

# St. Anne (Stanley) Church of England Primary School

## Reading Policy

January 2018

### Rationale

At St. Anne (Stanley) Primary School, we believe that competence in reading is the key to independent learning and is given the highest priority, enabling all children to become enthusiastic, independent and reflective readers. Success in reading has a direct effect upon progress in all other areas of the curriculum and is crucial in developing children's self-confidence and motivation.

In order to become a proficient reader, our children need a range of opportunities, quality teaching, quality resources, parental support and a chance to develop at their own rate, taking factors such as ability and context into account.

We recognise that all children are different in their reading ability, motivation and experience, and as such, we aim to provide them with opportunities to learn to read in the way that will be most appropriate to them. This personalised approach means that we can target children in an individual way to ensure they can achieve their fullest potential.

Reading is linked inextricably with speaking and listening skills, which we recognise as being the cornerstone for developing language in order to become a reader. Reading is also linked with writing and as such we teach these skills in a way that makes them dependent on each other.

Our resources for teaching reading are chosen with the needs of our children in mind. When children enter their Foundation Stage year at school, there are many factors that impact upon their progress which we take into account when teaching them to read, including their motivation, background, experience and ability. Throughout Key Stage 1, we recognise that our children require an approach to reading that is systematic, and implemented through strong, consistent teaching that is based upon assessment. We take into account current thinking and practice at a national level on the teaching of reading, as well as using our own professional judgement and assessments of the children we teach.

### Aims

*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!**

This school aims to:

- Progressively develop children's abilities to read words (decoding), as well as their abilities to read for understanding (reading comprehension), to ensure they emerge as fluent, capable and full rounded readers.
- Provide the children with skills and strategies necessary to develop their reading.
- Enable children to develop their skills in reading for understanding including deduction (making a judgement based on what has just been read) and inference (to form an opinion/hypothesis that something is true based on information that you already know).
- Encourage the enjoyment of books and reading so that children develop a life-long love of books.
- Develop a critical appreciation of what children read.
- Develop study skills so that children can find appropriate fiction and non-fiction books from the library.
- Develop research skills, using library and class texts, in conjunction with the ICT system.
- Enable children to become informed and discerning users of the internet as an integral part of their Literacy research skills.
- Develop a critical appreciation of the work of authors, poets and illustrators in order to emulate these skills within writing.
- Encourage care and ownership of books.

Our ultimate aim is for the children to become confident and independent readers with high levels of enjoyment, understanding and comprehension. To promote enjoyment of reading and the understanding that reading is a life-long skill.

### **Objectives**

Reading is closely linked with writing-the two activities reinforce each other. Children become successful readers by using a range of strategies to get to the meaning of the text. At St Anne (Stanley) Primary School we believe that literate children should:

- Read with confidence, fluency and understanding.
- Be taught the full range of strategies including:
  - Phonic knowledge (visual information),
  - Grammatical knowledge (structural information),
  - Word recognition and graphic knowledge (visual information),
  - Contextual knowledge (Meaning).
- During shared, guided and independent reading, monitor their own reading and correct their own mistakes.
- Have an interest in words and their meanings, developing a varied and rich vocabulary.
- Read a range of genres in fiction and poetry.
- Understand, use and be able to read a range of non-fiction texts.
- Through reading and writing, develop their own powers of imagination, inventiveness and critical awareness.
- Discuss books with reference to author, illustrator, genre, theme and characters, and to express personal responses with increasing fluency.
- See the reading process being modelled by their teacher and take part regularly in activities with the whole class, as a member of a smaller group or as an individual.
- Understand the sound and spelling system through systematic synthetic phonics and use this to read and spell accurately.
- Have a suitable technical vocabulary through which to understand and discuss their reading.
- Be interested in books, read with enjoyment and evaluate to justify their preferences.

### Teaching Strategies

We aim to provide high levels of motivation and active participation for our children at all ages. The teaching of reading and the strategies used by the teachers in each year group varies as the children progress through the school.

### **Foundation Stage**

We believe that developing children's positive attitudes to literacy from the earliest stage is very important. We strive to foster these attitudes by using play, story, songs and rhymes and provide lots of opportunities, and time, to talk with children about their experiences and feelings.

- All children will take a book bag into school each day.
- The teacher will provide every child with a reading book and a reading home/school diary.
- Each week, word cards are sent home linked to the stage book they are reading.
- Daily Letters and Sounds phonic work.
- Individual reading- the teacher/ TA will hear each child 1.1 at least twice a week, progress made is recorded in the class reading records which is completed every time a child is heard read.
- Children who require extra support are be targeted and heard more often.
- Shared reading- using big books and interactive white board programmes.
- Guided reading- the children will be involved in group reading on a weekly basis. This involves a group of children sharing the same pre-selected text, this is adult led.
- Assessment- the children are assessed during all reading activities using the EYFS profile.
- Parents are requested to always encourage their children to read and write positive comments in the home/school reading diary.
- Class Library- Fiction and Non-Fiction books are sent home in addition to their stage reader, to allow children to experience, read and share a wide range of books with their family.

### **Key Stage 1**

The principles applied in Foundation Stage for reading are viewed as building blocks on which to develop the reading skills of children further. As such, many of the structures also apply in Year 1 and 2.

- All children will bring a book bag into school each day.
- The teacher will provide every child with a reading book and a reading home/school diary.
- Reading books-children are given the opportunity to change their reading books daily if necessary,
  - A record of the book is taken,
  - Parents are encouraged to listen to their children read and discuss the text, recording together the book read and commenting in their reading diary.
- Targeted children are given word cards, to take home linked to the stage book they are on.
- Targeted children are given High Frequency Words and tricky words to take home.
- Daily Letters and Sounds phonic work taught at expected level with additional intervention groups in place to close gaps of those working below expected level.
- Individual reading- the teacher/ TA/ other adult, will hear each child read 1.1 on a weekly basis, the teacher records progress made in the child's home and class reading record, which is completed every time a child is heard read.
- Children who require extra support are targeted and heard more often.
- All children are assessed regularly throughout the year using end of year expectations as a guide to aid teacher assessment.
- All children are assessed at the end of each term, using the most suitable form of assessment- PiRA, running records, SSWT spelling, Vernon reading assessments and High Frequency Words checklist.
- Letters and Sounds assessments are completed every half term and progress monitored.
- The teacher analyses and uses evidence of what the child is attending to and neglecting to assess appropriate strategies/prompts to ensure next steps in learning.
- This information is used to create a personal target each term.

- Shared reading- big books, enlarged texts, interactive whiteboards are used by the teacher to support reading development.
- Guided reading- the children will be involved in group reading on a weekly basis. This involves a group of children taking turns, whilst reading the same pre-selected text, this is adult led.
- Reading aloud- children will have the opportunity to share their written work by reading it aloud to the rest of the class and read sections of shared text. The children also hear stories read aloud by the teachers.
- Parents are requested to always encourage their children to read and write positive comments in the home/school reading diary.
- Class Library- Fiction and Non-Fiction books are available to be sent home in addition to their stage reader, to allow children to experience, read and share a wide range of books with their family.

### **Key Stage 2**

- All children will bring a book bag into school each day.
- The teacher will provide every child with a reading book and a reading home/school diary.
- Reading books-children are given the opportunity to change their reading books daily if necessary,
  - A record of the book is taken,
  - Parents are encouraged to listen to their children read and discuss the text, recording together the book read and commenting in their reading diary.
- Individual reading- the children will regularly experience individual reading with the teacher/ TA/ other adult, in order to support and monitor progress.
- Children who require extra support are targeted and heard more often.
- All children are assessed regularly throughout the year using end of year expectations as a guide to aid teacher assessment.
- The children complete a reading (PiRA and running record) and spelling assessment at the end of each term to provide an approximate reading and spelling age. This is then used as an aid to assessment, ensuring that every child is on an appropriate reading level.
- The teacher analyses records and uses evidence of what the child is attending to and neglecting to assess appropriate strategies/prompts to ensure next steps in learning, paying particular attention to comprehension.

- This information is used to create personal targets for each half term.
- Specific reading skills-these are taught within guided and shared reading times.
- Reading aloud- children will have the opportunity to share their written work by reading it aloud to the rest of the class and read sections of shared text. The children also hear stories read aloud by the teacher.
- Silent reading- the children are given 10 minutes a day to read a book of their choice, either from the class library or from home.
- Reading comprehension- the children will complete differentiated activities related to the genre being read at that time.
- Higher order reading skills- these are explicitly taught during the Literacy lesson.
- Differentiated phonic booster groups-for those children who need support in Phonic Phases.
- Spelling intervention groups-for those children who need additional support.
- Class Library- Fiction and Non-Fiction books are available to be sent home in addition to their stage reader, to allow children to experience, read and share a wide range of books with their family.

### **Assessment and Record Keeping**

The children are assessed and records are kept in line with the school's assessment policy. The data from these assessments is used to:

- Action any special needs provision,
- Group the children,
- Identify the most able children to ensure provision on extension/enrichment work.

Through assessment and dialogue, the children are set individual reading targets to achieve. These targets are differentiated according to age and ability. For example:

- To know the names and sounds of all the letters.
- To be able to sustain 10 minutes of individual reading.
- To be able to break words into syllables.
- To be able to read aloud fluently and expressively.
- To read a wide genre of books.
- To use inference and deduction etc.

## The Role of Class Teacher

All teaching staff:

- Are responsible for developing our whole school approach to reading.
- Will model good reading behaviour and encourage the children to care for the reading matter in our school.
- Will ensure that their classrooms are well stocked with attractive and appropriate books that reflect the topics being taught.
- Will ensure that their classrooms are print rich and that the books are available reflect different cultures, genders and languages in fiction and non-fiction, ensuring provision is made for those with English as an additional language where necessary.
- Will ensure provision of appropriate literature is made for any child with Special Educational Needs.
- Will ensure that the children have access to the class library and model how to use it appropriately.
- Will set individual targets for each child and keep up to date with record keeping and assessment.
- Will ensure the children are reading the correct level based on their National Curriculum level and reading age.
- Will complete reading and spelling assessments in the given dead-line, pass the information on to the Head Teacher and put the information in the Class Record file.
- Will model how good reading behaviour looks and sounds.
- Will encourage all children to learn the value of a life-long love of reading.

## Working in Partnership with Parents

Time given by parents and carers to support the development of reading in school and at home is vital. By listening and reading to their children read and discussing books and other texts, they provide the opportunity for children to consolidate their reading skills, develop fluency, and above all enjoy the wonder of literature.

Reading books are sent home daily with each child, this may be a stage reader or class library book. In addition to this, every child has their own personal subscription to 'Bug Club' an online bank of levelled e-books, which allows children the freedom to enjoy books in their own time. We encourage parents to listen to their children read every evening and to fill in their home-school reading diary with a positive comment. Entries in the diary can also include a parent reading



aloud to a child. Reading diaries are regularly monitored to enable parents and carers to communicate with the teacher about their child's reading. Children in upper KS2 may wish to read quietly to themselves at home, but we still encourage parents to hear their child read aloud.

### **Resources**

St. Anne (Stanley) Primary School provides a print rich environment. Each classroom is stocked with a range of books levelled appropriately for that particular class. All classrooms have an interesting well stocked book area which includes fiction, non-fiction and poetry books. Provision is made for those with English as an additional language and those with Special Educational Needs.

### **English as an Additional Language**

Children for whom English is an additional language will need careful monitoring to ensure that they are acquiring reading skills at the rate of other children. To become readers, oral language needs to be developed and this is encouraged through role play, drama, song, rhyme and discussion. It is recognised that language in some children may be superficial and as such, monitoring by teachers takes place to fully assess understanding and usage. Social language is often acquired at a good rate but the language needed for literacy may be slower to develop. Teachers are aware of this and know they need to observe children and model language with care to facilitate this. Modelling is key to developing good grammar and sentence structure. Language rich reading texts are used in school to teach reading comprehension and widen cultural experience.

### **SEN and Equal Opportunities**

Where children are identified as having needs that are additional to or different from their peers who are achieving at the expected rate, they may be placed on the Special Needs register, following discussion with parents. Teachers consult with the SENCo to decide what the best intervention will be for a child for whom reading attainment is an issue. A range of resources are available in school to support children.

Our policy is monitored and reviewed to ensure that all children have equality of access to a range of reading opportunities and experiences and that all pupils achieve to the best of their potential regardless of gender, race or culture.

This policy has been discussed with senior management and agreed as a true reflection of the teaching of reading in our school.

This policy was adopted by St. Anne (Stanley) Governing Body on:

January 2018

Review Date: September 2018