

# St. John's C.E. Primary School



**Policy:**                      **Reading Policy**

**Reviewed:**                      **January 2017**

**Future Review:**                      **January 2018**

## Vision Statement

**With God's help we will find our gifts, develop our strengths and share them with others.**

## Our School Motto

**Learning through enjoyment**

**We aim that all children have a passion for reading and have a love of books that will stay with them throughout their life.**

## 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. The importance of laying firm foundations in this crucial area of the curriculum should not be underestimated and a consistent, whole school approach to the teaching of reading should be established. Reading should be a valuable and rewarding aspect of the children's learning and consequently should open the door to a world of knowledge.

## Aims

- To develop an interest in and a love of books, encouraging our pupils to become confident, independent and reflective readers who read from a range of texts.
- To deliver a structured and progressive whole school approach to the teaching of reading.
- To develop reading strategies and skills: accuracy, fluency, understanding and response to texts.
- To create a reading culture by providing a stimulating environment within the classroom and throughout school in which children are actively encouraged to enjoy books, and are motivated to want to read by themselves.
- To select appropriate resources to motivate, challenge and extend pupils effectively, by having access to a variety of texts through the use of a library and ICT based resources.
- To identify pupils who require additional support and intervene at an early stage.
- To monitor reading progress and levels of attainment closely.
- To promote an ethos of achievement by setting high expectations and encouraging a lifelong love of reading.

## We aim for pupils to:

- Read and write with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct.
- Have an interest in books and read for enjoyment.
- Have an interest in words and their meanings; developing a growing vocabulary in spoken and written forms.

- Understand a range of text types and genres so that they are able to transfer this knowledge to their own writing, so that they can write in a variety of styles and forms appropriate to the situation.
- Develop the powers of imagination, inventiveness and critical awareness.
- Have a suitable technical vocabulary to articulate their responses.

### **Teaching and Learning of Reading**

In order to deliver the above, we will meet the objectives in the National Curriculum English Document (2014) and Literacy section of the Statutory Framework for the Early Years Foundation Stage (2012). This will ensure that all pupils are given opportunities to study a range of good quality and interesting fiction and non-fiction texts from a variety of genres. They will have the opportunity to read 'real' books, newspapers (First News), comics, big books, posters, ICT based texts on individual computers and on interactive whiteboards, information booklets, colour banded guided reading materials and reading schemes.

**Reading is taught throughout school by:**

#### **Phonics lessons:**

Phonics is taught in EYFS through daily 15 minute sessions to introduce initial letter sounds and blends. At St. John's we use some aspects of Letters and Sounds and Read Write Inc. as we believe the systematic teaching of phonics is the fastest and most effective way of getting young children to start reading.

Reading in Key Stage 1 is taught by continuing the programme developed in the EYFS. Using Letters and Sounds and Read Write Inc, phonics lessons are delivered four times a week. By the end of Year 2, it is our expectation that the vast majority of children will be fluent readers and will no longer need explicit phonics teaching for reading.

Both these initiatives promote a strong and systematic emphasis on the teaching of synthetic phonics to aid the teaching and learning of reading. As part of these schemes the children will be taught to:

- Discriminate between the separate sounds in words.
- Learn the letters and letter combinations most commonly used to spell sounds.
- Read words by sounding out and blending their separate parts.
- Study written representations of a sound and how it looks.
- Recognise on sight vocabulary identified as 'Tricky words'
- Recognise High Frequency Words
- Read Common Exception Words for years 1-6

## Whole class shared reading:

The whole class shares a text, which matches or is beyond their independent reading levels, often using an enlarged text (big book, paper or ICT based). Shared reading provides a context for teaching, modelling and applying reading skills (word, sentence and text level). In KS2 shared reading takes place every day for 10 minutes and may be linked to the literacy topic for that week or similarly linked to a different curriculum area such as humanities or R.E.

## Guided Reading:

We aim to instil a passion for reading in all our children and therefore guided reading is integral in our school curriculum. During Guided reading children are given opportunities to read a wide range of genres and texts including stories, poetry, plays and non-fiction.

## Expectations

- Guided reading takes place four times a week in KS1 and three times in KS2.
- Priority reading with an adult will take place every day for children that are below national expectations or target expectations either through 1-1 reading or in a guided group.

## Reception

Guided Reading begins informally as a group discussion, then as a focused group during the Spring term or earlier if the pupils are ready to do so. After February half term, children in Ruby class are given a 'Word detective book,' This helps them to reinforce the words they have been learning in class.

## Year 1 - 6.

Guided reading takes place in a small group, with a teacher and/or teaching assistant, and focuses on developing children's ability to become independent readers, thinkers and learners. In Guided reading, the children are grouped by ability and read individual copies of the same text, which matches the reading level of the group. Texts are selected from the school's Guided Reading Schemes (Oxford Reading Tree and Rigby Star) or 'Free Readers' books. The teacher/teaching assistant assesses pupils' progress, understanding and comprehension skills within the session through questioning and discussion. In Years 5 & 6 books are read in class and set amounts are given for children to read at home. It is important that children read the amount given to them, as guided reading sessions are based on the reading they have completed.

Although we aim for all groups to be supported by an adult in Guided Reading sessions, groups are now being equipped for reading independently. Question bookmarks have been introduced whereby children have set question stems which they can use in pairs or groups once they have

completed their book. Similarly, adults use these question-types when working with children as a group. The stems are differentiated and include:

- Questioning
- Evaluating
- Clarifying
- Summarising
- Making connections
- Predicting
- Inferring

### **Story time:**

In EYFS and KS1, story time takes place for 10 minutes every day with the teacher reading aloud to the whole class. We believe that giving the opportunity to hear an adult/teacher read to them, develops a child's ability to comment on and respond to events and experiences within a text. These sessions also allow the teacher to check on a child's comprehension, by asking literal and inferential questions, which aid deeper understanding to the plot of the story and also increases their vocabulary.

### **Home/school reading:**

In EYFS, children are encouraged to change their chosen books twice a week. On Thursdays, parents/carers are encouraged to change them with their child. Children have a range of story and non-fiction texts to choose from including familiar books with repetitive texts. At the nursery stage, the children begin learning their initial sounds with Letters and Sounds and Read Write Inc in order to develop understanding and sound discrimination.

When a child is ready, they will also take home RML books to reinforce the sounds they have been learning that week.

In KS1, the children are allocated 2 banded reading books per week, these can be fiction or non-fiction. Once the children have progressed through all Book Bands, they move onto 'Free Readers' (non-scheme books, suitable for their age).

In Year 3 and 4, children also take a home a book banded reading book. Once they have progressed through all Book Bands they become 'Free Readers'.

In Year 5 and 6, children take their Guided Reading book home and this is changed once each pupil in the group has completed the book.

### **Reading during the holidays:**

It is important that children continue to read through the school holidays.

EYFS: Children will have a picture book to take home for the holidays. When appropriate, children will also have a banded reading book to complete.

Children from Year 1-6 Children will be issued with reading books for the holidays and they must read at least 6 times per week. Entries in the Reading Record remain the expectation.

Children from Years 1 - 6 will have a library book which they can take home and read in the holidays.

### **Parental involvement:**

Parents are urged to share books with their children and hear their children read at home every day. Parents are encouraged to make a written comment in the school Reading Record Book about the banded book sent home with each child. This is to show that they have read with their child and allows them to make any further comments about their child's understanding. The books will not be changed unless the parent/adult has signed the Reading Record to say that the child has read. Throughout the year there are various workshops for parents on helping them to support their child's reading. (Please refer to appendix 1, Phonic guide book and appendix 2, Reading is a life skill.)

### **Links with parents**

- Parents have an induction meeting when children start in Nursery and Reception to outline the school approach to teaching and reading. This is followed by a meeting in the Spring Term.
- Parents have an induction meeting when children start in Years 1-6 to outline expectations and what they can do to help their child progress at home.
- There is annual meeting for all parents focusing on the importance of reading to, and with, their child no matter what age they are.
- Parent packs are given to all parents in Reception to support their child when reading at home. These include leaflets on reading with your child, strategies on reading, letters and the specific sounds they make, plus a variety of resources to facilitate the teaching of reading.
- In the EYFS books are changed twice a week and parents are invited to come and help choose a class book with their child once a week. A Reading Record is kept in each book bag for the parents to make a comment and sign before returning to school.
- In Year 1 - 6 reading books are changed when children have completed them and the expectation is that parents are making daily entries in their child's Reading Record.

### **Library:**

We are extremely lucky to have a well-stocked, attractive library which provides a range of literature suitable for all reading and abilities. Children visit the Library once a week to select a book and encourage quiet reading.

Children have the opportunity to borrow books on a weekly basis. These books are chosen by the children, promoting an ethos of reading for pleasure. Choosing and reading books from the library is seen as very important in the development of independent reading. The Librarian supports pupils in their choice of books and frequently organises activities for the pupils during library time. The library is also used to research class topics and support learning in the classroom.

### **Intervention programme:**

From teacher assessment and tracking, some selected children from across the year groups are targeted for extra reading provision. An adult will read with a selected child on a 1-1 basis with using book matched to their ability. This ensures that children who are struggling with their reading have regular support focusing on their individual learning needs. This support is given by the teachers, TA's and Governor volunteers. Reading comprehension tasks are also carried out during Booster Sessions where children will read a text in a group and answer oral and written questions about what they have read. As in Guided reading, the questioning is differentiated to meet the needs of the pupils with greater expectations for the older children. Provision is made for all children including any with specific learning needs such as SEN, PP, More Able, gender and EAL through quality first teaching.

### **Record Keeping and Assessment**

#### **Foundation Stage:**

- Ongoing assessment using the Foundation Stage Curriculum and Development Matters.
- End of Foundation stage profile assessment.
- Termly phonic assessment using phonics tracking sheet (Phases 1-3).
- In Nursery children are expected to have completed Phase 1 Letters and Sounds and are then introduced to RML Speed sounds set 1.
- In Reception children are expected to read and spell Red Tricky Words and to have completed Speed Sounds set 1 & 2. by the end of the year.
- Guided reading will take place in the spring term.
- To promote high expectations Reception will aim for the majority of children to be reading at a Yellow colour banded book (Oxford Reading Tree) by the end of the year.

#### **Key Stage 1:**

- Ongoing assessment during guided reading sessions.
- Half- termly reading assessments using Nelson PM Benchmark Kit
- Termly phonic assessment using the Letters and Sounds tracking sheet (Phases 1-6)
- In Year 1 children are expected to know all sounds from Sets 1,2 and 3 of RML by the end of the year.
- By the end of Year 2 children are expected to know the first 100 HFW.
- Weekly assessment of first 100 High Frequency words and then next 200 High Frequency Words.

- Weekly assessment of Year 1 and 2 Common Exception Words.
- Year 1 phonic screening test.
- Reading comprehension paper all pupils 1 & 2 Autumn term.
- Half-termly Year 2 reading comprehension assessment paper.
- Termly Year 1 reading comprehension paper.
- Year 2 SATS reading paper.

### **Key Stage 2:**

- Ongoing assessment during guided reading sessions.
- Children's reading logs for independent reading and reflections.
- Reading comprehension paper all pupils 3 - 6 Autumn term.
- Reading comprehension assessment papers for Years 5 & 6 half-termly.
- Reading comprehension assessment papers for Years 3 & 4 termly.
- Year 6 SATS reading paper.
- Half-termly reading assessments using Nelson PM Benchmark Kit for Years 3 & 4.
- Weekly assessment of first 100 High Frequency words and then next 200 High Frequency Words.
- Weekly assessment of Years 3 - 6 Common Exception Words.

### Monitoring and Review

The monitoring of reading is carried out in the following ways:

- Staff meetings update teachers on new initiatives.
- Observations and discussions with teachers across the school e.g. Guided reading sessions and Phonic sessions.
- Ensuring good quality differentiated reading books in all key stages for children to choose from.
- Half-termly assessment for reading using Nelson PM benchmark kit for Years 1-4.
- Reading comprehension assessment papers for Years 1 - 6 at the end of Autumn 1.
- Reading comprehension assessment papers for Years 2,5,6 half-termly.
- Reading comprehension assessment papers for Years 1,3,4 termly.
- Data from SATS scores for Year 2 and Year 6 reading papers & question analysis to highlight strengths and weaknesses.
- Data of the Year 1 Phonic screening test.
- Phonics tracking sheet for all children in Reception and passed on to teachers in KS1.
- SMT evaluate reading attainment half-termly and target the areas of development.
- Informal conversations with children about their reading are on ongoing.
- Pupil reading questionnaire from EYFS - Year 6.
- Review of data and teaching of reading in Pupil Progress meetings.
- Record of attainment on Pupil Tracking.