



Reading Policy

Approved by the Governing Body: 18.10.2016
Review Date: 18.10.2019

This is a revised policy document resulting from a review of the previous policy. It is a statement of the aims, principles and strategies for the learning and teaching of reading at Twyford C of E School.

Rationale

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! We aim to be a school that confidently meets the ECaR (Every Child A Reader) standard year on year. This aspiration for each of our children is based upon the need for them to enter the world of work as articulate and literate individuals with a strong love of reading. We recognise the responsibility to send children to secondary school having mastered at least the basic elements of reading.

At Twyford C of E School, we believe that the ability to read is fundamental to pupils' development as independent learners, during their time at school and beyond. Reading is central to our ability to understand, interpret and communicate with each other and the world around us. Success in reading has a direct effect upon progress in all areas of the curriculum; therefore reading is given a high priority at our 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.

Aims

We aim to ensure that all children have the chance to follow an enriching curriculum by getting them reading early:

Learning to read → reading to learn.

- Become fluent, confident and expressive readers;
- Read with enjoyment across a range of genres;
- Read for pleasure as well as for information;
- Read and respond to a wide range of different types of literature;
- Understand the layout and how to use different genres and text types;
- Understand and apply their knowledge of phonics and spelling patterns and use this to decode words with accuracy;
- Build their bank of sight words to enable fluent reading;
- Have an interest in words and their meanings, developing a rich and varied vocabulary;
- Understand and respond to literature drawn from a range of cultures and literary heritage
- To develop a love of reading where families read together

We aim to develop, through our teaching of reading, the following attitudes:

- Curiosity and interest;
- Pleasure and thoughtfulness;
- Critical appraisal and reflection;
- Independence and confidence;
- Perseverance and resilience;



Reading Policy

Approved by the Governing Body: 18.10.2016
Review Date: 18.10.2019

- Respect for other views and culture.

Inclusion

All children will have equal access to the reading curriculum regardless of race, gender, class, religion or ability. Teachers should ensure that they offer a broad and balanced curriculum, which enables all children to develop skills at their own level. Care will be taken to avoid material which presents gender or racial stereotyping. We will aim to provide literature which represents a wide range of cultures and social experiences.

Where there is an identified special need in respect of reading, teachers will be responsible for planning a structured programme of work to facilitate the reading a development of the individual concerned. Children may be steered towards the books bought for the more reluctant reader or a reading recovery programme.

Assessment and record keeping

Assessment is used to inform the planning and teaching of reading. We assess reading strategies as well as reading comprehension, using The National Curriculum as well as the rising stars assessment Model document which is broken down into the following domains:

- Word reading
- Themes and conventions
- Comprehension: Clarify
- Comprehension: Monitor and summarise
- Comprehension: Select and retrieve
- Comprehension: Respond and explain
- Inference
- Language for effect

Assessment against these domains takes various formats:

- Individual sheets to record progress and achievements. Reading levels ('below', 'emerging, developing, 'secure' or 'beyond') are kept by all teachers
- KS1 (and less able KS2 pupils) termly phonics tracking assessment, in which children are assessed against the Letters and Sounds phases and gaps in learning are identified;
- Reading tracking sheets using the colour-coded book bands;
- Reading record books, in which parents and staff note children's reading achievements and any areas on which they need to focus;
- Yearly Phonics Screening Check at the end of Year 1, which is then repeated at the end of Year 2 for those children who didn't meet the threshold mark;
- SATs Reading Test at the end of Key Stage One (Y2) and end of Key Stage Two (Y6), as well as optional SATs in Years 3 - 5;

Assessment takes place on a daily basis through AFL to inform planning and teaching, and children's progress against the objectives within each phase are officially assessed and recorded using the following terminology: below, emerging, developing, secure and beyond.



Reading Policy

Approved by the Governing Body: 18.10.2016
Review Date: 18.10.2019

Pupil progress meetings, between each class teacher and the head teacher, take place at the end of every term, in which children's progress, achievements and areas for development are identified and steps put into place to close any gaps.

Action and Implementation

Reading at Twyford C of E Primary School is taught and celebrated in a range of ways. Some of these are generic across the whole school, whilst others are specific to key stages. These may be implemented by the class teacher or by the TA or voluntary readers such as parents and governors.

Reception and Key Stage 1

- Shared Reading, using a big book or text on the interactive whiteboard, with small groups or the whole class;
- Guided Reading of the same text in small groups, including teaching a range of reading strategies and comprehension;
- Regular 1:1 reading with all children
- Daily and frequent readers on a 1:1 basis, for those children who need to 'catch-up' with their peers/chronological age;
- Daily phonics lessons, using the Letters and Sounds document alongside the National Curriculum and planning documents from phonics play and Jazz Phonics.
- Phonics intervention groups led by the TA in each class where needed (these include ELS);
- Reading of texts linked to topic work;
- Story time in which the class teacher or TA reads to the class;
- Library visits within the school library
- Children's Book Week and World Book Day involving local authors, booksellers, poets, storytellers and a range of book related activities;

Key Stage 2

- Shared Reading, including use of the interactive whiteboard;
- Weekly comprehension activities linked to the literacy theme/topic;
- Daily and frequent readers on a 1:1 basis, for those children who need to 'catch-up' with their peers;
- Bug Club guided reading scheme, including online reading books carefully selected to match the reading abilities of each child;
- Regular word level, spellings and phonics work, as a whole class or in small groups for those who need it;
- Reading intervention groups (where necessary);
- Reading of texts linked to topic work;
- Reading for pleasure opportunities;
- Rising stars comprehension activities;
- Story time in which the class teacher or TA reads to the class;
- Children's Book Week and World Book Day involving local authors, booksellers, poets, storytellers and a range of book related activities;



Reading Policy

Approved by the Governing Body: 18.10.2016
Review Date: 18.10.2019

Resources

At Twyford C of E Primary School we have invested financially into a range of new reading resources. These include:

- Bug Club reading scheme (including online reading, using carefully selected books to match each child's reading ability);
- Home reading books from a range of reading schemes and publishers, including Oxford Reading Tree, Rigby Star, Big Cat and Pearson's Bug Club, book-banded to provide appropriate support and challenge for each child, as well as 'free readers' for those children who have progressed beyond the book banded levels. The books include decodable reading books.
- Guided Reading books from a range of reading schemes, including Rigby Star and Pearson's Bug Club, and non-scheme books, book-banded to provide appropriate support and challenge for groups of children;
- Phonics resources boxes, matched to the Letters and Sounds phonics phases;
- A library in which children can access and take out a wide range of fiction and non-fiction books;
- A Book Corner or Book Area in every classroom/shared area, with a range of fiction and non-fiction books.

Role of Parents and Carers

Parents and carers are strongly encouraged to be actively involved in their children's reading at all ages, by listening to them read, reading to their children, and by promoting a home environment in which books are valued. They are encouraged to write in their child's reading record when they have heard them read, to support the communication between home and school. Parents and carers are invited in to read with children and we have a great support for this.

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. The literacy coordinator is responsible for maintaining high standards in reading.

Reading throughout the school and how it reflects this policy, will also be reviewed throughout the year in the following ways:

- SLT/staff work scrutiny;
- EYFS/KS1/KS2 external moderation;
- EYFS/KS1/KS2 internal moderation;
- Moderation with other schools.

Signed: _____ (Chairman of Governors)

Date: _____