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<b>READING POLICY</b>			

## Introduction

Reading is a complex skill with many components. Successful approaches to the teaching of reading should encourage children to use a variety of strategies in their pursuit of meaning. It is important to lay firm foundations in this crucial area of the curriculum and establish a consistent whole school approach to the teaching of reading.

## Aims

This policy aims to:

- Develop an interest in and a love of books, encouraging children to become attentive listeners, independent and reflective readers.
- Develop reading strategies and skills, accuracy, fluency, understanding and response to texts. (Use phonics as the first strategy to decode and encode unknown words until a degree of fluency is reached).
- Develop the skills of blending and segmenting as a first priority as children are introduced to the grapheme/phoneme correspondences for reading and spelling. This ensures that from the outset children are able to read and spell simple CVC's with the GPC's they know.
- Develop their spoken language and comprehension simultaneously as they are learning phonics in the first years of school and ensuring that children are reading with increasing automaticity by the age of 6.
- Develop and apply their phonic knowledge in the context of reading and spelling in the wider curriculum and understand how and when to do this.
- Develop the ability to use and manipulate a variety of texts, both fiction and nonfiction.
- Develop children's experiences through a variety of text including the use of libraries, ICT and other available media.

One of the most important skills a child can acquire is the ability to read independently and for meaning. Books are the steppingstones of imagination, and our aim is to instil in children a love of books and a passion for the written word.

Children read a range of quality texts throughout the day in all curriculum areas, as well as teaching discrete phonics and reading sessions every day.

## Opportunities for children

- Independent reading
- Guided reading sessions
- Individual reading time in class
- Shared Reading
- Teacher - led class reading
- Opportunities to visit the school library
- Local library visits

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- Visit Rainbow Factory for Interactive Theatre and story-telling experience
- AR Quizzing
- Daily phonics sessions in Ey
- Phonic session 1-3 and continues as intervention sessions
- Days dedicated to books and celebrating reading (World Book Day, DEAR)
- Celebrating reading - Rewards and certificates
- Yr 6 children role modelling to younger children
- Reading Buddy
- Ict – reading online
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### **Guidelines**

These will ensure a progression of reading throughout the school and a cohesive approach to reading the following guidance must be followed.

### **Phonics**

Phonics is one of the many skills needed to become a reader and writer. We aim to give children the best possible start on their reading/writing journey by teaching them the essential phonological/phonemic skills and knowledge to decode and encode (spell) words independently from the outset. At the point of reading/writing, children will use phonics as their first strategy to read and spell unknown words until it is embedded and automatic for them.

We recognise that the development of spoken language and the enjoyment and comprehension of quality literature go hand in hand to develop a lifelong love of reading and aim to nurture and develop these attributes alongside the phonics program.

Our policy sets out the means by which we ensure consistency and a systematic approach to the teaching and learning of synthetic phonics, as the most important method by which children learn to read and spell independently, spontaneously and confidently in the early years of their schooling. We follow the advice in 'Letters and Sounds', introducing the GPC's in the suggested order of phase 1-6.

### **Teaching Methods**

All children will be taught phonic skills from Nursery through the systematic Phonics programme of Letters and Sounds in conjunction with Jolly Phonics to ensure a consistent system is followed, and that learning can be tracked and monitored within the systematic framework. A **multi-sensory approach** to teaching and learning will be used in phonics sessions so that children learn from simultaneous visual, audio and kinaesthetic activities designed to secure essential phonic knowledge and skills. Songs, actions and stories from 'Jolly Phonics' are used to aid memory when introducing and revisiting phoneme/grapheme correspondences as part of this multisensory approach during the first 3 phases of Letters and Sounds, and until the children are secure in using the initial alphabetic code (44 phonemes).

A discreet session of at least 20 minutes daily is given to the teaching of high quality, systematic synthetic phonics until children are secure in Phase 5. Children are taught 42 basic sounds, tricky words and 27 complex/alternative spellings. They learn to blend and segment to enable them to read and write.

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Lessons include games and practical activities to help children learn and put their phonics skills into practise using wide range of resources including Phonics Bug, Phonics Play and Jolly Phonics. Each lesson has 4 parts; children revise sounds they have previously been taught, are taught a new sound/word, practise what they have been taught and then apply their new phonics knowledge.

### ***Common Exception Words***

Children are taught high frequency words that do not conform completely to grapheme-phoneme correspondence rules also known as ‘tricky’ words, taken from phases 2 to 5 of Letters and Sounds. Children are specifically taught the ‘tricky’ part of the word and strategies to remember this. They are taught to apply their knowledge of these words in reading and writing.

Rigorous and systematic teaching of phonics with on-going assessment supports reading and writing and provides children with a firm foundation on which to build. Our aim is that all children will have a sound knowledge and understanding of phonics by the end of Key Stage 1. Some, however, will need continued support in Key Stage 2.

### **Grouping**

Children will be ability grouped for phonics/spelling and will be decided in response to the needs of the children and the availability of staff. Assessment data and Phonics Tracker will be used to ensure they are in appropriate groups and following their next steps accurately. Once the children are secure within Phase 5 of Letters and Sounds they will progress to the Support for Spelling scheme which will continue to develop their knowledge of sounds and words so they can become fluent readers and increasingly accurate spellers.

If children need intervention or boosters to reach age related expectations in phonics, this is provided in addition to the daily phonics session so that as many children as possible can access their year group learning objectives and reach age-appropriate outcomes.

### **Learning Environment**

Resources in the classroom support the children in applying phonics to reading and writing. In the classrooms a grapheme/phoneme chart, tricky word displays and table mats support children to be independent in their spelling whilst at the same time reinforcing the link between discreet phonics teaching and learning and its purpose in reading and writing.

### **Phonically Decodable Texts:**

Children are not expected to read texts which they cannot decode for themselves until they are reaching fluency. We have a choice of phonically decodable books for both guided and home reading, which are carefully selected to match the children’s developing phonic knowledge, so that every child can experience success in their reading by using the skills they have so far been taught.

### **Comprehension and reading for meaning**

Comprehension and meaning are addressed separately within literacy and wider curriculum planning and policy. Teachers and practitioners are clear about which activities are designed to teach children to acquire word recognition skills, and which will help children develop high-level comprehension skills.

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## Guided Reading

All children will have the opportunity to take part in a shared reading experience in a small (4-6) ability groups guided by an adult giving children a rich, rewarding and stimulating reading experience with plenty to explore. Guided reading sessions offer children age-appropriate reading support and takes place on at least a weekly basis, in Key Stage 1 and Key Stage 2. In Early Years Foundation Stage guided reading will start when the teacher feels the children have reached the appropriate level of maturity and skill.

All guided reading sessions have an objective and these are recorded on the schools guided Reading Planning/Record sheet. During guided reading the adult with each group will record children's responses to the text and the skill being taught. A range of popular titles, modern classics, literary heritage titles, fiction and non-fiction are chosen, which are appropriately challenging, but also suitable for pupils to read independently. High quality, non-fiction texts will provide children with; background knowledge on various subjects ( ie. dinosaurs, trucks, insects, etc), specialised vocabulary, examples of sequences or steps( e.g. from tadpole to frog etc.) as well as opportunities to compare and contrast.

The chosen text can be the same core text to be used in English or can be linked to English or curriculum learning. (For example, The Firework Maker's Daughter by Phillip Pullman can be used as a core text in English, in guided reading and linked to geography work on volcanoes, eruptions and other natural disasters or PSHCE work on Staying safe).

## Shared Reading

This takes place during a literacy session and as such is planned within the literacy plans.

This includes big books or texts displayed on the Interactive White Board. During this time specific reading skills or features of differing genre will be taught. This is an opportunity to discuss the use of language and widen the children's vocabulary.

## Individual Reading

All children will have at least one Individual Reading Book either from the schools graded reading scheme or the School Library first free reader books and free reader books.

Children who are free readers may also bring a book of their own choice from home with the agreement of their teacher.

## Early Years Foundation Stage

Children are heard read by an adult in school at least once a week. This can take the form of key words, sounds or individual reading books. Each of these is recorded in the child's Reading Record Book which is used as a liaison between parents and teachers. The books are matched according to the letters and sounds.

Reading Books will be exchanged once the child has read to an adult in school. This is usually weekly unless further practice of the book is felt appropriate.

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Parents are expected to listen to their child read and ask questions about the book to check comprehension, making comments in the reading record book. Book marks are given to parents to support their questioning.

As part of their weekly reading, children are given phonic booklets to practise their sound recognition and blending words.

### **Key Stage 1**

Children are given a reading book at an appropriate level to take home. Children read at least once a week from their individual reading books to staff, and at least once per week through guided reading.

Children will experience individual reading with a member of staff and quiz once a week in order to monitor their progress. This is recorded in the child's reading record book and in the teachers record book.

The Teacher monitors each child's progress and sets targets based upon this. The targets are shared with parents and children in their reading record book.

Key Words are also recorded and sent home for additional practice if need.

Each class has a book which is shared on a daily basis and changed termly. Time is allocated during each day for the class reader to be shared.

### **Stage 2**

In Lower KS2 children are given a reading book at an appropriate level to take home. Children read at least once a week from their individual reading books to staff, and at least once per week through guided reading which is recorded in the class reading file.

Parents are expected to listen to their children read as involvement in the process is imperative for the child to progress and succeed.

Discussions about the books read and understanding of issues covered help to improve reading skills. Parents are encouraged to sign the reading journal on a weekly basis.

Opportunities for children to change their books will be given on a daily basis. Upper Key Stage 2 Children are responsible for regularly changing their reading books, either from a scheme book or a free choice book from home or school. It is expected that most children will be on free choice books.

Children also have 'enjoyment of reading' time where they will read a book of their choice and are encouraged to quiz on their books.

The teacher monitors each child's progress and sets targets based upon this.

Children use the Accelerated Reader scheme. Staff closely monitor the achievement in the quizzes to ensure the children are reading at an appropriate level. Where appropriate children are heard read by an adult in

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school.

### **Accelerated Reader**

Accelerated Reader is a national program used to assist in the improvement of pupil's reading abilities and their comprehension of what they read. It provides pupils with thousands of book choices (and quizzes) from published scheme books such as Oxford Reading Tree to books by significant authors in order to meet their individual reading needs.

The program uses a computer-based test called the STAR reader test that adjusts to the pupil's individual reading level. They complete this initial testing early on in the school year to give them a reading level (known as a ZPD). Based on this information, each pupil has a points target which they must meet each half term. They earn points by passing quizzes which they must sit after reading each text. Every pupil is expected to score 85% or higher on the Reading Practice quiz in order to demonstrate sufficient understanding of the text. Reading progress is recorded on the online system which is easily monitored by the children themselves as well as class teachers and members of the Senior Leadership Team.

### **Reading Aloud**

There are opportunities planned for children to read aloud to a variety of audiences. These are through Literacy Work, Guided Reading or performances to audiences including whole school and parents.

Each class has a book which is shared on a daily basis where children have the opportunity to read to the class.

Higher order reading skills and reading comprehension are explicitly taught through planned literacy lessons.

### **Library**

The School Library contains the First Free and Free Reader books as well as Fiction and Non Fiction books. All children are entitled to borrow Library Books. KS1 has the opportunity to change library books every week and for KS2, the library is accessible everyday. Library books and free readers all contain a bar code and books are scanned out using this system. When returning books, the books are rescanned to show they have been returned. A charge will be made for books that are lost or missing.

### **The Role of Teaching Assistant**

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Teaching Assistants are expected to take an active role in supporting children with their reading as directed by the Class Teacher. This can include working with groups of children during the literacy hour, leading guided reading groups or hearing individual children read.

Higher Level Teaching Assistants can also run intervention reading programmes such as Literacy Support comprehension programmes in both Key Stages.

The School encourages people who have some time to come into school to hear readers. The volunteer will be allocated to a class and the class teacher will then select children who would benefit from the extra reading to an adult.

The Class Teacher is responsible for ensuring that the volunteer has the support needed to help them carry out the role effectively.

### **Working In Partnership with Parents**

The teaching of reading is greatly helped if there is a strong communication and support from parents. The school Reading Record Book is a way in which communication is easily made.

Every Monday parents are notified via dojo the Phonics focus of the week.

Phonics workshop are also held to advise parents on the reading strategies used in school and how best they may help their child before the children start their Reception Year.

### **Assessment, Record Keeping and Intervention**

Children are assessed in line with the schools Assessment Policy using a variety of means. Assessing Pupil Progress (APP) is used as a method of record keeping. Children are tested on a regular basis for phonic knowledge.

Early Years children are assessed against the Governments standardised Early Years Profile Scores.

Year 1 children are assessed against the Governments standardised Phonics Assessment.

Year 2 children are assessed using the Governments standardised Reading Test.

Year 6 children are assessed using the Governments standardised Reading Test.

The school also uses the Optional (SAT Style) Reading Tests for Year 3-5. Data from these alongside teacher assessed levels submitted end of each term is used to:

- Action any special needs provision.
- Group the children.
- Identify the most able to ensure provision of extension/enrichment work.

These will be discussed during parent day consultations.

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Children are assessed in line with the school's assessment policy and are assessed against the year group expectations every half term. Phonic knowledge and progress throughout the phases are also regularly monitored using the Phonics Tracker.

Specific intervention strategies are put into place using the Phonics and Reading Trackers to support children who have not made the expected progress.

### **Sen and Equal Opportunities**

Those children who as a result of test or normal classroom activities are identified as needing extra support will be monitored closely by the Class Teacher and the Head Teacher/SenCo.

Specific interventions and an agreed Individual Education Plan will be put in place to support those children. Other intensive programmes may be used if the need arises.

Our policy is monitored to ensure that all pupils have equality of access to a range of reading opportunities and experiences so that all pupils achieve to the best of their potential regardless of gender race or culture.

The school will put in place positive steps to support those children who have limited access to reading at home through lack of parental education.

### **A Reading Culture**

A team approach is essential when creating a Reading Culture in school. There are opportunities for pupils to experience print around them through classroom notices, labels and signs. These are discussed with the children which takes a variety of forms such as single words, phrases and complete sentences.

All classrooms have books which are easily accessible. All adults endeavour to be good role models for children in modelling both reading aloud and silent reading.

This policy operates in conjunction with the English Policy.