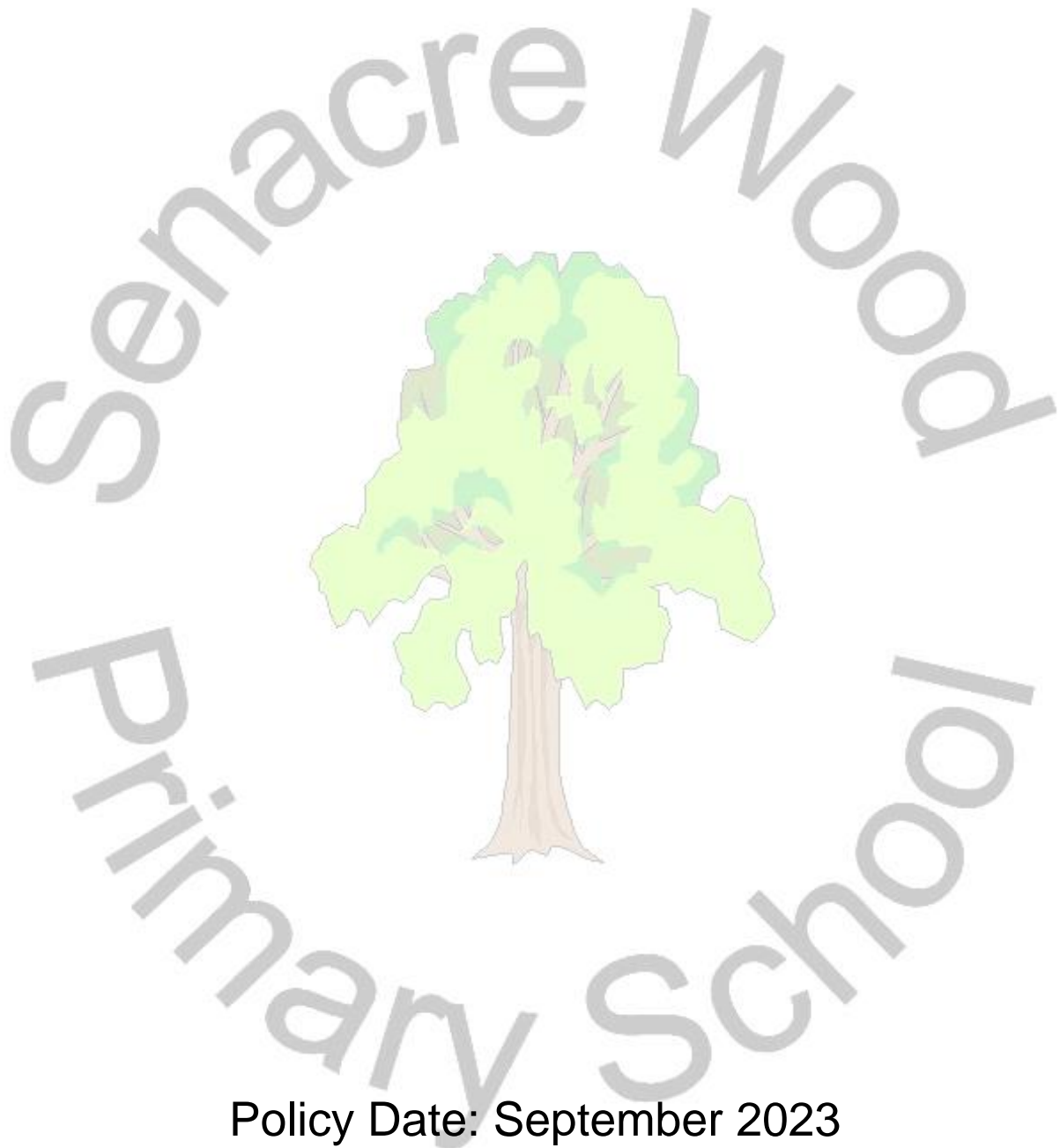


Reading Policy



Policy Date: September 2023
Review Date: September 2024

Author: Dee McKenzie

Senacre Wood Primary School Reading Policy

INTRODUCTION

The National Curriculum states that:

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

At Senacre Wood Primary, we are committed to providing a high-quality education in reading. Every opportunity is taken to expose pupils to an attractive and stimulating array of books to enable them to develop a love and enthusiasm for reading. Across the school, reading is a key priority as it is the foundation for the development of all subjects; children should come to enjoy reading and to turn willingly to books as sources of pleasure and information.

INTENT

At Senacre Wood Primary, we follow the aims of the National Curriculum to ensure that all pupils:

- *Read easily, fluently and with good understanding.*
- *Develop the habit of reading widely and often, for both pleasure and information.*
- *Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.*
- *Appreciate our rich and varied literary heritage*

National Curriculum 2014

We recognise that reading is integral to a child's understanding and appreciation of the world around them. To ensure that all children reach their full potential across all areas of the curriculum, we take a consistent and rigorous approach to the teaching of reading, starting with a phonics scheme beginning in the early years (for more information about this, please refer to our "Early reading and Phonics" policy). At Senacre Wood Primary, we strive for all our children to become fluent, confident and enthusiastic life-long readers.

Using the National Curriculum for English, we aim to ensure:

- We share high quality and vocabulary rich texts across the curriculum so that children may develop knowledge of themselves and the world in which they live.
- We promote a love for reading and, not only give children opportunities to read in English lessons, but also in the wider curriculum too.
- All children consider themselves a reader who can recommend books to their peers, seek out books from a range of different genres and engage in discussion about authorial choices or impact on the reader.
- Our children read widely, and often, to discover new information and develop their comprehension skills.
- We provide children with exciting reading experiences to encourage a love of reading.
- Pupils use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.

IMPLEMENTATION

For details about Early Reading and Phonics, please refer to our “Early Reading and Phonics” policy.

PLANNING

In Key Stage One and Key Stage Two teachers plan using the new National Curriculum framework. All aspects of Literacy are covered: reading, writing, poetry, speaking and listening and drama/ role play. All teachers plan on a half termly basis and can use their medium-term planning to devise detailed and differentiated weekly plans if they wish. Medium Term plans include details of class texts and whole class reading texts as well as links with reading ladders to show learning intentions. The medium-term plan is submitted termly to the English Subject Leader. Planning must detail reasons for text choices, based on skills that children need to learn within that year group. An overview of class texts used can be obtained from curriculum maps and progression documents which are available online on the school website.

WHOLE CLASS READING LESSONS

Once children are confidently reading, typically during Year 2, they will begin whole class reading sessions based on short sections of texts and comprehension questions. Typically, but not always, these will be linked to enquiry learning and pupils will be expected to read and answer questions in short sections rather than as a block. By the end of the year, they will build this up to reading whole extracts.

Within Whole Class Reading and English lessons, reading comprehension is taught to ensure that children understand what they are reading. We ensure that children of all ages learn comprehension strategies and are able to respond to texts. We explicitly teach the following key reading domains:

- Vocabulary
- Inference
- Prediction
- Explanation
- Retrieval
- Summarising/ Sequencing

Within Key Stage Two, classes use a “Whole Class Reading” approach to reading lessons. On Monday and Friday, this is based on the class text. Tuesday, Wednesday and Thursday, pupils have a 45 minute whole class reading session which consists of approximately 15 minutes reading and 30 minutes of discussions and VIPERS tasks. The texts for these sessions are ‘linked’ in some way; this could be through content or text type.

A range of strategies can be used during the reading. This includes, but is not limited to, pupils reading aloud, class teacher modelling, echo reading, choral reading or teacher ‘drop in’ while pupils read independently. Any unfamiliar or potentially limiting vocabulary should be explored and read around for a few minutes. This should be accompanied with pictures/visuals where possible for a deeper understanding. This may happen before or after the text has been read.

Once pupils have read the text, they will complete activities around the text. This should begin with a very short retrieval quiz (quick start); these are self-marked at the end. Deeper questions or activities should then be presented one at a time. These should take three forms: individual thinking, partnered talk and solo work. Children should get into the routine of knowing what each of the three forms requires of them. Whilst you will delve into all the reading strands, the focus in these sessions should be on inference and retrieval. This work is kept in Whole Class Reading Books and these are the children’s personal journals to jot down answers, thoughts and responses to the text. These are not marked unless for assessment purposes.

READING BOOKS

As children move on from phonics based texts, books are grouped into colour bands. We use a carefully graded system which incorporates both reading schemes (Oxford Owl and Pearson) and a mixture of classic and modern children's literature. This enables us to provide a wide selection of fiction and non-fiction books at each level of development and also to give your child access to well-written texts that stimulate their interest and encourage positive reading habits. It is important to note that we select books for children that enable them to achieve 80% word accuracy. This means that children should be able to read most of the text without hesitation. Children read these books with members of staff in school and they will also be sent home to be read with parents. Children are assessed regularly on their fluency and comprehension skills and will move through colour banded levels at their own learning pace.

Pupils are also provided with opportunities to choose reading books from class or school libraries. These books are to promote reading for pleasure. Children are also encouraged to access different genres and texts types to broaden their understanding of how language can be used in different formats.

READING FOR PLEASURE AND THE ENVIRONMENT

We value reading for pleasure highly and work hard to grow our Reading for Pleasure pedagogy.

- Each day, all teachers read a class text for a minimum of 15 minutes. This means that children will listen to at least 75 minutes of good quality reading from an adult with good diction, expression and fluency. Teachers carefully plan story time sessions to develop a love for reading and expose children to a wide range of topics and ambitious vocabulary. More information around the types of texts that are used, can be found on our whole school 'Book Map' which details the progression of texts used for different purposes across the year.
- Our whole school library is accessed at least once a week by each class; children have their own library card and can check books in and out, just as they would in the real world.
- Every opportunity is taken, from the time a child enters our school to expose them to an attractive and stimulating array of books to develop a love and enthusiasm for reading. To support this, each class includes a class library of books; class libraries include a broad range of genres and text types including poetry, journalism and non-fiction texts to extend children's reading pathway.
- A love of reading is promoted through the use of whole school theme weeks, themed author events, reading challenges, annual book fair, celebrating World Book Day, National Libraries Week and National Poetry Day.
- Classrooms are vocabulary-rich and promote a love of reading for pleasure.
- Books complement displays in class to support pupils with selecting books which are linked with their learning.

ASSESSMENT

Reading assessment at Senacre Wood is an ongoing process comprised of age-appropriate formative and summative assessment strategies. Pupils book band and levels are tracked to ensure pupils are making at least expected progress.

Reading 'ladders' are used to track the progress of all children in Reading sessions. This assessment information is used to inform planning, identify targets and the levels the children are working at. Formal reading tests are carried out in Year 6 only. In other year groups, Pearson Bug Club assessments are used alongside teacher assessment to decide whether a child is ready to move to the next band.

EQUAL OPPORTUNITIES AND INCLUSION OF ALL LEARNERS

All children have equal access to the reading curriculum. Positive attitudes towards reading are encouraged, so that all children, regardless of race, gender, ability or special needs (including those for whom English is a second language) develop an enjoyment in reading.

Where required, children's EHCP's incorporate suitable objectives. These targets may be worked upon within the lesson (either in class or in a small group/1:1) as well as on a 1:1 or small group basis outside the reading lesson.

Short term reading interventions in school helps children with gaps in their learning and understanding. These are delivered by trained support staff and overseen by the SENCO and/or the class teacher.

Within reading lessons, teachers have a responsibility to use adaptive teaching methods to support children with SEND but also activities that provide sufficient challenge for children who are high achievers. It is the teachers' responsibility to ensure that all children are challenged at a level appropriate to their ability.

IMPACT

In order to measure the impact, we gather a variety of data to ensure learning has occurred and progress has been made. This information directly informs future planning and learning opportunities, allowing us to be responsive to the needs of our pupils. Formal pupil progress meetings are held 3 times a year. During this process, progress is measured within the year group as well as from benchmark assessments (e.g. ELG or End of Key Stage One).

ROLE OF THE ENGLISH SUBJECT LEADER

It is the role of the subject leader, along with SLT, to ensure the subject is monitored using a range of methods which inform the development of reading. Following monitoring, outcomes are shared, with colleagues and relevant stakeholders, in a timely manner and areas for improvement are swiftly and effectively acted upon.

It is also the role of the English subject leader to:

- Promote the value and importance of reading amongst staff and pupils.
- Identify and support the training needs of colleagues.
- Moderate teachers' assessment to ensure consistency with levels across year groups.
- Monitor, maintain and provide high quality texts and resources.
- Ensure pupils' voice is valued and responded to.
- Keep up to date with developments in the area of reading.