

## Policy for Reading

### Rationale

We believe that reading is the key to all learning and that it enables children to take part effectively in all areas of the curriculum, as well as being a vital tool for life.

### Objectives

- to foster a love of reading in all children so that they become lifelong readers;
- to enable children to meet the reading requirements of the curriculum to the best of their abilities;
- to encourage positive attitudes so that reading is viewed as a pleasurable and purposeful activity;
- to provide a full and attractive range of literature, which will stimulate and encourage children's interest;
- to build strong home-school links and to create a climate of mutual support within school so that all children perceive themselves as readers.

### Teaching and Learning

#### Coverage

We use opportunities to promote reading skills in most areas of the curriculum; it will take place in various forms on a daily basis. Reading is an integral part of the writing process and is the starting point, along with speaking and listening, of all units of work. Alongside the role reading plays in English lessons, there are also timetabled opportunities for guided, independent and class reading during library, ERIS and guided reading sessions. Two new, 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.

#### 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.

#### Guided Reading

Each year group has access to a range of differentiated guided reading books and texts; these include fiction, poetry, plays and non-fiction. They are kept within the designated year group. Teachers are also provided with published resources, including Reading Explorers, Reading Detectives and Cracking Comprehension. 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 need to plan for a range of intervention opportunities — for example oral and written questions, independent reading and text-based activities. 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.

### **Fluent Reading Sessions**

All year groups have Fluent Reading sessions, a minimum of twice per week for 20 mins. Within these sessions, pupils have the opportunity to improve the speed, accuracy and understanding of what they have read. During the focused teaching part of the session, pupils are introduced to unfamiliar words and practice their use of a dictionary, to identify meanings, synonyms and antonyms.

### **Independent Reading**

The school has a very well-resourced reading scheme which is housed in the library. Children are encouraged to read a wide range of books at each 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. The Librarian also awards two prizes for children who display a sense of 'love for reading' every half term.

### **Parental Support**

The school has an expectation that parents/carers are expected to hear their child read for 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 Rising Star tests and the KS2 SATs.

### **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 dual-language books in the library. 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: March 2020

Staff responsible: Lois Grey

This policy was ratified by the Governing body/Local Authority on:

Signed on behalf of the Governing Body/Local Authority on: \_\_\_\_\_(signature)

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