

READING POLICY



'Where Happiness Promotes Success'

OUR SCHOOL VISION

To ensure every child leaves our school with an outstanding education and the values and character to live life in its fullness, contributing positively to society.

Jesus said: I have come in order that you might have life-and life in all its fullness. John 10:10

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Reading is a core subject in the National Curriculum this policy explains the principles and practice which underpin the teaching of reading at West Haddon Primary.

Introduction

At West Haddon we believe that the ability to read is fundamental to pupil's development as independent learners during their time at school and beyond. Reading is essential to our ability to understand, interpret and communicate with each other in the world around us. Success in reading has a direct effect upon progress in all areas of the curriculum therefore reading is given a high priority at West Haddon Primary school. Enabling the children to become enthusiastic, independent and reflective readers as well as developing a love for reading.

Aims

Our aims are for all children at West Haddon to:

- Become fluent, confident and expressive readers;
- Read with enjoyment across a range of genres;
- Read for pleasure as well as for information;
- Read and respond to a wide range of different types of literature;
- Understand the layout and how to use different genres and text types;
- Understand and apply their knowledge of phonics and spelling patterns and use this to decode words with accuracy;
- Ensuring awareness of own progress and development as readers.
- Build their bank of sight words to enable fluent reading;
- Encouraging reading outside of the classroom through forging strong links with home.
- Have an interest in words and their meanings, developing a rich and varied vocabulary;
- Understand and respond to literature drawn from a range of cultures and literary heritage.

We aim to develop, through our teaching of reading, the following attitudes:

- Curiosity and interest;
- Pleasure and thoughtfulness;
- Critical appraisal;
- Independence;
- Confidence;
- Perseverance;
- Respect for other views and cultures;
- Reflection.

Action and Implementation

- Reading at West Haddon Primary School is taught and celebrated in a range of ways. Some of these are generic across the whole school, whilst others are specific to key stages. These may be implemented by the class teacher and or supported by teaching assistants and voluntary readers such as parents.

Nursery.

- Listening to a wide range of texts

- Book taken home from nursery library to share.
- Displays with relevant text which are used during nursery sessions.
- Use of interactive whiteboard.
- Focussed activities including environmental sounds, sound discrimination, listening walks.
- Phonics phase 1 when appropriate following adapted Read, Write Inc.

Reception

- Reading, using a big book or text on the interactive whiteboard, with small groups or the whole class;
- Guided Reading of the same text in small groups, including teaching a range of reading strategies and comprehension; when appropriate.
- Frequent readers on a 1:1 basis, for those children who need to ‘catch-up’ with their peers/chronological age;
- Weekly readers on a 1 to 1 basis using ‘levelled books’
- Weekly self-chosen book at appropriate level.
- Reading of ‘high frequency words’.
- Daily phonics lessons, using an adapted Read, Write, Inc. approach
- Regular listening to audio books.
- Regular quiet reading.
- Reading of texts linked to topic work;
- Story time in which the class teacher or TA reads to the class;
- World Book Day involving a range of book related activities;

Key Stage 1

- Guided Reading of the same text in small groups, including teaching a range of reading strategies and comprehension;
- Frequent readers on a 1:1 basis, for those children who need to ‘catch-up’ with their peers/chronological age;
- Daily phonics lessons, using an adapted Read, Write, Inc. approach.
- Reading of texts linked to topic work;
- Story time in which the class teacher or TA reads to the class;
- Regular listening to audio books.
- Regular quiet reading.
- Class reader, every child takes home the same book.
- World Book Day involving local authors, booksellers, poets, storytellers and a range of book related activities.

Lower Key Stage 2

- Guided Reading of the same text in small groups, including teaching comprehension skills;
- Frequent readers on a 1:1 basis, for those children who need to ‘catch-up’ with their peers/chronological age;
- Reading of ‘First News’.
- Reading of texts linked to topic work;
- Story time in which the class teacher or TA reads to the class;
- Regular listening to audio books.
- Regular quiet reading.
- Class reader, every child takes home the same book.

- World Book Day involving local authors, booksellers, poets, storytellers and a range of book related activities.

Upper Key Stage 2

- Guided Reading of the same text in small groups, including teaching of comprehension skills; twice a week once aloud with teacher modelling reading and once silently.
- Frequent readers on a 1:1 basis, for those children who need to ‘catch-up’ with their peers/chronological age;
- Reading of ‘First News’.
- Reading of texts linked to topic work;
- Story time in which the class teacher or TA reads to the class;
- Regular listening to audio books.
- Regular quiet reading.
- Class reader, every child takes home the same book.
- World Book Day involving local authors, booksellers, poets, storytellers and a range of book related activities.
- Public reading for assemblies and productions.
- Paired reading with peer group.
- Timed reading

Phonics

Read, Write, Inc. Phonics is an inclusive literacy programme for all children learning to read. It is aimed at children’s early reading development and teaches synthetic phonics. Children learn the 44+ common sounds in the English language and how to blend them to read and spell. The scheme includes both a reading and a writing focus.

Reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. The R.W.I sessions are expected to occur each day with no exceptions, as the continuity and pace of the programme is key to accelerating the progress of children’s reading development.

Individual reading

All children in nursery take home a self-chosen book to share with adults at home.

All children in reception and KS1 have an entitlement to read to an adult at regular intervals. The children have a levelled book as well as a self-chosen book from the class library.

In KS2, all children have their own levelled book.

Guided reading

From Year 1 all children are in a reading group and the teacher will hear children read weekly as part of this group. The children read a whole book instead of extracts.

Role of Parents and Carers

Parents and carers are strongly encouraged to be actively involved in their children’s reading at all ages, by listening to them read, reading to their children, and by promoting a home environment in which books are valued. They are encouraged to write in their child’s reading record when they have heard them

read, to support the communication between home and school. All children have a reading record and the expectation is that the parents read with their child at least twice a week.

Reading across the curriculum

In lessons in other curriculum areas eg science, history and RE, opportunities are found for additional reading so that skills learnt in English lessons are applied in different contexts.

The reading environment

In each classroom, there is a reading area that is well resourced to inspire children to read for pleasure and information. Children are given the opportunity to change their own library books and teachers support their selection of appropriate reading material eg through weekly book recommendation, author focus, if you liked this book you might like.

The school library is an attractive and well resourced space that is used by all children and contains both fiction and non fiction books.

Reading stories to the class

It is expected that teachers in all year groups will daily read stories and other texts to their class to enrich children's enjoyment of reading. This helps to give children opportunities to engage with whole texts rather than just extracts.

Interventions to accelerate learning

In addition to the provision in class for all children (quality first teaching) the school provides interventions for groups and individuals. The precise interventions are guided by the needs of the child concerned and are organised as part of the provision map.

Assessment

FS: Children are assessed against the Early Learning Goals. APP's (assessment pupil progress) used for guided reading.

KS1: APP is used to assess a child's reading progress during guided reading sessions and individually. Children are assessed using Rising Stars tests 3 times per year, used to support teacher assessment. In year 1 there is also the national Phonics screening check. In year 2 there is also a national assessment that supports teacher assessment in reading.

KS2: APP is used to assess a child's progress during guided reading and individually. Children are assessed using Rising Stars tests 3 times per year. In year 6 there is a national assessment.

Monitoring, evaluation and review.

The English subject leader has responsibility to monitor quality first teaching by
Observing teaching

Supporting teachers development through training

Monitoring planning and learning in books

Collecting and analysing performance data.