



Reading



Policy

Agreed by Governors : December 2012

Date for Review: May 2017

Our purpose is to provide quality education for the whole child. We aim to provide a wide range of experiences so that all the children can achieve. We are a caring school committed to providing a happy, secure and stimulating environment, so all children can develop their full academic, physical, emotional and spiritual potential.

Values and Vision at Churchtown Primary School

RESPECT FOR ALL

Churchtown is a school where we respect and value all individuals and are respectful of each others individual needs.

LOVE OF LEARNING

At Churchtown creativity drives our love of learning. We believe that when learning is fun, purposeful, and when the voice and imagination of everyone is valued, we flourish.

FRIENDSHIP & FAMILY

The Churchtown family provides a safe, secure & friendly environment, where we all feel like we belong. We are kind & caring and build friendly relationships.

FUN & HAPPINESS

Churchtown is a school that nurtures positivity and happiness.

SKILLS FOR LIFE

At Churchtown we foster independence, determination and perseverance to build skills for life, helping our children become confident and ambitious young people.

GROWTH & DEVELOPMENT

Churchtown is a school where we encourage everyone to grow and be confident in their own abilities. We develop through hard work and co-operation in a caring, supportive environment.

Links To Our Mission Statement and Aims

At Churchtown Primary School our mission and values form the basis of all our policies and practice. This policy supports the following aims of our school:

- To develop enjoyment in reading and fostering a love of books.
- To promote interest and confidence.
- To develop in the child the ability to read for a variety of purposes and to understand the characteristics of different text types.
- To develop the ability to gain information from a text.
- To use a range of reading strategies to make sense of what they read e.g. phonemic awareness and phonic knowledge.
- To develop higher reading skills.
- To develop in the child the skills necessary to enable him/her to acquire information from a variety of sources.
- To enable pupils to read for enjoyment, knowledge and for enrichment, so they will continue to find reading a rewarding activity throughout life.

Planning and Organisation

Reading is planned within year group themes and as a continuous unit through which each individual child will progress as appropriate. Reading may be:

- individual/group/guided or whole class - being heard by the teacher or TA
- sharing a text with other children
- a class reader or quality text as part of our work in Talk For Writing
- information book that supports a topic
- sharing/reading their own stories/poems etc

In order to foster the enjoyment of reading, children are read to frequently in order to model good reading skills using a variety of texts.

Opportunity is provided for independent reading and for sustained silent reading as ability develops. Each classroom provides a focus for reading in the form of reading areas, which includes a balance of both fiction and non-fiction texts.

Approaches To Teaching and Learning

Monitoring reading by listening to children read from an appropriate text is important for all children. The following guide should be used:

FOUNDATION AND KEY STAGE 1 Children to be heard twice a week. Each child is to be heard by the class teacher once a week. The second time may be with an additional adult. One of these reads may be a Guided Read.

SEN Children are heard daily whenever possible or according to their individual need.

KEY STAGE 2 Over two weeks, each child may be heard in a Guided Reading group or individually. Point 5 children do not need to be heard individually by the teacher. Instead, they may take part in a Guided Reading session, followed by a Guided Write the following week. A Guided Reading session may also be whole class work.

Literacy development involves encouraging children to link sounds and letters and to begin to read and write, children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest. The Letters and

Sounds document and Read Write Inc. materials are used to structure, plan and teach phonics in Early Years as well as providing word building activities. Jolly Phonics is also used to help children to remember the sounds they are learning through the use of mnemonics.

Letters and Sounds and Read, Write Inc. are used throughout KS1 until children have learnt to read. The expectation being that during EY and KS1 children are learning to read. The shift changes in KS2 so that children should be reading to learn.

A reading conference approach is encouraged rather than simply 'listening' to the child read. This is especially important as the child gains fluency. With older readers the aim is to continue to monitor progress whilst encouraging independence and developing more advanced reading skills including higher level comprehension skills.

Reading is an active process. Readers do not simply decode words, they interrogate texts, construct meaning, make inferences and predictions and respond to ideas and feelings.

Children will be encouraged to:

- read with expression and fluency
- read for information retrieval
- gain independence
- become reflective readers
- respond to a text
- read a text in the environment

Strategies to be encouraged will include:

- building up a sight vocabulary
- building up phonic knowledge
- developing the ability to use picture clues
- reading ahead, informed queries and self corrections
- skimming and scanning
- shared, paired and guided reading
- modelled reading

There are a variety of ways in which the teacher can develop the active participation of pupils in the texts they read, including discussion, role play and pupils' imaginative writing. Opportunities are provided to develop study skills across the curriculum.

Children are encouraged to read for pleasure every week.

Children in the early years are introduced to sharing books and 'reading' quietly as appropriate.

Guided Reading

Each year group produce and follow differentiated Guided Reading plans based on the Reading Domain objectives for KS1 and KS2:

Content domain reference	
1a	draw on knowledge of vocabulary to understand texts
1b	identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
1c	identify and explain the sequence of events in texts
1d	make inferences from the text
1e	predict what might happen on the basis of what has been read so far

Content domain reference	
2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text

Teachers have the flexibility to plan Guided Reading sessions to fit in with their individual timetables.

Guided Reading takes place on a two week rota. Over two weeks each child will be heard in a Guided Reading group or individually. Refer to Key Stage requirements.

EYFS AND KEY STAGE 1 Children to take part in one Guided Read per week.

KEY STAGE 2 Over two weeks, each child may be heard in a Guided Reading session.

Point 5 children may take part in a Guided Reading session, followed by a Guided Write the following week. A Guided Reading session may also be whole class work.

Teachers can use their discretion when planning activities for other groups during Guided Reading sessions. Some Guided Reading groups will be differentiated using teacher assessment and should only contain a maximum of six children. Others may be whole class differentiated sessions. These should be reviewed regularly.

Guided Reading material should include a range of texts and genres including stories (narrative), poetry, play-scripts, non-fiction texts, newspaper articles. Other resources such as whiteboards/ small world figures and photographs etc relevant to the text can be used to support the session if appropriate.

Each child should have a copy of the text, including one for the adult leading the session. The objective should be shared with the children.

Each session should last approximately 20-25 minutes.

A comment is written in each child's Reading Record/Planner after each session. This can include a 'Guided Reading' stamp, followed by a comment based on the Domain focus.

Reading resources

Resources could include:

- Banded books with whole school and year group access
- Supplementary and extension readers
- Fiction
- Non -Fiction/Information books including magazines, comics, newspapers, dictionaries, thesaurus'
- Illustrated books
- Poetry books and plays
- Books from other cultures
- Computer generated material including e books
- Audio recordings
- Sound games and flash cards
- Big books
- Books written by others, including class books
- Classic books

Parents as partners

Parents have an important role to play in the development of their child's language and their knowledge of their child will help in future planning.

Parents play a vital role in developing their child's reading and children are encouraged to take their books home to share. This continues throughout the school.

Children have the opportunity to take books home every night in order to practise their reading. Books are changed as and when the teacher feels it is appropriate.

Reading books will go home at weekends and all holidays with the exception of Christmas, Easter and the Summer holidays.

Parental Involvement could include:

- Reading to their child, sharing and discussing books and stories using guided reading and take home cards
- Hearing their children read and commenting using the home/school diary or planner
- Helping at school by sharing books with children
- Attending parent workshops on aspects of English
- Attending Parent Information evenings and Parent Interviews
- Providing a good reading model at home
- Helping their child to select books and provide suitable reading material when possible.
- Taking their child to the local library.

Inclusion

At Churchtown we believe that all our children should be given the opportunity to achieve as well as they can in everything they do.

Children who are performing below expectations in Reading are looked at by Learning Support and appropriate provision is put in place.

Children who do not read regularly at home are placed on an Additional readers list. TAs hear these children read as often as possible in school. This is then monitored by the class teacher.

Assessment and Record Keeping

Assessment for learning is fundamental to ensuring all children make the progress they should. Teachers and Teaching Assistants use a range of strategies to assess children.

Reading books are book banded in school which correspond to NC levels. The PM benchmark kit, running records and teacher judgements are all used to help assess if children are able to move up to the next band. It is noted whether children are reading at instructional level and their understanding of the text. These things together determine whether children move up to the next reading book band. Pupils then progress through the bands of the school reading programme (see class extended tracking records). The aim is to enable the child to become an independent reader as soon as possible whilst still being monitored by the teacher.

Assessment is ongoing with staff observing and assessing reading behaviour as children progress through the bands. Children should not move on to the next 'free choice' band until they are ready and in the relevant year group. Eg Year 3: Brown, Year 4: Grey, Year 5: Dark Blue, Year 6: Burgundy. Free choice books may be supplemented with books from home or the local or classroom library.

Children are encouraged to select a variety and balance of fiction and non-fiction books from the bands. Reading bands include an element of real books including books by established authors.

Early Years and Key Stage 1 - Children are assessed throughout EY and KS1 according to which phonic phase they are working on. Each child is also assessed according to their progress towards Year Group objectives. Teachers complete assessments linked to these objectives which are then highlighted for each child throughout each term. Other assessments involving high frequency words, letters and sounds recognition are also used.

Key Stage 2 - Children are assessed throughout KS2 according to their progress towards the year group objectives and at least termly according to their book band. Teachers complete assessments linked to these objectives which are then highlighted for each child throughout each term. In addition, written comprehension assessments may be used to inform teacher judgements.

Recording and Reporting

SATs results are recorded for each child. End of Key Stage 1 and 2 SATs results are reported to parents as part of the child's end of year report.

Parents are informed of their child's progress towards the year group objectives.

Each child's progress through the bands is recorded termly on an extended class tracking sheet.

Monitoring and Evaluation And The Role of The Subject Leader

The role of the subject leader is vital in the development of teaching and learning and ensuring a high quality curriculum.

Reading at Churchtown is monitored and evaluated in the following ways.

- a scrutiny of books and other records e.g. reading diaries
- a scrutiny of planning
- an evaluation of displays
- a scrutiny of assessments and tracking
- written feedback from staff who highlight any issues e.g. need for resources
- an evaluation of clubs and learning beyond the school day
- lesson visits across the school
- pupil conferencing/surveys
- a subject development plan

In addition it is the role of the subject leader to:

- stay aware of new developments and take part in CPD opportunities
- offer guidance and advice to staff
- Provide CPD for all staff
- order new resources
- organise resources

The Role of The Governors

To enable the Governing Body to carry out its duties in promoting high standards of education and achievement, governors need to be fully informed about the standards in Reading as well as priorities for development. Governors are kept informed in the following ways.

- The subject leader reports to curriculum governors at regular intervals - written or presentation
- The Heads report to governors termly on progress towards objectives within the school improvement plan.
- Governors visit lessons to see teaching in subjects prioritised in the School Improvement Plan.