

Reading Policy 2020

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Responsible for this policy	English Lead

*To nurture and inspire our pupils
to develop a love of learning
in a supportive Christian community
and become the best they can be*

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1. Subject Intent

"I think it's the books you read when you're young that live with you forever."

J.K Rowling

Reading is placed at the heart of our curriculum. Our intent is to ensure that all children leave Key Stage 2 reading fluently, expressively and with the comprehension skills needed to achieve within a secondary curriculum. This is carefully balanced alongside the need to engender a love of reading in every pupil. It is through the promotion of both of these elements that we will ensure all our children are successful, life-long readers.

We aim to:

- Create a curiosity for, and a love of, language.
- Develop the fluency of all readers through the teaching of a consistent and progressive phonics programme.
- Provide children with genuine 'real life' opportunities for reading, throughout the entire school day.
- Provide children with opportunities to build confidence through reading aloud with expression.
- Provide access to a broad range of texts, genres and themes. We aim to ensure all pupils can see themselves reflected in the books they read.
- Work in partnership with parents for the promotion of reading.

2. Subject Implementation

EYFS

Pupils -

- are immersed in an environment rich in print and possibilities for communication.
- are given opportunities to speak, listen and represent their ideas through activities which relate to language.
- in our Nursery are exposed to a range of pre phonics communication and language activities during the Autumn term. In the Spring term

they begin learning through the school phonics programme: Read. Write, Inc. (RWI).

- in Reception follow the RWI programme through discrete, daily sessions.
- in Reception follow a structured and well-paced phonics programme. New sounds are introduced at a rate of every other day, alongside 'Word Time' sessions and the teaching of 'Tricky Red Words'. Practitioners have clear expectations for the pace of the programme.
- are given as much opportunity as possible to practise their sounds meaningfully within books, in school and at home, to reinforce their learning.
- are encouraged to value books and love reading through the active use of their class Reading Forest.

KS1

Pupils -

- are taught discrete English lessons that centre on a high quality and inspiring text. These texts are chosen carefully to ensure children's understanding of the world is challenged and they feel inspired to write.
- in Year 1 will continue their progress through the RWI phonics programme by taking part in daily, 20 minute sessions. These aim to help improve word reading skills and strategies to engage with texts.
- use phonetic reading scheme books where they develop the ability to segment and blend phoneme/grapheme sounds independently.
- in Year 1 take part in daily guided reading sessions. These sessions focus on a book that corresponds with the sound they are currently learning and is the inspiration for a variety of comprehension and written tasks.
- in Year 2 are taught guided reading through a carousel of activities. These activities may include adult led discussions or tasks to promote the independent application of taught skills.
- are encouraged to read at home with an adult each day. Books match closely with each child's stage within the RWI programme. Reading sessions with any adult, in or out of school are monitored within a Reading Record.

- enjoy listening to stories as a much loved and valued part of our curriculum. We believe this plays an important role in promoting early literacy skills, curiosity, emotional understanding and imagination.
- are encouraged to value books and love reading through the active use of their class Reading Forest.

KS2

Pupils -

- are taught discrete English sessions that encourage quality writing through exposure to quality texts.
- regular guided reading sessions are taught using a whole class approach, inspired by a single high-quality text. These sessions provide children with opportunities to apply their comprehension strategies through a range of speaking, listening and writing activities.
- are encouraged to make links with other areas of the curriculum during guided reading to make language more meaningful.
- spend time each week focussing on specific reading skills: retrieval, inference, prediction, summarising, understanding the meaning of words in context. They discuss the layout and features of texts, as well as the impact of authors' decisions.
- are supported to comprehend through the pre-teaching of unknown contexts or vocabulary.
- are expected to read at home every day using books from within the Accelerated Reader collection. This programme aims to inspire, motivate and reward children's progress. Teachers monitor results and identify any children who have not made sufficient progress and support an intervention.
- continue to enjoy listening to stories as a much loved and valued part of our curriculum. The chosen book is often related to guided reading work, however it may also be another that links to a relevant theme or topic.
- are encouraged to value books and love reading through the active use of their class Reading Forest.

Assessment

Assessment is continuous through the planning, teaching and learning cycle. Staff assess attainment in Reading and phonics every term, in line with the school assessment policy. Formal testing is in line with national expectations.

Assessment of Reading is supported through the use of the following:

- Daily formative assessments eg. listening to children read, questioning and discussion.
- Reading Records track pupil progress in KS1 and identify areas for development.
- Star reader tests track pupil progress within the Accelerated Reader programme in KS2.
- Termly formal assessments.
- Key Stage 1 and Key Stage 2 SATs.
- Phonics screening.
- Gap analysis for the end of Key Stage is looked at annually, year group data is used to set reading priorities for the following year: whole school, year group and individual pupil targets

Support and Inclusion

We aim to ensure all children have equal access to the curriculum, regardless of gender, race, culture or ability.

- Pupils who are falling behind with the pace of the phonics programme, or struggling with other early reading skills, are recognised quickly. They are supported through a variety of additional phonics interventions and one to one reading sessions, as well as next steps or resources that can be focussed upon at home.
- Pupils identified as needing further support at the beginning of Year 2 continue to be taught lessons that support their position within the RWI scheme.
- Pupils identified as needing additional support for Reading in Key Stage 2 attend intervention groups and/or take part in small group work and 1:1 sessions, depending on need.

- To engage and encourage pupils identified as more able readers we aim to ensure that they are challenged through the complexity of texts and focussed questioning.
- The books our children read are chosen carefully so that issues related to equal opportunities are handled sensitively.
- We ensure that the books and literature available to children represent as wide a range of cultures as possible.

3. Roles and Responsibilities

It is the responsibility of the **English lead** to ensure that the standard of teaching and learning across the school raises the quality of and enjoyment of Reading.

This objective may be supported and implemented in a variety of ways:

- Monitoring and evaluating the quality of teaching in books.
- Observing colleagues and offering supportive and instructional feedback.
- Attending relevant CPD courses to ensure that approaches are dynamic and up to date with curriculum changes.
- Looking for and sharing good practice, within St Michael's and in other schools.
- Leading on staff CPD sessions according to need.
- Liaising with the senior leadership team to monitor progress and attainment data.
- Organising further enrichment opportunities such as book week, trips or visitors.
- Creating opportunities for parents to be involved within our reading curriculum.
- Organising and budgeting for necessary resources.

It is the responsibility of **classroom teachers and support staff** to ensure that their practice is in line with the aims and guidance of this policy.

The school encourages **parents/carers** to take an active role in supporting their child's progress in Reading by:

- Providing them with guidance and information for each key stage.
- Encouraging reading at home every day for increasing lengths of time.
- Encouraging the completion of their child's Reading record.
- Asking their child questions about the texts or books they are reading.
- Encouraging parents to take part in Reading activities at school where appropriate.

4. Impact

The positive impact of our successful practice will be that every child has been given the best possible opportunity to thrive within the reading curriculum, the broader curriculum and the wider world.

The reading experiences we give to our pupils will impact the rest of their lives. We recognise that books provide children with knowledge, language and ideas. They create experiences and memories that cannot be covered by the school curriculum alone, allowing them to find out more about who they are and the world we live in.

Where practice is at its best –

- Reading is a priority for staff who plan for exciting Reading activities.
- Pupils clearly love Reading for its own sake.
- Pupils confidently discuss their favourite books and/or authors.
- Pupils talk positively about reading experiences in school.
- Pupils are reflective and happy to share ideas and feedback on their learning and how it relates to real life situations.
- Pupils are engaged and interested in story time.
- National standards are met or exceeded.
- Pupils are ready for the next step in their education.