



## Reading Policy

**Date written / reviewed:** Autumn 2020

**Next Review Due:** Autumn 2023

Approved by the Curriculum Committee

### INTRODUCTION

#### 1. Aims and Objectives of the Subject

- To promote and encourage a lifelong love of reading.
- To develop an interest in and a love of books, encouraging children to become attentive listeners and independent and reflective readers.
- To develop reading strategies and key skills: accuracy, fluency, understanding and response to texts, including questioning the content and ideas expressed.
- To enable children to access all areas of the curriculum.
- To enable children to access, understand and begin to manage information.
- To understand the meaning of what is read to them and what they read.
- To understand and respond to the feelings that words can arouse in us like happiness, sadness, anger.
- To walk through doors to the past, to the future and to other worlds both real and imagined.

#### 2. Teaching and Learning Styles

- Sebert Wood Community Primary School will provide a text rich environment and a wide range of texts, including different genres and styles which are age and ability appropriate for the child.
- As a community of readers we expect all staff to model and communicate their love of reading.
- Teaching strategies aim to enhance a child's motivation and involvement in reading. These are just some ways in which this can be done:

##### **Shared reading sessions.**

The teacher models the reading process to the whole class as an expert reader, providing a high level of support. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and high levels of collaboration. The teacher's role is that of the expert reader who models how the text is read. The children, the learner readers, join in where appropriate with the reading of the enlarged text – singly and/or chorally. The texts selected are rich and challenging, being beyond the current reading ability of the majority of the class.

##### **Guided reading sessions led by a member of staff.**

The responsibility for reading shifts to the learner. The teacher structures all reading tasks with children, who are grouped by learning need. They are required to read and respond to the text themselves with the teacher supporting. Texts of graded difficulty are carefully chosen and matched to the reading ability of the group. This enables the child to read the text with sufficient ease but with a limited amount of challenge. It is intended that guided reading provides a forum for children to demonstrate what they have learned about reading; the focus for the reading is concerned with reinforcing and extending strategies and/or objectives already taught in shared reading.

##### **Independent reading.**

During independent reading, children take responsibility for selecting and reading a variety of texts including fiction, poetry and non-fiction from library books, games, activities, book tapes, talking books, webpages, print and text around the school, etc. The child should be able to read these texts readily and comprehend them with little or no teacher or adult support. The focus for the reading is to provide practice and to develop personal response to text.

##### **Library time.**

The library is available for whole class reading sessions and for smaller reading groups supported by other adults. The skills of library use are explicitly taught as well as the environment being used a positive reading space. The children have the opportunity to visit the school library at lunchtimes and are encouraged and supported by the pupil-librarians. The library is a space for both research and reading for pleasure.

##### **Story time, including poetry.**

Children will be exposed to high quality literature on a regular basis during story time. The teachers will ensure a balance of genres is covered over the year encouraging an appreciation of our rich and varied literary heritage. Books should cover a range of cultures and lifestyles to represent modern life.

### **Reading with individual children.**

Individual pupils reading to the teacher or teaching assistant will be used when appropriate. It is a strategy used more frequently in EYFS and KS1. It is a useful approach to encouraging the development of early key skills and support “outliers”. Staff are aware that it must be a highly productive teaching time where new skills are explicitly taught and developed, rather than “hear them read” rehearsal of already taught / mastered skills. Those withdrawn from the classroom to read with Teaching Assistants should not miss classroom learning opportunities or compulsory activities. “Hearing Readers” is not always the most effective use of adult time and teachers reflect carefully on its place within the reading diet to ensure it has productive outcomes for all pupils.

### **Accelerated Reader**

Accelerated Reader is used in Key Stage 2. The teacher is responsible for monitoring participation and progress. The STAR test is undertaken in set weeks during the year and is used to set book levels and measure progress. Teachers may manipulate the book levels set by the system should they identify the test is an inaccurate identification of books required.

Fortnightly (minimum) reviews of accuracy in the reading quizzes are the responsibility of the teacher and any concerns are acted upon.

## **3. The Classroom Environment**

Classrooms and library areas will have well stocked and attractive book areas providing both a range of fiction and non fiction texts, reflecting cultures and gender. Each classroom should have a display dedicated to the promotion of reading, which may be contributed to by children.

Books relevant to the topic/s being studied each term should be displayed where deemed appropriate.

## **4. Curriculum Planning and Organisation**

- In the Foundation Stage the teaching of reading is based on the area of learning - Communication, Language and Literacy (EYFS).
- In Years 1 to 6 the teaching of reading is based on the National Curriculum 2014. The 2014 Curriculum focuses on two dimensions:
  1. Word reading
  2. Comprehension (both listening and reading).
- Staff will provide planned opportunities across the curriculum for pupils to have access to a range of genres:
  - Narrative and poetry
  - Stories and poems with familiar settings and those based on imaginary or fantasy worlds.
  - Stories, plays and poems by significant children’s authors.
  - Retellings of traditional folk & fairy stories.
  - Stories and poems from a range of cultures.
  - Stories, plays and poems with patterned & predictable language.
  - Stories and poems which are challenging, in terms of length and vocabulary.
  - Texts where the use of language benefits from being read aloud and reread.
  - Non-fiction and non-literary texts:
    - a) Explanations, discussion, persuasive, instructional, non-chronological reports, recounts, newspaper reports.
    - b) Print & ICT-based information texts
    - c) Dictionaries, encyclopedias & other reference materials
- Teachers will integrate technology whenever appropriate into all lessons:
  - As a tool to aid the teaching of key skills; engage children, modelling and demonstration and to enhance oracy.
  - Enable children to undertake an ICT based alternative activity, directly consolidating the learning intention for that lesson.
  - To provide an activity which consolidates the lesson’s learning intention, whilst at the same time embedding skills linked to ICT.
  - ICT will be used as a vehicle to engender oracy, independent, collaborative and personalised learning linked to reading.
- Children will be taught the skills to respond to comprehension questions in a written format and they have opportunities to build a range of paper evidence for the comprehension skills, as well as in discussion.
- Throughout the school the skills of inference and deduction will be developed through key questioning and specific activities. This aspect of reading comprehension will be emphasized in Key Stage 2, reflecting the weighting of inference skills in End of Key Stage 2 assessments.
- Pupils requiring additional support will receive time-limited interventions such as *Dancing Bears* and *Reading Boost*

## **5. Inclusion and Equal Opportunities**

- Provision will be made for those children having special educational needs and those for whom English is an additional language.
- Children with SEN will work towards the same objectives with support and appropriate differentiation. Those working well below the level of their peers will work on a related objective from a previous year group.
- Children who are more able will work to deepen or broaden their understanding of the objective which may sometimes be from a later year.

- Children learning English as an additional language (EAL) will receive appropriate support to enable them to access objectives.

## 6. Assessment

Record keeping and assessment includes:

Formative assessment. (Assessment for Learning) includes:

- Success criteria evidenced as achieved.
- Observational notes on children.
- Questioning (using questions linked to assessment focus during guided reading).
- Self assessment/peer conferencing.
- Discussing reading with a partner.
- Verbal feedback from adult linked to success criteria.
- Continuous assessment of the strategies employed by the child, during independent/guided reading sessions are ongoing.
- Accelerated Reader (KS2 only) monitoring reading quiz accuracy

Summative assessment. (Assessment of Learning) includes:

- Tracking of phonics skills and high frequency words.
- Tracking through book bands.
- Termly reading comprehension tests (Rising Stars).
- Accelerated Reader (KS2 only) reading quiz accuracy percentages and STAR reading test scores (reading age, Standardised Scores and ZPD book level)
- Small-step targets are discussed and set with the child as and when necessary. Reading targets are shared with the child orally and a written copy evident in their reading records.
- The progress of classes and individual pupils will be discussed at termly 'Pupil Progress' review meetings. These will be held three times per year with the SLT.

## Monitoring and Review

- Monitoring of the standards of children's work and the quality of teaching in reading is the responsibility of the leadership team, especially the subject leader.
- Data is analysed by the subject leader each term. This is discussed at SLT and whole school staff meetings, with actions for development suggested.
- The subject leader monitors the Accelerated Reader reading quiz accuracy at regular intervals and the outcomes of STAR tests to monitor progress. Attainment and progress of sub-groups are monitored.
- In each meeting with the school's SEO progress and attainment in reading across each year group is discussed.
- Each year the subject leader undertakes a review evaluating the strengths and areas for development in the subject, indicating any areas for future development. These are formulated into a subject action plan and may be included in the School Development Plan.
- Relevant targets may be included in staff appraisal and performance management.
- The named governor responsible for English meets with the subject leader in order to review progress. Data is fed back to the Governors' Curriculum Committee at regular meetings.
- The work of the subject leader also involves supporting colleagues within Sebert Wood and at other schools in their teaching and being informed about current developments.