



Reading Policy

Contents

1. Subject Statement
2. Intent
3. Implementation
 - 3.1 Implementation of the teaching and learning strategies at Intake Farm Primary School
 - 3.2 Strategies to support implementation of the teaching of Reading
 - 3.3 Opportunities for reading beyond guided reading and independent reading sessions
4. Impact
5. Parents
6. Inclusion and Equal Opportunities
7. Resources

1. Subject Statement

The ability to read is fundamental to pupils' development as independent learners. In order to read across the curriculum with fluency, accuracy, understanding and enjoyment pupils need to orchestrate the range of strategies, depicted in the New National Curriculum (2014), drawing on knowledge of context and grammatical knowledge; applying phonic knowledge and skills; applying graphic knowledge and developing word recognition. The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure.

Reading is singled out as having extreme importance in the curriculum and is split into two main dimensions:

- Word reading
- Comprehension (both listening and reading)

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence in all areas of the curriculum.

2. Intent

At Intake Farm Primary School

- We aim to employ a full range of reading cues - phonic, graphic, syntactic, and contextual - to enable children to self-monitor, self-correct and make sense of their own reading.

- We aim to foster an interest in words and their meanings and to gain an appreciation of books from a variety of genres.
- We aim to enable the children to find books interesting, to read with enjoyment and to evaluate and justify their preferences.
- We aim to develop a suitable technical vocabulary through which to understand and discuss their reading.
- We aim to develop reading skills in tandem with those of writing, so that they may function in society, as literate adults and readers for life.
- We aim to create reading opportunities across all areas of the curriculum, to make it more meaningful and relevant to the children. We aim to enable our pupils to read confidently, fluently, accurately and with understanding.

3. Implementation

3.1 Implementation of the teaching and learning strategies at Intake Farm Primary School

Children at Intake Farm Primary School are taught to read using a range of reading resources, including some phonetically decodable books in addition to a wide range of texts from various publishers. This is done to allow flexibility of teaching and learning reading strategies across a range of materials.

Intake Farm Primary School aim to meet the objectives outlined in the 2014 National Curriculum in each year group. Staff ensure that all children are given opportunities to study a range of good quality and interesting fiction and non-fiction texts from a variety of genres. We utilise The Pie Corbett spine of reading texts in each year group to enhance reading for pleasure. The levels provided in the Pie Corbett Spine are well matched to the year groups (FS1 to Year 6).

3.2 Strategies to support implementation of the teaching of Reading

Reading in the early years and KS1 is taught alongside the daily teaching of phonics using letters and sounds to support phonological application. As part of this scheme, the children are taught to:

- discriminate between the separate sounds in words
- learn the letters and letter combinations most commonly used to spell sounds
- read words by sounding out and blending their separate parts
- recognise on sight vocabulary identified as 'tricky words'

Reading across all key stages is also taught through Shared Reading, group and whole class Guided Reading and daily English lessons. Opportunities to practice and consolidate skills through independent reading are also planned for and provided. During these sessions, teachers and teaching assistants will use a wide range of strategies to enhance the teaching of reading. Some of these are outlined below:

- Modelling and discussing the features of written texts through shared reading of texts
- Giving targeted praise and feedback in order to develop key strategies in reading
- Demonstration - e.g. how to use punctuation when reading, using a shared text

- Explanation to clarify and discuss e.g. need for grammatical agreement when proof reading
- Questioning - to probe pupil's understanding of a text – with a focus on both literal and inferential question styles
- Investigation of ideas - to understand, expand on or generalise about themes and structures in fiction and non-fiction
- Discussion and argument - to justify a preference; by supporting children to take direct references from the text to explain and justify their point or preference.

Children are always informed of the learning objective in guided reading and will have a clear understanding of what the teacher or teaching assistant is looking for in their independent reading. In addition, in the return to text focus part of the lesson, they will have opportunities to consolidate the learning objective of the lesson. Children are given oral praise and feedback about their reading on a 1:1 basis during guided reading and individual reading, in order to help them develop specific aspects of it further, aiding progression.

Individual reading books, books and extracts used in guided reading sessions are appropriately matched to individual abilities and needs in the classroom. This is determined through teacher observation and teacher assessment. We use phonically decodable books, where appropriate, to support phonological application and awareness.

Teaching staff follow a whole school agreed format for Guided Reading lessons which is consistent in each year group and with all members of staff. Guided Reading in Key Stage one is taught as part of a small group of children. Whole class guided reading is taught across Key Stage two.

All children from Reception to Year 6 receive guided reading lessons on a daily basis. Children read individually to the class teacher or teaching assistant at least once a week.

3.3 Opportunities for reading beyond guided reading and independent reading sessions

Daily story time:

We believe that giving children the opportunity to hear an adult/teacher read to them, develops a child's ability to comment on and respond to events and experiences within a text and also, hear what good reading sounds like. These sessions also allow the teacher to check a child's comprehension, by asking literal and inferential questions, which aid deeper understanding of the plot and themes of the story, also increasing their vocabulary. It also provides an essential opportunity for children to listen to an adult role model who has developed skills in expression, phrasing, intonation and reading for effect. Our Reading Buddies also link up with younger children to promote a love of reading through sharing stories.

Library visits:

All children from FS2 to Year 2 visit the local library. This is based on a weekly rota, each class will visit the library once a month. They each take a book home to encourage reading for pleasure. Whilst at the library they browse a range of books and listen to a story read by the librarian.

Home/School Reading:

All children are encouraged to select a book from school, and read this at home and in school during independent reading time. Children in the Foundation Stage and Key Stage One take home a book based on their current phonic level. Children in Key Stage Two take home Book Banded reading

books of a level which they are currently working on in class. (These books are from a range of reading schemes). When children have progressed through the Book Bands, they move onto 'Free Readers' ('real', non-scheme books, suitable for their age). Books are changed weekly for the children throughout the school. This is rigorously tracked to identify children who are not reading enough at home. We have an expectation that all children will read at least three times a week at home and evidence this in their home/school reading diary.

4. Impact:

Assessment of reading:

Children's progress in reading is continually monitored and is used to inform future teaching and learning. Every child's reading skills are assessed against the Year Group expectations for their age using Scholarpack. Children in the foundation stage are assessed against the early learning goals using the development matters document. Children are identified as working at 'emerging' 'developing' 'secure' or 'exceeding.' The school tracking system for reading is updated for every pupil on a termly basis.

Additional forms of assessment that are used to support teacher assessment are:

- End of KS1 and KS2 assessments (Y2 and Y6)
- Termly reading assessments using Rising Stars
- Evidence Streams. This involves gathering a range of different streams of evidence (phonic level, test scores, bookband level etc) to work out a 'best fit' level for the child's reading.

5. Parents:

Parents are urged to share books with their children and hear their children read at home. Parents are encouraged to make a written comment in the school reading record, to show how their child read or understood the text. Parents are welcome to seek advice and support from the class teacher with regards to their child's progress in reading and ways that they can support at home.

6. Inclusion and Equal Opportunities:

At Intake Farm, we are committed to providing all children with an equal entitlement to reading activities and opportunities regardless of race, gender, culture or class. In school, we aim to meet the needs of all our children. Children with special educational needs are encouraged to take full part in reading sessions, both inside and outside the English lessons. All pupils with special educational needs will follow the same educational curriculum as their peers, differentiated where necessary to meet their individual needs. Pupils, who need it, are withdrawn for short periods, to participate in individual and small group programmes, based on their needs as written in their Individual Provision Maps or whole class provision map. Care is taken not to disadvantage pupils by this withdrawal.

7. Resources:

Teachers will ensure that they provide a language rich environment with an inviting and well resourced reading area, in order to promote and create an enthusiasm for reading. Reading resources (for shared, guided, home and individual reading) will be updated yearly, as necessary, following an audit of need by the reading lead. A range of ICT programs are used and available to access at home for the children to help them improve their reading skills.

Date of Policy:

Policy Review Date: