

Policy for Reading

Rationale

We believe that reading is essential to all learning and that it enables children to take part effectively in all areas of the curriculum. The ability to read is fundamental to pupils' development as independent learners, during their time at school and beyond. Reading successfully and with enjoyment is critical to children's long term life chances and is a vital tool for life.

Objectives

- to provide excellent learning opportunities to enable all of our pupils to make progress in their reading;
- to create a positive reading culture where children enjoy reading, want to read regularly and discuss their reading.
- to provide the opportunity for children are able to read and enjoy a variety of different texts e.g. fiction, non-fiction, play scripts, poetry, reports and understand their purpose;
- to enable children to meet the reading requirements of the curriculum to the best of their abilities;
- Encourage reading outside the classroom, to build strong home-school links and to create a climate of mutual support within school so that all children perceive themselves as readers.
- To teach the children to apply the skills they learn in reading, across the curriculum, utilising every possible opportunity to reinforce and practice the skill and pleasure of reading

Teaching and Learning

It a child's right to be literate and enjoy literature, regardless of the social and economic circumstances of their neighbourhoods, their ethnicity, the language spoken at home and any special educational needs or disabilities. The teaching and learning of reading should be a positive and enjoyable experience.

Children's prior knowledge and experiences should be built on, valued and harnessed to support them in making links and connections.

Coverage

We use a variety of opportunities (shared, guided and independent reading) through which children can experience texts and apply their reading skills throughout all areas of the curriculum on a daily basis.

Special days, including World Book Day, Roald Dahl Day and National Poetry Day are also celebrated. Reading is an integral part of the writing process and is the starting point, along with speaking and listening, of all our units of work. Alongside this vital role reading plays in lessons, there are also timetabled opportunities for guided, independent and class reading, Accelerated Reader, library, ERIS, MyOn, interventions, fluency and guided reading sessions. Two, large reading areas are available for pupils to use during break times and lunchtimes in addition to classrooms having well-resourced reading corners. Each classroom is supplied with additional, high quality, appropriately-pitched texts to be used as class readers to support learning and reading for pleasure. The Librarian also provides Digital books, myON and book-based reading clubs at lunchtimes.

Teaching Styles

There are many times when reading is inevitably linked with speaking and listening, and writing. Bringing a book to life by acting out a scene or 'hot-seating' a character gives children a much clearer perception of the author's thinking; and of course, poetry is made to be read aloud. Through Talk for Writing, pupils are exposed to a greater number of fiction, non-fiction texts, poems and stories. Within all reading sessions, knowledge of vocabulary is vital. During all sessions, children should be taught and encouraged have an interest and understanding of words, how they work and their meanings to support their understanding, spelling and language choices

Guided Reading

Children experience an appropriate range of high-quality texts and genres, including poetry for a variety of purposes. They hear texts being read aloud, while throughout, expand their vocabulary and broaden their knowledge and understanding of the world through exposing them to experiences they mightn't otherwise have.

Each year group has access to a range of resources and texts; these include fiction, poetry, plays and non-fiction. They are kept within the designated year group. Online resources published resources, including Reading Explorers, Reading Detectives and Cracking Comprehension in addition to a vast range of available texts in the library and class book boxes. Diverse texts are also available. The use of READING VIPERS is encouraged to increase awareness of the core reading skills and content domains. Guided reading sessions are provided for 1-2 hours in Years 3-5 and for 2 hours weekly in Year 6. These are whole class, teacher-led sessions.–

Guided reading is an ideal opportunity to practise the skills of comprehension. However, children who are still at the early stages of decoding will not be expected to carry out comprehension tasks when reading until they have acquired a degree of fluency. A guided reading session should be planned for, with appropriately-pitched texts, clear objectives and a lesson starter/pre-reading activity; teachers should vary the reading of the text, incorporating whole class, echo, choral and independent reading opportunities. Teachers plan for a range of questions, independent reading and text-based activities. Differentiation opportunities should also be planned to enable all children to achieve successful outcomes. Teachers will need to have a working knowledge of the text being read if the activities set are to be worthwhile.

Class teachers are responsible for keeping individual records; sessions should be planned carefully, ensuring a range of genres are covered that fulfil the needs of the children, the National Curriculum and that link to writing units. Interventions are to be put in place for those children not making the expected progress.

Reading Across the Curriculum

Each year group is expected to include, one guided reading session, in all foundation subjects, per unit. These sessions can link the topic being covered to the current English Unit, or to any preferred genre.

Interventions

All year groups have Reading Fluency Interventions

Within these sessions, pupils have the opportunity to improve the speed, accuracy and understanding of what they have read. Additional catch up reading interventions are available to children identified as being not on track. Phonic interventions are also provided to identified pupils. These sessions are taught by Teaching Assistants.

Independent Reading

ACCELERATED READER As a school, we use a programme called Accelerated Reader to measure pupils' reading progress and to build their love of reading.

The school has a very well-resourced reading scheme which is housed in the library. Children are encouraged to read a selection of books at each ZDP band before progressing to the next. Teachers are responsible for monitoring and recording children's progress and ensuring they are reading appropriate texts.

Children have a reading record log to keep note of all the books they have read. Children are responsible for filling in their reading record when reading has taken place. Children are encouraged to read with an adult daily who will then sign the record. It is important that teachers monitor reading records to ensure children are being heard to read at home.

Home reading charts are to be visible in classrooms at all times as a method of encouraging and monitoring children's reading. Those children who read on a daily basis, are entered into the weekly 'In it to win it' draw. The class with the highest number of pupils reading over the course of a term are awarded a class prize. Individual reading prizes (a book) and certificates are issued each term to those pupils, selected by the teacher, who have made significant progress. Additional awards include; Millionaire Row (classes that achieve a million or more words are displayed in the hall. Children's names are written in 'The Book of Words' for the highest readers and announced in weekly Assembly. Additionally, we have half termly myON competitions for our digital reading platform.

Parental Support

The school has an expectation that parents/carers hear their child read for a minimum of ten minutes on a daily basis. However, if for any reason a child is unable to read at home, the class teacher will give them the opportunity to read at playtime the following day.

Assessment

Formative assessment takes place during the teaching of reading (this can be in a guided reading session or within interventions) and is used to influence future planning. Progress is tracked at regular intervals throughout the academic year. Summative assessment is carried out at planned intervals during the year using NTS tests and the KS2 SATs. It is vital to quickly identify the pupils who are not working at age related expectations, or those who are in danger of falling behind, to ensure they catch up with their peers.

Equal Opportunities

The reading resources provided within the school have been chosen to cater for all abilities from least to most able.

Every effort has been made to include stories from a variety of cultures which reflect the multi-cultural aspects of our school. We have an increasing range of diverse books in the library, in addition to dual language books. We try to avoid books which contain overt gender or racial stereotyping.

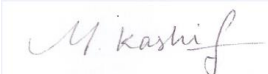
This policy will be monitored and reviewed by the English subject leader on an annual basis.

Policy updated: September 2022

Staff responsible: Lois Grey

This policy was ratified by the Governing body/Local Authority on: 14th September 2022

Signed on behalf of the Governing Body/Local Authority on:

 (signature)

M. Kashif - Chair of Governors (printed)