



Working and growing together

Reading Policy

Date	Review Date	Coordinator
AUGUST 2018	AUGUST 2019	Paul Quarry

AIMS

The aims of our Reading Policy are:

- To promote and encourage a lifelong enjoyment and love of reading;
- To create confident, independent readers;
- To provide the chance for every child to become a reader;
- To prepare pupils for the next stages of their education;
- To provide regular opportunities for pupils to read independently, out loud and to be read to;
- To develop a broad range of reading skills that can be applied to a wide range of reading text types and genres across the whole curriculum;
- To use reading as a 'passport to experiences, places and times' that our pupils may never experience;
- To commit (finance and time) to providing pupils with a range of resources to stimulate their desire to read;

ORGANISATION AND PLANNING OF READING

FOUNDATION STAGE:

It is the aim of the scheme of work that by the end of Foundation Stage children will be able to work at expected levels in both 'Communication and Language' and 'Reading' and secure Phase 3 by the end of UFS.

In Upper Foundation Stage, Literacy will take a more practical approach to improving children's awareness of Literacy. Elements of the Literacy sessions will be evident during planning, teaching and learning such as Shared Reading and Guided Reading. The implementation of the

Literacy lessons in Upper Foundation Stage is gradual throughout the year. Children will develop skills and concepts in Literacy through various adult and child initiated activities in the autumn term, moving towards a more formal Literacy session by the end of the year, to ensure the children are ready to access literacy sessions in Year 1.

In Foundation Stage children will only begin to learn to spell the sight words once they have proved to the teacher that they are able to read them.

Learning and Teaching in the Foundation Stage Unit is organised so that part-time children can access elements of UFS Literacy sessions if the teacher judges it appropriate.

Reading in Foundation Stage is organised so that all children take a reading book home when they are ready regardless of age and ability. All children within Foundation Stage all read individually once a week. The children will also experience small group/guided reading which is part of the Literacy session/hour.

Pupils in Foundation Stage will partake in whole class Phonics sessions every morning in mixed ability groups.

KEY STAGE ONE / TWO:

Pupils in Year One will partake in whole class Phonics sessions every morning. In Year Two, most pupils will be expected to have completed the Letters and Sounds programme during the first half of the autumn term and it is expected that the majority of children should be ready to access Support for Spelling in the second half of the autumn term. Pupils who are not ready for this will receive intervention in order to help them reach the expected level. This is something that applies to Key Stage Two pupils also, if they still require Phonics support.

In Key Stage One and Two, pupils will benefit from a daily Literacy lesson. These lessons will be part of Units of work (fiction, non-fiction or poetry). They will cover areas across the English National Curriculum, including reading. Within Non-Fiction Units, the Reading Phase will be at the start of the unit so that pupils can see model texts prior to writing towards the ends of a Unit. Within Fiction Units, reading will play a key part as being the starting point for all subsequent work.

Also, within Literacy lessons or in timetabled Reading slots, pupils will experience Guided Reading sessions where teachers / teaching assistants will work with smaller groups of pupils to focus on a particular reading skill. These sessions can also be used to address areas of development for smaller groups of pupils rather than the whole class. Again, it is left to the discretion of the teacher to decide the focus for these sessions and which pupils will be grouped but the key skills of retrieval of information and inference will form a key part of any reading session. The pupils should be grouped based on common need, in relation to the focus of a particular session or attainment level. In Key Stage Two, pupils will experience whole-class reading throughout Literacy lessons but teachers may also choose to address class issues through whole-class teaching of Reading rather than Guided Reading in smaller groups during the time-tabled Reading sessions.

In addition to this, pupils will be given opportunities to use and apply their reading skills across all areas of the curriculum. Theme work, in particular, allows pupils regular opportunities for this.

In terms of planning, teachers will plan units of work in Literacy to cover one week at a time. When planning Theme work, teachers will ensure that pupils are given the opportunities to apply their reading skills regularly throughout the term.

All teachers:

- complete a long-term overview to map out Literacy Unit coverage for the year;
- work from the medium-term plans from the Wordsmith scheme of work or alternatives based around high-quality class reading books;

- complete Unit plans, updated on a weekly basis with scope to change and amend when and where necessary depending on the level of understanding shown by their pupils.
- create Termly Guided Reading plans for groups of readers working towards ARE and above.

APPROACHES TO THE TEACHING OF READING:

Within Literacy lessons with a reading focus, pupils will be taught reading skills based on one of the assessment foci. Work produced, will be recorded in Literacy books.

In Reading times, adults will lead one group each whilst other pupils complete reading based activities independently. Work completed in these sessions will be recorded in Reading journals, depending on the age and skills of the pupils. These activities could be:

- Reading for Pleasure;
- Reading Journal task;
- Comprehension;
- Reading ahead to prepare for the next reading session;
- Word games;
- Peer reading
- Other activities from the suggested list of appropriate activities.

Teachers, in an average week, will ensure that every child reads with an adult at least once a week. This may be on an individual basis or within a group, depending on the level the child is working at, level of support or developmental need of the pupils.

Reading Areas are set up in all classrooms and corridors. Pupils have access to Reading Areas / Corners in class at appropriate times and the corridor areas at playtimes and lunchtimes.

LIBRARY AND WIDER READING:

The School Library is accessible for all pupils to borrow books. Pupils have their own library cards and allocated times to access the library. The library is regularly updated with new books to ensure that the choice remains current, relevant and in condition.

All classes also have at least one time a week where they are read to. This varies if length, time and frequency through the week throughout school.

HOMEWORK:

FOUNDATION STAGE:

Nursery

Pupils in Nursery will have the opportunity to take home a library book weekly in order to develop an interest in reading as well as a weekly Literacy homework activity.

Upper Foundation Stage

Pupils will all have an appropriately book banded school reading book, suitable to their reading ability. They will take this home, as well as their Reading Record to record any reading completed at home. It is expected that pupils bring this back at least once a week, preferably more regularly. Teachers will check these Reading Records and comment / question accordingly in order to develop the skills, knowledge and understanding of the pupils. Pupils also now have access to the Reading Bugs online reading resource. If books are read online and questions completed, this also count towards reading homework.

KEY STAGE ONE / TWO:

Pupils will all have an appropriately book banded school reading book, suitable to their reading ability. They will take this home, as well as their Reading Record to record any reading completed at home using an activity of their choice – depending on the age (and book band a child is reading) parents may complete the Reading Record for the pupil. It is expected that pupils bring this back at least once a week (twice in KS2), preferably more regularly. Teachers will check these Reading Records and comment / question accordingly in order to develop the skills, knowledge and understanding of the pupils. Pupils also now have access to the Reading Bugs online reading resource. If books are read online and questions completed and recorded in their Reading Records, this also count towards reading homework. If pupils do not complete the required reading at home each week, they will attend a lunchtime Reading session on a Thursday lunchtime.

PARENTAL INVOLVEMENT:

A 'New to Foundation Stage' parents meeting takes place termly with the Foundation Stage Manager and Headteacher. During the meeting the process of early reading is explained to parents. We also hold a Parent EYFSP meeting.

A parents' phonics meeting takes place in Year 1. During this meeting the statutory phonics screening procedures are explained.

Parents' Meetings take place three times a year: two Parents' Evenings (one in Autumn and one in Spring) as well as an open afternoon for parents in the Summer term. Reading attainment, targets and progress will be discussed at these meetings.

We believe that parents can play a key role in helping their children become better reader and would promote actively supporting their children by encouraging them to read their books at home, as well as questioning them about their reading to check their understanding and develop other reading skills. Sheets to support with questioning are available to parents if required and can be obtained by seeing the class teacher.

CROSS-CURRICULAR READING OPPORTUNITIES

Teachers will provide opportunities for pupils to practise and apply their reading skills across the curriculum by creatively making links where there is opportunity.

READING AND COMPUTING

Opportunities to use Computing will be planned for and used to support the teaching and learning of reading if it is appropriate and will enhance the learning. Additionally, school will promote the use of websites such as Bug Club.

ASSESSMENT AND TARGETS:

Work will be assessed in line with the Assessment Policy. In addition to this:

- Foundation Stage make assessments which are ongoing throughout the year;
- Upper Foundation Stage complete the UFS baseline assessment in September, including reading
- Upper Foundation Stage complete statutory Good Level of Development assessments during Summer 1
- In KS1 and KS2, pupils will complete Reading assessments every half-term. These will inform the next steps of learning and allow Target Tracker to be updated at key points against ARE.

- Year 6 will complete the statutory Reading test in Summer 1, as well as similar assessments throughout the year.
- Teacher assessment of reading is completed using a range of evidence from reading sessions, reading records and reading journals, as well as cross-curricular work and judgements are made and recorded on Target Tracker at key, agreed times.

School conducts whole school moderation of reading throughout the year. School was last moderated in reading by the LA in 2017 in KS1.

INCLUSION:

We aim to provide opportunities for all pupils to reach their potential in reading, no matter what their starting points. Pupils who are underachieving will be identified and strategies put in place in order to help them improve their attainment. Where necessary, teachers will use interventions to help pupils improve their attainment. The most commonly used Reading interventions in school are Reading Recovery, 1:1 Reading and HFW work.

In addition to this, school is working on agreed procedures for ensuring that Reading for lower attaining pupils is approached in a consistent way throughout school.

Gifted and Talented pupils will also be identified and opportunities planned for them to be challenged in order for them to reach their true potential.

EQUAL OPPORTUNITIES:

We aim to make reading accessible for all pupils, regardless of gender, ethnicity of home background.

SUBJECT LEADER ROLE / MONITORING AND REVIEW:

The English Subject leader is Paul Quarry.

The English Subject Leader is responsible for raising standards of teaching and learning in Reading. They will analyse data each year to pick out strengths and identify areas for improvement. From this analysis, the Reading and Writing School Development Plans will be born with a key issue to be driven through school. This Key Issue will be implemented, monitored and the impact evaluated at regular points using some of the following monitoring strategies:

- Auditing staff, in order to plan CPD opportunities;
- Scrutinising pupil work;
- Monitoring Literacy planning;
- Lesson observations;
- Phonics observations
- Learning Walks;
- Discussion with pupils;
- Listening to pupils read;
- Attending LA and relevant external courses;
- Keeping up to date with important Literacy developments;
- Purchasing new resources;
- Leading staff meetings.

SPIRITUAL, MORAL, SOCIAL, CULTURAL DEVELOPMENT

The English curriculum provides many opportunities for pupils to develop their spiritual, moral, social, cultural understanding as well their understanding of the fundamental British values as stated below.

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

DATE OF POLICY:

August 2018

AGREED BY GOVERNORS:

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