

Reading Policy

Policy Data Sheet

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Our Aim

The best primary schools in England teach virtually every child to read, regardless of the social and economic circumstances of their neighbourhoods, the ethnicity of their pupils, the language spoken at home and most special educational needs or disabilities (Reading by the Age of 6)

We aim to be one of these schools!

- We aim to be a school that confidently meets the ECaR (Every Child A Reader) standard year on year. This aspiration for each of our children is based upon the need for them to enter the world of work as articulate and literate individuals with a strong love of reading. We recognise the responsibility to send children to secondary school having mastered at least the basic elements of reading.
- We aim to ensure that all children have the chance to follow an enriching curriculum by encouraging them to enjoy reading at an early age.

In our school

- We consistently nurture a love of reading
- there is high-quality, committed and direct leadership of reading, especially from the principal and the literacy lead.
- high-quality, consistent teaching, 'especially discrete phonics teaching'
- rigorous assessment of every child, especially identifying difficulties early on so that well-matched and timely support and intervention could be provided.
- Involve all stakeholder in supporting reading. This includes parents, governors and the local community
- We will celebrate reading by taking part in National Book Days and local reading events.
- We also have a visit from a local author each academic year
- We use a range of books including the Big Cats range and the Oxford Reading Tree scheme

Reading

We recognise the importance of taking a consistent whole school approach to the teaching of reading to close any gaps and to target the highest possible number of children to attain Age Related Expectations (ARE) at the end of KS2 and for the vast majority of children to be reading by the age of 6. Targets are:

- Year 2 ARE
- Reading By The Age of 6 (Gold book band/ Stage 9)
- expected outcomes in literacy in EYFS

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'Together we Achieve'

The teaching of reading is carefully planned to meet the needs of all of our children taking into account low literacy baselines and inconsistent home support. To support the teaching of reading in school we:

- run reading workshops for EYFS and KS1 parents which enable them to support reading at home
- plan opportunities for children to read aloud in public because this has a direct impact on their confidence, social skills and aspirations. These opportunities include: reading in front of parents and reading in assembly.
- have a range of opportunities that allow us to concentrate on the enjoyment of books. This includes book weeks, book fairs and World Book Day.
- All classes have a book corner with a range of texts both fiction and non-fiction in a variety of genres and styles and reflecting culture, gender and language.
- Make use of our library which is constantly updated with a range of reading materials.

Reading Procedures

To ensure the progression of reading throughout the school and a cohesive approach to the teaching of reading this guidance will be followed:

Reception

- All children will take part in a twice weekly guided reading session
- All children will read with their key worker at least once a week.
- All children will read to their teacher regularly
- Children who have a Raising Attainment Plan will have a reading intervention programme included in their plan.
- Volunteers can support individual reading and key word assessments

KS1

- The literacy curriculum is text led.
- All children will take part in a twice weekly guided reading session
- All children will read to their teacher regularly through guided read sessions
- Children who are included in the Tracking Grids will have a reading intervention programme included in the plan.
- Volunteers can support individual reading and key word assessments

KS2

- The literacy curriculum is text led.
- All children will take part in a twice weekly guided reading session
- All children will read to their teacher regularly through guided read sessions
- Children who are included in the Tracking Grids will have a reading intervention programme included in the plan.
- Volunteers can support individual reading and key word assessments

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Assessment of Reading

KPIs (Key Performance Indicators) are used as our main method when assessing reading (KS1 and KS2) and ELGs are used in EYFS To support this judgment, a range of tools are used:

- Benchmarking Running Records will be completed 3 x a year (T2, T4 and T6) for all children in the class
- Children who arrive during the year will be benchmarked within 2 weeks by the teacher
- Progress of book levels will be recorded on the BookBand Tracker every half term in KS1 and three times a year in KS2
- Phonics assessments to ensure children are progressing with their phonic knowledge) will also be completed every half term.
- Reading Levels should be submitted to the Literacy Leader three times a year in KS2 and six times a year in KS1 / Reception.
- Reading progress will be tracked by the Literacy Coordinator and reported to the Principal on a half termly basis.

Phonics

We teach phonics using a systematic synthetic phonics system. Our phonics teaching is done regularly (at least daily), discretely, explicitly and in an agreed and rational sequence. We follow the Letters and Sounds Programme and we use the Jolly Phonics scheme.

Beginner readers are taught four things:

- grapheme–phoneme correspondences (that is, the alphabetic code) in a clearly defined, incremental sequence
- to synthesise (blend) phonemes (sounds) in order all through a word to read it
- to segment words into their constituent phonemes for spelling
- that blending and segmenting are reversible processes

All readers are given the opportunity to:

- Apply phonics skills at the point of teaching
- Consistently experience success
- Be taught by an adult who is passionate about phonics and uses a range of positive reinforcement strategies
- Be actively participating in all parts of the phonics lesson (using a multi-sensory approach)

Phonics is also taught in a language rich curriculum where books and stories are shared every day. There are opportunities to apply phonics skills across the day. Phonics tracking is in place and is carefully monitored for progression. All teaching and support staff share the same phonics training so as to be consistent in understanding and practice. KS2 staff will have phonics training and use this and the support for spelling materials.

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Layered Approach

We use precisely targeted reading interventions including Accelerated Reader, the 5 minute literacy box.

Wave one –The effective inclusion of all children in a daily high quality literacy teaching. The simple view of reading focuses on word recognition and on language comprehension, with a sound base in synthetic phonics.

Wave two - Additional small-group or one to one intervention (BRP) for children who can be expected to catch up with their peers as a result of the intervention delivered by trained BRP

Wave three - Specific targeted approaches for children identified as requiring intensive support.

Guided Reading

Two types of provision are used during guided reading sessions:

- For children who are new to reading we use an ECaR approach. This allows children to develop and building on their basic understanding of the conventions of books and to learn how to decode the text.
- For children who have a good phonetic understanding and are able to decode well, a reciprocal reading approach is used. This allows the children to develop their inference and deduction skills when discussing the text.

In guided reading ability groups, children enjoy a range of exciting texts. Guided Reading Groups are used from January In Reception and across KS1 and KS2 Guided Reading Carousel provides our children with a bridge from phonics into fluency, scaffolding children's learning as they meet more complex and less phonic based texts.

Our aims of Guided Reading is:

- To encourage and extend independent reading skills
- Provide children with skills to tackle texts independently
- Introduce new books / texts
- Re-read favourite texts in smaller groups with more chance for discussion
- To practice and consolidate what has been learned in phonics session
- To apply a full range of strategies
- To develop personal responses and find evidence to support a response
- To predict, infer and deduct
- To provide teachers with an extra layer of assessment information that can be used to support KPI judgements

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Comprehension

We make sure that children have the opportunities to develop good reading and comprehension skills so that they can extract, re-present information, analyse and interpret text. Formal comprehension skills are taught from Year 2 onwards. However, all children are discussing and talking about stories from the moment they start.