



Ashton St Peter's Church of England VA Primary School

Reading Policy

Ratified in Dec 2019

Update in Dec 2022

RATIONALE

Reading is fundamental to both learning and understanding in our print dominated world. We believe that every child in our school should have the opportunity and help to become as fully literate as they are able. By using a range of reading approaches, materials and activities, children should be able to become competent and enthusiastic readers, reading easily, fluently and with good understanding. Children should develop the habit of reading widely and often, both for pleasure and information, thus acquiring a wide range of vocabulary, an understanding of grammar and knowledge of linguistic conventions. They should be encouraged to appreciate our rich and varied literary heritage.

PROCESS

Frequency

We value the teaching of reading and feel that it is important to give time for regular opportunities for reading. At Ashton St Peter's Primary School we believe that children should be given opportunities throughout the school day which encourage progress in reading.

Children follow the reading scheme which is banded against a National system and matches progress in phonics (these levels are colour coded). When children change their books they choose from within the appropriate band which will match their phonic development and the title is recorded in the front of their reading record books. Teachers and teaching assistants closely monitor choices and review progress regularly. On finishing this scheme, they continue with guided free choice to encourage independent reading, which is also initially colour coded. Teachers and teaching assistants monitor the children's progress through

the levels of books and move them on as appropriate to each child. If a child needs extra support staff can decide to use a complementary but alternative set of books to support the children if necessary. (For example Wellington Square, High/Low books)

Children take their reading books home every day and their reading record is signed by the parent or guardian and there is a space for comments and communication between home and the class teacher. In Upper Key Stage 2, reading is recorded in the children's home/school diaries. We encourage a shared reading approach which involves children, teachers and parents working together in partnership. Parents are encouraged to hear their children read regularly and discuss the books with their children. In UKS2 children have been introduced to journal activities, on completion of a book, which help to show and embed understanding of what has been read.

The children learn to read the high frequency words/misconception words for their year group and are tested on the reading and spelling of them regularly.

The children in both KS1 and LKS2 are also in guided reading groups. They read with the teacher or teaching assistant, who focuses on and assesses a particular objective. The process of guided reading is supported by a range of guided reading books, access to material on Classroom Secrets and other resources such as First News and comprehension cards. LKS2 also participate in whole class guided reading, which is where the focus is in UKS2 reading, where carefully chosen texts are used and aim to help children navigate reading with confidence. These will link specifically to the writing curriculum.

Library

Each class has an allocated time in the library in which to learn library skills. Children are encouraged to take a library book home for the week and return it the following week. Parents are charged a standard fee for damaged or lost library books.

Reading Strategies

We feel that it is important to spend quality time on reading activities and books. We want the emphasis to be on reading for enjoyment in order to engage the children and foster a love of reading.

Reading for enjoyment

All classes have a book which is read for enjoyment and is used in addition to normal English lessons. These are a variety of genre and are read by the teacher. Texts are complex, demanding more from the reader, for example texts which:

- Use Archaic language

- Contain non-linear time sequences
- Are complex narratives
- Contain figurative/symbolic text
- Are written deliberately to resist easy mean-making

The Teaching of Reading

This is led by a phonics-first approach in the early years. Year R-Year 2 use the Letters and Sounds programme. From Year 3 the Soundwrite programme is used to 'plug gaps' and embed phonic knowledge.

We use the Herts for Learning English planning units to guide us in the choice of appropriate reading texts, which build on prior knowledge and ensures progression through the National Curriculum objectives.

Strategies

Children are guided to use the skills they have learnt in order to decode new words. These include:

Sounding out words phonetically

Using phonic rules

Whole word recognition

Breaking words into syllables

Words hidden within words

Using echo reading

Rereading for fluency

Sentence building

Initial letter cues

Context clues

Rhyming words

Looking for picture clues

Discussing the meaning of unfamiliar words

Rereading for sense

Assessment

When participating in small group Guided Reading Sessions each group has a 'Year Sheet' (attainment targets for the relevant Year group from the new national curriculum.) Each time a child demonstrates that they have met elements within the attainment targets they are dated. This informs the teacher's planning, ensuring the learning needs of all children are met and any concerns that may arise, addressed immediately. Children in years 1-5 take part in termly PiRA reading tests which tracks the children against other children in

the country at the same stage in the year. In Year 6, Mock SATS are used to measure progress.

Children who are not making sufficient progress or not at EXS will have targeted intervention, which may be: daily one to one reading, extra group reading, booster sessions after school, extra phonic sessions, corrective reading /fluency intervention, small group work linked with support plans or any other work deemed appropriate.

Intended Outcomes

- Children will be expected to develop appropriate reading fluency for their age
The children will be encouraged to develop a love of books and read for pleasure.
- The children will be expected to acquire a respect for books and reading.
- The children will be able to use various strategies in order to read unfamiliar texts
- The children will read from a wide range of genre.
- The children will be able to use a simple colour-coded system in both the library and the classroom.
- Reading difficulties will be identified early on in the child's school life and acted upon

Special Needs and Equal Opportunities

If a teacher feels that a child has a specific reading difficulty then these are discussed and shared with parents. The class teacher will liaise with the Special Needs Co-ordinator and additional support put in place. It may be necessary for the child to be placed on the Special Needs Register at Stage 1.

In line with the school's Equality Policy all children will have an entitlement to all aspects of this subject area of the curriculum. Books purchased by the school are selected to support our Christian ethos and Equality Policy.

Review Procedures

The School's policy will be reviewed when:

- Every three years in Dec 2022
- A new coordinator is appointed
- There has been a significant change in staffing or pupil intake
- There have been changes in the National Curriculum requirements
- The School wishes to review the policy.

- If amendments are required by the LA

Ratified by:

Date: December 2019

Headteacher



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'Reading at Home'

Children follow the reading scheme which is divided into levels which are colour coded so the children can change their own books using lists in the front of their reading record books. When they have finished the scheme they continue with guided free choice to encourage independent reading, which is also initially colour coded.

The reading scheme books provide a core of material, however it is important that children read a whole variety of books to ensure a breadth of reading including different genre. There are also plenty of phonic books to help those who need to develop this strategy.

Each child has a reading record book which needs to be signed by adults listening to reading. There is a space for comments and communication between home and the class teacher.

We encourage a shared reading approach which involves children, teachers and parents working together in partnership. Parents are encouraged to hear their children read regularly and discuss books with their children.

When hearing your child read:

-  Make your reading session fun, happy and relaxed.
-  Sit with your child. Give him/her your total attention.
-  Have a regular time to read, to establish a habit.

 Pick a quiet spot, when neither of you are too tired.

 Include discussion on your reading time.

 Keep calm and relaxed. Finish early if necessary.

 Praise your child for his/her efforts. End on success.

 Encourage guessing but give unknown words quickly.

 Use relevant and positive comments in the Reading Record Book to keep in touch with the
class teacher

 Let your child read 'easy' books and re-read books.

Some useful strategies to help your child read unfamiliar words:

 Break words into syllables.

 Use letter sounds to sound out words.

 Give the sound of the first letter in the word.

 Allow your child to use picture cues.