

Policy for Reading

Intent

At William Austin Junior School, 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, and we want to develop all of our children to be life-long readers and to be able to access the world around them with confidence.

Our Aims

- 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 and discuss their reading
- to provide opportunities for children to be 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 National Curriculum to the best of their abilities
- Encourage reading outside the classroom, to build strong home-school links and support for parents
- 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

Entitlement and curriculum provision- The National Curriculum (2014) provides a detailed basis for implementing the statutory requirements for reading. Much of the Programme of Study needs to be taught through Literacy, and guided reading but it is expected that the children will read widely across the curriculum.

Our Whole School Approach to Reading

At William Austin Junior School, children are taught in mixed ability classes for reading. On a daily basis, we use a variety of opportunities across the curriculum where children can experience texts and apply their reading skills. The children have two, hour-long Guided Reading lessons a week and are exposed to a range of high-quality age-related texts. The use of READING VIPERS (vocabulary, inference, prediction, explain, retrieval and summarise) is encouraged to increase awareness of the core reading skills and content domains. Each class also has a class reading book, linked to their topic that the teacher can read each day.

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 and adapt their teaching to meet the needs of all of their children.

The children are able to use the library and the two large reading areas at lunchtimes. The Librarian also provides Digital books, myON and book-based reading clubs at lunchtimes.

Accelerated Reader

The school uses the reading scheme Accelerated Reader which motivates, monitors and manages children's reading. Each child starts by taking a Star Reading Test to identify their reading level – zones of proximal development (ZPD). Once they have this level, they can read from a wide range of books within their specific ZPD. Children complete a quiz once they have finished the book and teachers are responsible for monitoring and recording children's progress and ensuring they are reading appropriate texts as well as taking tests on a regular basis. We also celebrate children who have read every day. They receive an 'In it to win it' ticket and are entered into a prize 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 class 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.

Annually, as a whole school, we celebrate Roald Dahl Day, National Poetry Day and World Book Day, with special themed events taking place on each of these days. We also invite M and M productions- a theatre company, into school to deliver a show to allow our children to experience the magic of theatre.

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 for targeted pupils. Within these sessions, pupils have the opportunity to improve the speed, accuracy and understanding of what they have read. Phonic interventions are also provided to identified pupils. These sessions are taught daily by Teaching Assistants.

Parental Support

At William Austin Junior School, we believe that parental involvement and encouragement can play a crucial part in a pupil's reading development. We expect parents/carers to listen to their child read for a minimum of ten minutes on a daily basis, and we encourage them to acknowledge this and make notes in the children's reading records which are checked in school 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 by the teacher during the teaching of reading 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 National Test-style tests (NTS) and the end of KS2 Statutory Assessment Tests (SATs). By monitoring our children's reading, we are able to identify those that are not working at age-related expectations and provide appropriate intervention to support them to make further progress.

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.

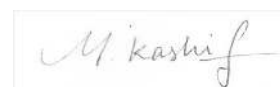
This policy will be monitored and reviewed by the English subject leader on an annual basis.

Policy updated: September 2023

Staff responsible: Ann Compton

This policy was ratified by the Governing body/Local Authority on: 18th October 2023

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



(signature)

M. Kashif - Chair of Governors (printed)