

English - Reading Policy

Overview

This policy for Reading teaching and learning is underpinned by the school's generic curriculum policy for foundation and core subjects that sets out guidelines, practise etc. that should be adhered to in all foundation subjects. The areas covered in the generic curriculum policy are as follows:

- Curriculum coverage
- Teaching and learning guidelines
- Roles and responsibilities
- Inclusion
- Assessment, recording monitoring and reporting
- Key competencies

1) Aims and Opportunities

1.1 Aims

At Bridstow we believe in fostering a lifelong love of books. We aim to make reading exciting, accessible and competitive with other forms of information and entertainment. Our key principles and values are celebrating reading, inspiring readers, assessing readers, developing reading skills, encouraging independence, creating a reading environment including an attractive library and class collections of relevant and current books which is supplemented by library boxes and making reading accessible for all. We use a balanced mix of approaches to ensure that our pupils achieve the skills required and develop their confidence to promote a love of literature.

Our overarching aim is to promote high standards of literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of reading through widespread reading for enjoyment. We want children to articulate that they enjoy reading and are confident to discuss age-appropriate texts. We would like them to know a range of authors and genres and be able to share their thoughts about them.

We aim to ensure that all pupils: -

- develop as happy, healthy and curious learners who read confidently and independently
- begin to develop lifelong enjoyment in reading
- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- are able to access, understand and begin to manage information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading
- begin to understand the meaning of what is read to them and what they read
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

1.2 Opportunities

Reading offers opportunities for children to:

- access all areas of the curriculum
- develop their vocabulary
- make connections with other people and the wider world
- walk through doors to the past, to the future, and to other worlds both real and imagined

2) Organisation and Planning

2.1 Time allocation

Reading is a core subject and will be taught regularly every week to build on skills and provide continuity. Each week teachers will spend a minimum of 2 hours teaching time dedicated to developing reading knowledge and skills. Opportunities within the school week to enhance the reading curriculum beyond reading sessions will also be taken so that children can engage in cross-curricular or thematic learning linked to reading.

2.2 Planning

Letters & Sounds is currently used to sequence the learning of synthetic phonics in Reception, Year One and to pupils in Year Two who need to develop their phonic skills.

Reading is taught through:

- Focused Reading (1:1 with a teacher or another adult using appropriate texts)
- EYFS – Children start with picture books to read. Once children can sound out and blend they will read 1:1 with an adult at least 1 x weekly using books linked to our phonics scheme
- KS1 – Target readers (bottom 20%) at least 3x weekly
 - ARE (at age related expectations or above) – at least 1 x weekly
- KS2 – Target readers at least 3x weekly
 - ARE – at least 1 x ½ termly
- Text Talk (whole class):-
 - EYFS – Shared books with all children on a daily basis
 - KS1 – Quality texts shared daily
 - KS2 – Quality text – named reading book shared daily

In the Early Years Foundation Stage (Reception) the teaching of reading is based on the reading ages of development in Development Matters. The teaching of reading begins from the day the children start at Bridstow where we begin to develop their phonics skills through daily phase 1 phonics activities. At EYFS there is an emphasis on the teaching of phonics and other word level skills. This paves the way for the systematic learning of phonics. During this phase especially, activities are planned so they will help children to listen attentively to sounds around them - such as the sounds of their toys and to sounds in spoken language. A wide range of nursery rhymes and songs are taught and a range of diverse and modern books in order to engage with the children. This helps to increase the number of words they know – their vocabulary – and helps them talk confidently about books. The children learn to identify rhyme and alliteration. These skills continue to be developed throughout KS1 and KS2.

In EYFS, reading is modelled daily to pupils through story times. Children also have opportunities to explore texts in more depth with adult focussed sessions, working on book concepts and basic comprehension skills. During the autumn term, pupils have access to a large, well organised selection of library books, which they can take home to enjoy with their parents. When the children are secure with the initial letter

sounds and have started Phase 2 sounds from our phonics programme the children are then taught to sound out and blend words and this is when children will start to read books, which are matched to their phonic ability, independently to an adult. Individual practice books are sent home to practise regular reading at home. All children in EYFS also engage with quality texts through their English lessons in which they explore a range of stories as a stimulus for their writing.

In Key Stage 1 and 2 the teaching of reading is based on the National Curriculum for English 2014 and what we know and believe is successful about teaching children to read.

In KS1 the daily teaching of systematic, synthetic phonics through the continued use of the Letters & Sounds (Phonics play) programme with the aim of all pupils being taught Phase 5 by the end of year 1. In Year 2 pupils move on the Phase 6 which also includes reading comprehension. Additional spelling rules are taught alongside a continuation of the phonics programme, supported by the guidance and the expectations for spelling and grammar in the National Curriculum.

2.3 Extending the curriculum

Children develop an understanding of reading through first hand experiences as well as lots of modelling from teachers. Wherever possible children are given the opportunity to read across the curriculum.

Poets and author links, including visits, are made when possible.

2.4 Developing a Reading Culture

Developing a culture of reading at Bridstow is fundamental to the progression of the children, not only in reading, but across all other subjects.

In classrooms, teachers will place a high value on books and reading by:

- Ensuring that the classroom has a well-designed and looked after book area with a range of organised fiction and non-fiction texts as well as texts linked to current class topics
- Ensuring that reading aloud of aspirational and engaging texts happens everyday
- Providing pupils with regular opportunities to visit our school library and choose books to take home and read independently
- Place a high priority and familiarise the pupils with the range of books from their year group's recommended reading list, which includes quality books or authors which match their interests

The school will create an environment to promote a culture of reading by:

- Exhibiting displays around school to promote reading
- Keeping a well-stocked school library with quality, engaging texts covering a range of topics
- Hosting regular events to promote reading, including our annual World Book Day as well as participate in other events, including the annual Greenaway Awards
- Promoting reading at home with reading challenges, where awards are given in a celebration assembly

2.5 Management and organisation of resources

The reading subject leader will take responsibility for auditing general reading resources, phonics resources, reading scheme resources and the school library.

Individual class teachers are responsible for auditing, sourcing and keeping resources particular to their planning needs. They can liaise with the reading subject leader and senior leadership team.

3) Assessment, recording and reporting

3.1 Formative Assessment

Teachers continually formatively assess children's reading using target questions in class to check children's understanding.

Focused reading with a member of staff is used to analyse children's strengths and next steps and to plan future work and targets accordingly. The appropriate year group reading objectives are in the reading file and these are ticked off by a teacher when they have been achieved.

3.2 Summative Assessment

EYFS

- Each half term, pupils in EYFS complete phonics assessments.
- Termly, book band levels are checked and recorded – these are often reviewed informally more regularly.

KS1

- Each half term, pupils in KS1 Y1 (and Y2 children due to re-take screening) complete phonics assessments.
- Termly, book band levels are checked and recorded – these are often reviewed informally more regularly.
- When appropriate, more detailed written methods of reading comprehension assessment are used – prior to KS1 SATs.

KS2

- Assessment In each child's individual reading file is a record of 1:1 or small group (if appropriate) reading which shows the progression for each individual child. YARK is a reading assessment tool to assess specific children allowing for early reading assessment, passage reading, reading comprehension and reading accuracy – it allows for detailed assessment to accurately direct intervention sessions which are specific to pupils' barriers to reading progress.
- Weekly comprehension test and formal assessment twice a year inform the teaching cycle for reading. Word reading age is assessed twice-yearly.

3.3 Subject Leader monitoring activity

The reading subject leader will once a term, view selected reading records. The examples will be used for identifying progression and expectations.

Reading outcomes (following data snap-shots twice per year) will be analysed to look for patterns, progress and areas for development to inform ongoing CPD.

3.4 Reporting

Statutory assessments in reading (inc Phonics screening check, KS1 and KS2 reading SATs) will be recorded and reported annually to Herefordshire LA.

Twice yearly reading data 'snapshots' (inc word reading, sentence reading, comprehension, book band level and phonics) will be recorded using the Insight tracking tool online.