



READING POLICY

Reviewed by Head. Noted by GB.	16 th May 2019
Next Review	Summer 2021

The Vision of St John's CE Primary School, Rishworth

Matthew 5:16 (NRSV)

"Let your light shine before others, so that they may see your good works and give glory to your father in heaven."

Following Matthew 5:16, people shine through success, honesty, independence, neighbourliness and enjoyment. We believe children learn best when they're happy and have the confidence to respond to challenges, within a caring Christian environment where adults lead by example. We value the partnership with families and the community whilst striving to give our best.

The School's Aims are:

- ◆ To maximise the academic attainment of each child
- ◆ To maximise the personal, social, spiritual and physical development of each child

The pupils, staff, parents and governors of St John's have worked together to create **our core values:**

Success. We aim to provide excellent learning opportunities to ensure the best possible progress and attainment for all children whatever their needs and abilities.

Honesty. We aim to develop children's understanding of the importance of honesty in all relationships and as part of self-reflection in a Christian environment.

Independence. We aim to develop the self-confidence in all our children that enables them to think and work independently, so striving for excellence in all areas of the curriculum.

Neighbourliness. We aim to ensure that every child becomes a compassionate and respectful member of the school, local, national and global communities.

Enjoyment. We aim to be a safe, friendly and welcoming environment where children have exciting and creative learning experiences that help develop an enjoyment and love of learning.

THE IMPORTANCE OF READING

Reading is an essential life skill that provides access to the experiences of people from different cultures and times. Pupils must acquire good reading skills in order to access the information that will support their development in all curriculum areas.

INTENT

1. **Self** – Our children will be inspired to have a love of reading which will enable them not only to enjoy reading as a past time but as an essential tool to succeed in all areas of life
2. **Others** – Through their reading, they will encounter and be challenged by ideas from experiences which they would not normally be exposed to beyond their own community
3. **Wider world** – We believe reading is a fundamental part of communication in an ever more connected world. An ability to not only read but understand the intention of others is essential as they progress into the next stage of their learning

GUIDELINES FOR TEACHING READING

St Johns CE Primary School identifies two important phases in reading development: *learning to read* and *reading to learn*. Teaching strategies are employed that recognise children's needs in each phase.

- Positive attitudes to reading are fostered through carefully designed teaching activities and classroom provision. The need for pupils 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 emphasize the importance of reading and encourage pupils to read at home with their parents.

- Teachers use a balanced approach. 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 pupils to engage imaginatively with texts, empathise with characters and develop their specific interests in the world around them through their reading.
- A variety of teaching strategies are employed to teach reading both inside and outside the English lesson.
- Teaching is embedded within meaningful contexts. Teachers teach pupils about reading by providing access to a wide range of high quality narrative and non-narrative texts.
- Reading scheme material is used in guided reading for pupils 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.
- **Key Stage 1**
Aim:
 - To develop each child's ability to read, understand and respond to all types of writing.

The pupils 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. Pupils are introduced to the conventions of books, left to right, regarding the illustrations as an integral to the story, turning the pages singly etc.

Pupils build a sight vocabulary from the structured scheme whilst concurrently following the phonics –based Read Write Inc programme. The sight vocabulary is extended so that as they encounter the scheme book, most words are already known and they experience success and pleasure.

Each child takes home a scheme book every day with a reading record. The pupils share their books with an adult in school at least 2-3 times a week. The adult asks questions relevant to the interest of the child and encourages predictions. The pupils are encouraged to decode unknown words using appropriate strategies.

A 'Class Reader' is also used to encourage children's enjoyment of literature. This is read regularly.

The school library is open to pupils each playtime; all pupils are encouraged to choose a library book from the school library each week. Y6 pupils act as librarians together with a TA. Prizes are awarded, in praise assembly, to pupils who have read 10 books from the school library.

Weekly reading Comprehension activities are planned within the English lessons and/or Guided Reading sessions. The Read, Write Inc phonics programme is introduced in EYFS and continued throughout the Foundation Stage and Key Stage 1 and into Key Stage 2 as necessary. It focuses on phoneme / grapheme recognition and the strategies of blending to read and segmenting to spell. Pupils in KS1 are grouped according to phonic ability and receive daily focussed teaching sessions.

Regular assessment ensures pupils who are not working at an appropriate level access intervention groups for regular pre and post teaching of the required phase.

Reading is discussed at parents' evenings as well as at the KS1 early literacy evening, where staff explain the school's phonics program to KS1 parents.

Key Stage 2

Aim:

- For the pupils to be able to read a range of texts fluently for pleasure, information and with comprehension.

The graded reading scheme is continued at Key Stage 2. A full range of reading genre is offered. Pupils take a reading book home daily and will read to an adult in school at least once a week.

Reading is taught using whole class reading lessons, guided comprehension practice and small group guided reading sessions, where appropriate.

Each child takes home a reading book every day with a reading record. The pupils share their books with an adult in school at least once a week. The adult asks comprehension questions relevant to the text.

The 'Class Reader' is also continued into Key Stage 2.

Reading comprehension continues to be taught weekly and may cover a wide range of activities including answering questions related to the text/pictures, and rewriting text from a different viewpoint.

STRATEGIES USED TO TEACH READING

1. Phonics

- The school uses *synthetic phonics* to teach reading; materials from *Read Write Inc* are used.

Phonics teaching will be used to:

- These materials provide a rigorous, systematic framework in which to teach pupils to hear the 44 English speech sounds, blend them together into words and segment words into sounds for writing.
- Teachers follow the handbook guidance carefully to organize the teaching sessions; they use partner work, *Fred talk* and *Fred fingers* etc.

2. Individual Reading

- At the *learning to read* stage, teachers and support staff listen to pupils read individual. Pupil sat this stage may not yet be part of a guided reading group.
- The school actively promotes the support of parents in this process by listening to their child read each evening and recording this in the home-school record.
- Texts are chosen from the school's graded reading scheme and are at the instructional level for each child.
- Pupils will also have a book which they can choose from the school library each week to support their reading.

Individual reading will be used to:

- Teach reading strategies and behaviours at the instructional level of the child;
- Provide a context for the teacher to teach high frequency words, decoding skills, use of picture clues and use of context to support prediction;
- Provide an opportunity for the child to practise her/his decoding skills;
- Explicitly support the child in her/his application of comprehension strategies;
- Monitor the comprehension and application of reading skills of the child.

3. *Shared Reading*

- Teachers in KS1 provide on average three, fifteen-minute sessions of shared reading each week.
- Teachers in KS2 provide on average two, fifteen minute sessions of shared reading each week.
- The texts chosen are linked to the writing activities planned for the pupils wherever possible.

Shared reading will be used to:

- Demonstrate how to read a wide variety of different genres and text types.
- Demonstrate that reading is a pleasurable experience;
- Give access to challenging texts for all pupils;
- Provide a secure environment for learning to read;
- Provide a context for explicit teaching about reading;
- Enable teachers to model the skills and strategies used by effective readers;

4. *Guided Reading*

- Pupils who have learned to decode text are at the *reading to learn* stage. Guided reading is used as a key teaching strategy for pupils at this stage.
- Teachers will work with each guided reading group on a weekly basis for one twenty-minute session.
- These sessions may be outside the English lesson.

Guided reading will be used to:

- Teach to the group's learning targets;
- Teach reading strategies and behaviours at the instructional level of the group;
- Provide an opportunity for pupils to practise their reading skills independently;
- Provide a context for pupils to share responses and understanding of different text types and genres with others;
- Explicitly support pupils in their application of comprehension strategies;
- Monitor the comprehension and application of reading skills of individuals.

5. *Independent Reading*

- Teachers will set reading tasks for pupils that require them to read without teacher support. Some of these tasks might require a written response.

Independent reading will be used to:

- Promote enjoyment of reading;
- Promote the development of independent learning strategies;
- Provide a context for the application of skills and knowledge about reading.

READING MATERIALS

Reading has a very high status at St John's and as such the school seeks to provide high quality, up-to-date resources for teaching reading. It provides:

A reading scheme for pupils who are learning to read:

- In Key Stage One this material is based around Oxford Reading Tree (ORT), Writers' Inc, Rigby Star and Collins Big Cat reading schemes. Other material is added to broaden the range of sentence structures and grammar that the pupils are exposed to.
- The reading material is chosen to provide a set of familiar characters and settings that the pupils can relate to. Classroom teaching helps the pupils to acquire knowledge of the central characters and their relationship to one another.
- *Read Write Inc* is chosen to provide a systematic and structured approach to phonics teaching.
- Collins Big Cat materials are chosen to provide a broad range of genre including non-narrative types. These books are organized in graded sets.

- In Key stage Two materials are provided that are suited to the age range and reading abilities of the children. Materials are chosen to provide a mix of fiction, non-narrative and poetry with a strong emphasis on stimulating interest and motivation for pupils who are slower to learn decoding skills.
- These materials are kept in KS2 and are graded in age referenced bands (*learning to read*).

A set of reading books for pupils who have learned to decode (*reading to learn*):

- In Key stage one a set of "free readers" is 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 two 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. Pupils 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 pupils to bring suitable reading materials from home, especially where they feel that the child has well developed reading tastes and habits.

Pupils have a reading journal, a wordbook, along with working walls to log useful words and ideas to support their writing. Pupils are also encouraged to read books from the individual class libraries and the school library. Both oral and written book reviews are undertaken to encourage a desire to widen their reading experience. Pupils are also encouraged to record when they have read in their own reading record books.

As the pupils progress, they are encouraged to widen their use of books for reading for information, developing specific skills:

- Looking up and locating
- information Skimming
- Scanning
- Making notes
- Computing is also used to support reading and comprehension through a range of interactive texts.

Comprehension

Reading for comprehension involves work based on the ability to recognise and recall:-

Literal -

- Facts
- Main ideas
- Sequence of events
- Comparisons and contrasts
- Character statements and reasons

Authorial – Analyse, synthesise and organise ideas and information explicitly stated in the text. Explain why a writer has chosen to organise a text in a particular way.

Deductive – The ability to answer questions where the text does not actually tell us, but we can work out the answer directly from information the text gives us.

Inferential – Ability to use ideas and information stated in the text with own intuition and personal experience as a basis for conjecture and hypothesis. It demands thinking and imagination that go beyond the printed page.

Evaluate – Make an evaluative judgement. Explain why a writer has chosen to use a specific word or phrase and the impact the word or phrase has on the reader.

Appreciative – Be emotionally and aesthetically sensitive to the text. To relate the text to its social, cultural and historical traditions.

HOMEWORK

Pupils in KS1 are expected to read at home to an adult daily- this is recorded within the reading journal and monitored by class teacher.

Pupils in KS2 are expected to read at home independently/ to an adult 5 times per week and update their reading record journal with the number of pages read.

READING ASSESSMENT

During the assessment cycle NGRT, NFER, Testbase or past SAT reading comprehension tests will be conducted in Y1-6. Reading levels/standardized scores will be based on the test scores.

Phonics Assessment- Phonics assessments- using the activities provided within the phonics programme should be recorded on Target Tracker and shared with the HT/ English co-ordinator termly. Any pupils requiring support will be referred to the Phonics Intervention Group for the following term.

To achieve our aim at both Key Stages we need to:-

- Expose the pupils to a stimulating range of books and texts, fiction / non-fiction / poetry / play scripts.
- Provide a range of reading experiences, individual reading / shared reading /guided reading / class reading / class stories and poetry / use of school and class libraries.
- Involve parents as much as possible.
- Ensure reading is structured and enjoyable.
- Use record keeping and assessment to monitor progress.
- Provide support for pupils with Special Educational Needs as appropriate Provide stimulating texts which are age related with appropriate graduated vocabulary.
- Encourage independence through the development of a variety of skills.

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 English co-ordinator. 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 / English co-ordinator through monitoring activities. The head/English co-ordinator will, if necessary, call on external agencies to give specialist advice.