have learned to decode in Key Stage 1 (learning to read), 'free reader' books are provided for pupils who have acquired decoding skills beyond those normally expected for pupils at this stage. Books are chosen to reflect the children's age whilst providing challenge in relation to vocabulary and length of texts.

In Key Stage 2, a set of books is provided for pupils who have acquired the expected decoding skills for their age group. The texts are chosen to provide coverage of a wide range of text types, genres and poetry and to be matched to the ages and maturity of the pupils. Children are encouraged to develop their own reading tastes and to be challenged into trying new types of reading materials. They are expected to learn from what they read; facts and information as well as empathy for characters, situations and dilemmas that they encounter in narrative texts. At this stage, teachers may allow children to bring suitable reading materials from home, especially where they feel that the child has well developed reading tastes and habits.

READING IN THE EYFS AND KEY STAGE 1

Aim: • To develop each child's ability to read, understand and respond to all types of writing.

The teaching of reading can be broken down into 'Word Reading' and 'Comprehension'.

Word reading is initially taught through phonics (Grapheme-Phoneme Correspondence) using the principles from the Phonics Shed scheme. Phonics teaching focuses on phoneme/grapheme recognition and the strategies of blending to read and segmenting to spell.

Systematic, synthetic phonics lessons are taught daily in the Foundation Stage, Year 1 and Year 2 if necessary. This underpins the teaching of early reading. Regular assessment ensures children receive active intervention support, where necessary.

Children in the EYFS, Year 1 and Year 2 are taught to read and spell the appropriate Common Exception Words for their year group, to support them in their early reading.

In Year 2 when the children are secure in phonics, they follow the Spelling Shed programme which allows them to learn new spelling rules and patterns. They will then move on to more challenging texts.

The children are encouraged to acquire a love of books and to develop a respect for them. We aim to use books to stimulate the child's imagination. Children are introduced to the conventions of books, left to right, regarding the illustrations as an integral part of the story, turning the pages singly etc.

ICT is used to support reading through online books and phonic resource programmes. The children in Year 2 access Accelerated Reader quizzes online, to support their reading development and enable teachers to monitor and assess reading progress.

Each child takes home a graded reading scheme book, using 'Accelerated Reader', every day with a reading record. The children share their books with an appropriate adult several times a week. The adult asks questions relevant to the interest of the child and encourages predictions. The children are encouraged to decode unknown words using appropriate strategies.

A 'Key Text' is used to encourage children's enjoyment of literature across the curriculum. This is read every day and is used as a stimulus or 'hook' for the planned learning across different subjects within the curriculum. Reading Comprehension activities are planned for weekly within the English lessons and/or Guided Reading sessions.

Within the EYFS and Key Stage 1, whole class guided reading is separated for each year group, to ensure that texts are appropriate to each important phase of the early reading journey.

READING IN KEY STAGE 2

Aim: • For the children to be able to read a range of texts fluently for pleasure, information and with comprehension.

The teaching of phonics may continue into Key Stage 2, where appropriate. This may be supported with individual targets from an Education and Health Care Plan (EHCP) or from an external agency report such as Speech and Language Therapy. Children are supported individually or in small groups.

The graded reading scheme using 'Accelerated Reader' is continued at Key Stage 2. A full range of reading genre is offered. Children take a reading book home daily and are expected to read every day (Home learning policy).

Children in Key Stage 2 continue to follow the Spelling Frame Programme to help them secure their knowledge of spelling rules and patterns. The teaching of reading and spelling the Common Exception Words appropriate to each year group continues in Key Stage 2.

In Key Stage 2, a greater emphasis is placed on reading comprehension skills, such as inference, prediction, deduction and information retrieval. Reading comprehension is taught through the class text and may cover a wide range of activities including answering

questions related to the text, picture, comprehension and rewriting text from a different viewpoint.

A 'Key Text' continues to be used in Key Stage 2 to encourage children's enjoyment of literature. This is used as a stimulus or 'hook' for the planned learning across the curriculum. Reading Comprehension activities are planned within the English lessons and/or Guided Reading sessions.

Whole class guided reading sessions take place in Key Stage 2.

HOME LEARNING

Children in Key Stage 1 are expected to read at home to an adult daily- this is recorded within the Reading Record and monitored by the class teacher (see Home Learning Schedule).

Children in Key Stage 2 are expected to read at home independently/ to an adult 5 times per week (see Home Learning Schedule).

Our Expectations and Commitment to Reading

Every child in school is expected to read at home at least 5 times per week. In school, they also have the opportunity to read each and every day, across all subjects.

READING ASSESSMENT

During the assessment cycle, STAR Reading Quizzes take place from Year 2 to Year 6. Within year 1 the children are assessed through teacher assessment. Data is analysed by the Data Lead and shared with teachers through termly pupil progress meetings, in order for strategies and action to facilitate pupil progress to be implemented in a timely manner.

Phonics Assessment - Ongoing Phonics assessments take place throughout the time that children are receiving phonic teaching. Attainment and progress are shared with the Headteacher and Data Lead at the end of each half term. Summative assessments are made through the statutory Phonic Assessment Screening in the Summer term.

INCLUSION

We recognise that in all classes, children have a wide range of reading ability, and so we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty;
- providing resources of different complexity, depending on the ability of the child.

We also use accessibility tools, such Immersive Reader, to support children with their comprehension of texts. The school is also trialling reading coach, to build fluency.

REVIEW AND EVALUATION

The policy for reading will be revised annually as an agenda item at a staff meeting.

This item will be led by the Headteacher. Comments from staff and governors will be taken into account and any changes to policy agreed at a staff meeting prior to ratification by the governing body.

The implementation of the policy will be assessed by the Headteacher through monitoring activities. The Headteacher will, if necessary, call on external agencies to give specialist advice.