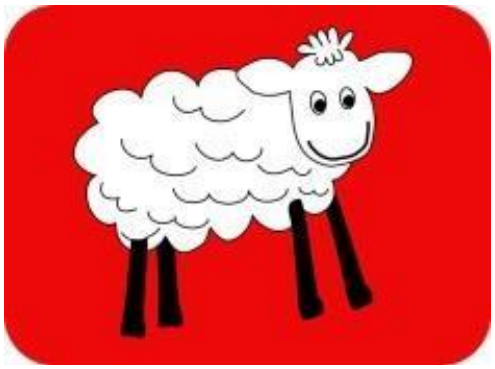


Sheepy Magna Church of England Primary School

Reading Policy

Headteacher: Alison Field

Literacy Lead: Claire Keys

Chair of Governors: Bob Armour

Last Reviewed – June 2023

Next Review Date – June 2025

Intent

At Sheepy Magna Church of England Primary School, we believe that creating a culture of reading is a vital tool in ensuring our children are given the best life chances. Cultivating readers with a passion for a wide range of materials will ensure that children's love of reading will extend far beyond the classroom and allow them to build on their skills independently through a real curiosity and thirst for knowledge. At Sheepy Magna, we believe that the ability to read is vital to pupils' learning and progress across all areas of the curriculum, for the opportunity to be independent and in their future life choices. It is crucial in developing children's self-confidence and motivation. Reading is central to our capacity to understand, interpret and communicate with each other and the world around us. It should be a source of pleasure and enjoyment as well as the key to taking part in a range of activities. Because reading has a direct effect upon progress in all areas of the curriculum, reading is given a high priority at Sheepy Magna Church of England Primary School, enabling the children to become enthusiastic, independent and reflective readers across a wide range and types of literature, including different text types and genres, books, posters, magazines, signs and newspapers. Reading development is linked to that of spoken language and of writing. By reflecting upon, talking and writing about the stories and texts they encounter, pupils are better able to make sense of their own experiences of the world and their place in it; by considering the effects of language and structures used by writers, pupils are able to make deliberate stylistic choices in their own writing. The best readers are the best writers - we read as writers and write as readers!

Aims and Objective

- To provide children with a range of reading skills and strategies to enable them to read confidently with accuracy, fluency, understanding and enjoyment.
- To develop in children a positive attitude to reading so that they read for enjoyment and develop a life-long love of books.
- To ensure that all children have access to and experience of a wide range of literature including stories, plays, poetry, myths and non-fiction texts.
- To enable children to independently understand and respond to literature drawn from a range of cultures and literary heritage.
- To ensure no opportunity is missed in fostering in children life-long curiosity and enabling them to develop research skills to feed that curiosity by using, the library, e-books, class texts, internet etc.
- To develop children's ability to make self-assessment through reflecting on their reading, forming informed opinions and being able to articulate them.
- To monitor reading progress effectively in order to maintain high levels of attainment and identify strengths and weaknesses.
- To ensure that children with reading difficulties are identified early and support is given promptly.
- To work in partnership with children and parents/carers in order to develop each child's full fluent reading potential.

Implementation

At Sheepy Magna Church of England Primary School, we are following the 2014 National Curriculum for the teaching and learning of reading skills. We are committed to raising the standards of children's reading to ensure that all children are progressing and achieving at least in line with national expectations. The curriculum will be monitored by the English Lead to ensure that it is being used effectively to provide challenge, stimulation and excitement to improve the standards of reading from EYFS to Year six. At Sheepy Magna Church of England Primary School, we believe that two distinct but related processes are involved in teaching children to read: learning to recognise words and developing language comprehension. Both are essential for developing life-long successful readers. It is imperative that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each

Approaches to teaching:

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.

Whole Class Reading

In KS2 Staff follow Ashley Booth's Whole Class reading scheme. Children are exposed to many short sections of well-known and diverse texts for each year group to ensure that children have exposure to a wide and varied range of texts during their time in school. They discuss and answer questions on these in their reading journal during short (30 minute) reading sessions, in which they learn how to approach each of the reading strands. In KS1 teachers choose appropriate texts and begin to introduce children to this way of working. Literacy Shed Reading Vipers are used to ensure that all reading domains are covered. Children work independently, as a whole class and support each other in paired discussion. Teaching whole class sessions allows the teacher a greater amount of time on focused skills rather than skimming over them. It also allows the teacher to work with the children that need it the most at that time. Differentiation can be achieved in many ways: the difficulty of the text the children are working on; the questions the teacher is asking them; the level of support they are receiving. The outcome of the lesson is often written but not always. Teaching the whole class, the same objective removes the problem of independent groups, it allows the teacher to focus on one objective in depth and better prepare children for the expectation of written responses at the end of KS1 and KS2.

Guided reading

This teaching takes place in literacy sessions with small groups and allows children and teachers to focus on a text in more detail. This teaching approach allows for simpler differentiation in text type and questioning. We have many sets of short guided reading books in school, ideal for small group guided reading.

Individual reading

During this approach children are read with on a one to one basis. These individual sessions can focus on word, sentence or whole text. All children in the school have a school diary. Teachers, teaching assistants or reading volunteers will indicate in the child's diary when individual reading has been undertaken and what was discussed. This diary also provides a key reading link between the school and the child's home.

Reading in the Early Years Foundation Stage and Key Stage 1:

The teaching of reading begins in EYFS as children begin to develop their phonics skills through daily phonics lessons. At Sheepy Magna Church of England Primary School we use the Phonics International scheme for the planning and teaching of Phonics lessons. These pave the way for the systematic learning of phonics. During these early phases especially, we plan activities that will help children to listen attentively to sounds around them, such as the sounds of their toys and to sounds in spoken language. We teach a wide range of nursery rhymes and songs and read good books to and with the children. This helps to increase the number of words they know – their vocabulary – and helps them talk confidently about books. The children learn to identify rhyme and alliteration.

These skills continue to be developed throughout KS1 and KS2. In EYFS children learn how to segment and blend words with these sounds in to read books at this level independently. In EYFS, reading is modelled daily to pupils through story times. Children also have opportunities to explore texts in more depth with adult focussed sessions, working on book concepts and basic comprehension skills and daily guided reading lessons during which pupils read books independently to an adult which are matched to their phonics ability. During guided reading sessions, teachers focus on a key reading skill and target this when discussing the book which has been read as a group at the end of the session. All children in EYFS also engage with quality texts through their English lessons in which they explore a range of stories as a stimulus for their writing.

At Sheepy Magna Church of England Primary School, we view reading as an integral part of our early year's curriculum. In EYFS and KS1, children begin reading using phonics books carefully matched to the sound they are learning. They also take home a reading for pleasure book chosen from the school's book band system. Children also read and discuss books with teachers and teaching assistants on a regular basis. In conjunction with this reading approach children are encouraged to read signs, menus, labels and words in other contextual situations.

Reading in Key Stage 2

In KS2 whole class shared reading with texts pitched above the children's reading level takes place four times weekly. This will usually take place with extracts from quality texts or short stories, ensuring that pupils have the opportunity to deeply explore texts and apply their reading skills. Some children also continue phonics with trained teaching assistants to ensure that they secure both word-reading and comprehension skills. All KS2 children bring their book into class with them in the morning for independent reading time during the school day during which their teacher or teaching assistant listens to each of them and discusses their book choice on a 1:1 basis across each half term.

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 many children will be on free choice books by upper Key Stage 2.
Children frequently read with adults and where extra support is required, are read with on a daily basis. This may include the use of a Precision reading system.
Children are again encouraged to read a range of books varying styles, genres and content. This variation may include magazines, newspapers and online text to generate an increased interest in reading if this is appearing to wane.
Within class children will read high quality texts as a whole class and within small groups. Reading of texts within class occurs across the whole curriculum developing a richer understanding of the written word.

Strategies Taught to be a Successful Reader

Through our reading curriculum, we ensure pupils have the opportunity to practise and apply the following skills:

- Decoding/phonics
- Patterns and rhymes
- Comprehension and understanding
- Prediction, deduction and inference
- Intonation and expression
- Punctuation/grammatical features
- Research

Please refer to the Reading Skills Progression grid to see how these skills are covered in each year group.

Vocabulary Acquisition through Reading

A core aim of our reading curriculum is for pupils to 'acquire a wide vocabulary'. We believe that children must have opportunities to be exposed to and explore key vocabulary within texts to build their cultural capital and increase their working vocabulary. At the beginning of every shared reading unit in KS1 and KS2 teachers consider the necessary knowledge children need to understand the context of a new text and plan activities to share this. We apply the latest research, for example from Isobel Beck's 'Bringing Words to Life' and Alex Quigley's 'Closing the Vocabulary Gap' to ensure that teachers use effective approaches to embed new words. Mrs Wordsmith and Vocabulary Ninja resources are used across school. We use a range of strategies to ensure all children, including those with speech, language and communication needs, can access our curriculum.

Speaking and Listening

Speaking and listening is embedded into our reading lessons. From EYFS children begin to develop their attention and listening skills and are taught the skills of turn taking and social interaction. This is built upon throughout school and all teachers are trained on how to facilitate discussions and promote open ended book talk in their classrooms. Through shared and whole class reading, children take part in 'echo reading' in which fluent reading is modelled by the adult and repeated by the children. This helps pupils to build their fluency and read at pace. Drama activities are also used throughout shared reading units, such as hot seating and freeze framing to develop children's inference skills.

Reading throughout the Curriculum

From EYFS reading is promoted throughout all areas of the curriculum, with each continuous provision area being well stocked with quality texts to match it. For example, our children enjoy reading books about diggers and engineers in the construction area and love exploring number story books in their Maths area. As children progress through school, the links between reading and all other subjects continue. In English, all writing units including Talk 4 Writing are planned around a high-quality model text which children explore, first as a reader and then as a writer. In foundation subjects, teachers incorporate extracts from quality texts linked to their topics into their lessons, for example when Year 1 learn about the Great Fire of London they explore non-fiction books about this to find out what happened, as well as reading extracts from historical sources, such as Samuel Pepys' diary. Quality texts linked to all topics in PSHE, Maths, RE, PE, Computing, Geography, History and Science are available in school and used to support teaching.

Reading at Home

The school greatly emphasises the importance of reading outside school to parents and children, there is much published evidence to show that those children who read regularly do better at school. Reading is encouraged as part of the child's homework and it is encouraged that in EYFS the children read at home for a minimum of 10 minutes every day and change their books daily at school. In KS1 the expectation is 4-5 times weekly and 3–4 times a week in KS2. We believe that it is important for children to read aloud to an adult even at the top end of KS2 and ask that parents support this and sign their child's reading diary at the end of each week. Children are given the opportunity to change their home reading book as soon as they have completed a book. All books children take home are matched to their phonics ability in EYFS and KS1 they will also take home a reading for pleasure book to share with an adult. In KS2 books are colour banded according to their reading difficulty. Children are also encouraged to borrow a book from the library bus which visits school each month. Chatter Books gives KS2 children the opportunity to read for pleasure, discuss and review books. Parents receive support through workshops on phonics and reading as well as signposts to quality online resources to promote reading at home.

Impact

Reading at our school is progressive, challenging and planned to meet the needs of our children. Pupil voice tells us that our children are enthusiastic, independent and reflective readers across a wide range and types of literature. Assessments are carried out regularly to ensure children are accessing books of the right level and are being challenged in their reading. At the same time, we provide books to ensure that children read for pleasure and learn to love reading.

Assessment

Assessment is used to inform the planning and teaching of reading. In our school we use Formative, Diagnostic and Summative assessment to inform how well our children are

reading, identify their next steps and plan accordingly.
Teachers continually assess children's reading. Individual reading to a member of staff is used to analyse children's strengths and next steps and to plan future work and targets accordingly. Daily, formative assessment also takes place when marking reading work, in line with our marking and feedback policy. Each term, pupils in EYFS and KS1 complete phonics assessments. Assertive mentoring assessments are also used in KS1 and KS2 each term to assess children's reading level and determine their next steps. PIRA summative reading tests are used from Years 3-5 once a term and past SAT's papers for Year 6. After discussion with the child, half termly reading targets are set and shared with parents and carers.

Equal Opportunities

At Sheepy Magna Church of England Primary School, we want every child to become a reader. Where needed we use timely interventions to allow children the time and resources they require to catch up. We use a range of interventions, including individual or small group phonics, precision reading, echo reading and Toe by Toe etc.
We also celebrate diversity. Many bilingual children bring to their writing a great depth of appreciation of language and an ability to use it flexibly and creatively. This will be encouraged, supported and celebrated.
We recognise that children for whom English is an additional language may have specific and important needs that must be addressed, including access to bilingual resources. The development of vocabulary, as well as sentence structure, is of enormous importance, and visual support for developing understanding is essential. Our teachers and support staff may work 1-1 or in a very small group with EAL children on a particular aspect of reading development.

Monitoring of the Policy

We are aware of the need to monitor and update the school's Reading Policy on a regular basis so that we can take account of improvements made in our practice, and changes to assessments, materials and government requirements. We will therefore review this policy at least once every two years.

Related documents

Handwriting Policy
Spelling Policy
Phonics Policy
Writing Policy