

<p>Washacre Primary School Autumn 2019</p>		<p>Reading Policy</p>
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Reading is a core subject in the national curriculum. This policy explains the principles and practice which underpin the teaching of Reading at Washacre Primary School.

“A rigorous and sequential approach to the reading curriculum develops pupils’ fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.” **Oftsed: School Inspection Handbook [May 2019]**

1. INTRODUCTION

The ability to read is fundamental to pupils’ development as independent learners. In order to read across the curriculum with fluency, accuracy, understanding and enjoyment pupils need to be skilled in word recognition and comprehension. Reading development is linked to that of writing, speaking and listening and this policy must therefore be implemented in conjunction with other policies at Washacre Primary School.

2. AIMS

2.1 General

- To raise the standards of reading;
- To establish an entitlement for all pupils;
- To establish expectations for teaching staff for teaching reading;
- To promote continuity and coherence in reading throughout school;
- To state the school’s approaches to reading in order to promote understanding to parents and carers.

2.2 Specific

Children will be enabled to:

- perceive reading as not only a lifelong enjoyable activity, but a purposeful, lifelong skill;
- use reading independently to support learning across the curriculum;
- use a range of reading strategies to support them with unfamiliar texts;
- be knowledgeable about authors, illustrators, different genres and styles.

3. CURRICULUM CONTENT

The National Curriculum in England Programmes of Study provide the detailed framework for implementing the statutory requirements for reading in school.

4. PLANNING

Teaching staff plan for a variety of reading opportunities:

4.1 Shared reading

The teacher assumes the role of expert reader, modelling the Reciprocal Reading strategies to the whole class and providing a high level of support. Teaching objectives are pre-planned, sessions are characterised by explicit teaching of specific reading strategies, oral responses, and their comprehension is targeted through effective questioning. This takes place as part of English lessons and during Whole Class Reading sessions.

4.2 Guided reading

Pupils are grouped by ability and required to read and respond to texts of appropriate difficulty. As pupils progress through KS1 to KS2, they work towards a more independent '*Reciprocal Reading*' approach using '*Growing Active Readers strategies*,' in order to explicitly develop comprehension skills and encourage active participation. Texts should be at an 'instructional' level (accuracy rate 90 – 94%). Anything below this level, children will require adult support to decode at a rate, which does not impede on their comprehension.

4.3 Independent reading

Pupils take responsibility for selecting and reading a variety of texts including fiction, non-fiction and poetry from the school reading schemes, class libraries and whole school library. The pupils should be able to read these texts independently and comprehend them with little or no teacher or adult support. The focus for the reading is to provide practise, develop reading for pleasure and to develop personal response to texts. Children should read texts at an independent level (accuracy rate 95 – 100%).

4.4 Home reading

Pupils should read at home with an adult daily and adults should write comments in pupils' home/school diaries. Children receiving little or no support at home with their reading are identified and receive 1:1 reading support within school. Children should read texts at an independent level (accuracy rate 95 – 100%).

N.B. Children reading texts at a level below 90% accuracy are reading a text considered 'hard'. The rate of reading will be too slow for the children to fully comprehend. Children reading a book at this level of accuracy are encouraged to change their book.

Children take home a variety of books throughout the primary phases in order to develop reading for pleasure and progression in decoding and comprehension:

EYFS

- Reading scheme text at appropriate reading age and comprehension level;
- Decodable text at appropriate phonics phase;
- An independently chosen class library text.

KS1

- Reading scheme text at appropriate reading age and comprehension level;

- Decodable text at appropriate phonics phase;
- An independently chosen class library text.

KS2

- Reading scheme text at appropriate reading age and comprehension level;
- An independently chosen class library text;
- If receiving phonics intervention, a KS2 decodable text at appropriate phonics phase and age related interest level.

In the unfortunate event of books being lost by pupils, parents are notified that a £5 charge per item is necessary for the school to restock each item. A letter for this is located on the school server (*Teaching – 1 Reading – Letters to Parents*).

ASSESSMENT & RECORD KEEPING

Children are assessed against the Early Years Foundation Stage Profile (EYFSP) and the National Curriculum. These provide guidance for teachers in understanding how their children will progress through the three stages of the primary curriculum (Foundation Stage, KS1, KS2). Teachers assess children against these frameworks to determine starting points and targets for children in their class.

5.1 Assessment methods

- Each child is assessed in September, December and April using the Salford Reading Tests forms A, B and C. This provides the teacher an accurate reading age and comprehension age for which they can ensure children are given suitable texts to take home. Children can also be grouped using this assessment.
- Home/school reading diaries track daily progress.
- Teachers observe progress during reading activities within lessons daily and note strengths and next steps for individual children or targeted groups.
- Pupils' phonics progress is tracked by phase and assessed termly.
- The EYFS profile, and National Curriculum 2014 year group expectations are used to assess progress periodically.
- Teachers record pupils' progress against the National Curriculum objectives using the _____ . _____ is then used for termly summative data collection and analysis;
- Rising Stars reading assessments inform termly teacher assessments and in Y2 and Y6 half termly Past SATS Reading papers are used to inform assessment.

5.2 Reading records

- A Guided Reading Folder is kept by all teaching staff for Guided/Shared Reading sessions. This is kept to ensure staff are reflecting upon their reading sessions, however each child is not expected to be noted upon in each session, but should be per half term.
- A green 'Guided Reading' stamp is used at least 1x per weekly in each child's Home record book to inform parents that this is taking place.
- Individual reading records are kept for each child for teaching staff to track which texts children have taken home and read.
- Home/school diaries record daily individual reading progress at home and in school. In these diaries, staff will model informative reading comments for parents, and use objective labels to encourage reading at home and praise frequent readers.

5. ORGANISATION AND THE LEARNING ENVIRONMENT

All classrooms contain the following:

- a class library containing fiction, non-fiction and poetry texts;
- project loan themed texts from the Bolton School Library Service (genres based on specific requests);
- an inviting reading area;
- a reading display, promoting Reciprocal reading/ Growing Active Readers strategies.

The school-reading scheme is located at various places throughout school:

- The KS1/KS2 school reading scheme (context and decodable) is centrally located in the whole school library area.
- The EYFS school reading scheme (context and decodable) is located in the EYFS unit.

6. EQUAL OPPORTUNITIES

We seek to incorporate reading into a wide range of cross- curricular subjects and seek to take advantage of multicultural aspects of reading, e.g. culturally linked texts, bilingual texts etc. All children have equal access to the curriculum regardless of their special needs, gender, race or background. This is monitored by analysing pupil performance throughout the school to ensure that there is no disparity between groups.

7. PARENTAL INVOLVEMENT

Staff encourage parents to be involved by:

- using home/school reading diaries;
- inviting parents into school each term to discuss the termly report;
- holding workshops for parents focusing on areas of reading;
- circulating information when significant changes have been/are made to the reading curriculum;
- inviting parents of Year 2/ Year 6 pupils to a meeting about supporting their children with SATs.

8. GOVERNING BODY

Governors are invited to attend relevant school INSET and visit the school each academic year to talk with the subject coordinator. When possible, the reading governor observes the teaching of reading, looks at samples of children's work and listens to children read. The reading governor, in conjunction with the reading coordinator, reports back to the curriculum committee on a regular basis.

SIGNED CHAIR OF THE JOINT EXECUTIVE BOARD:

UPDATED:

TO BE REVIEWED: AUTUMN TERM 2021