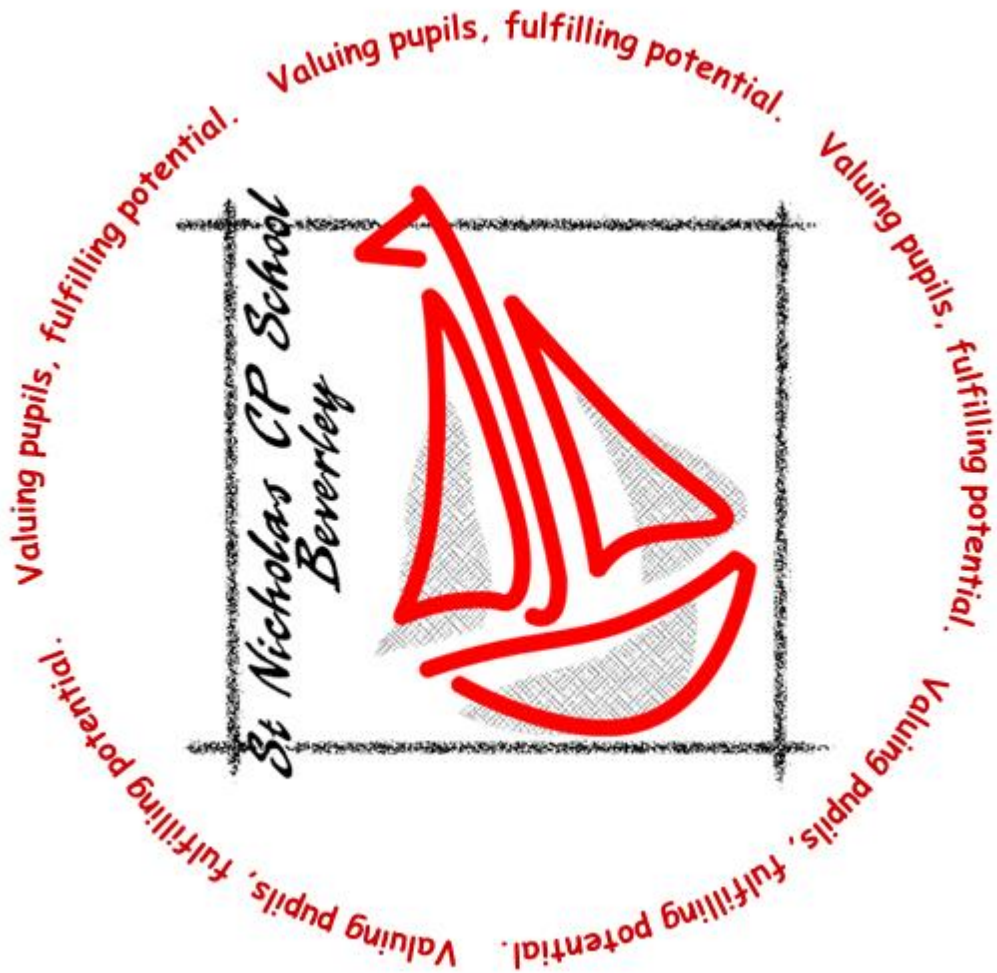


Reading Policy

Beverley St Nicholas Primary School



Reviewed April 2021

Reading Policy

Intent

At Beverley St Nicholas Primary School, we believe that reading is an essential life skill and we are committed to enabling our children to become lifelong readers.

At the heart of our strategy is our drive to foster a love of reading, enriching children's learning through carefully designed teaching activities that utilise imaginative stories and thought provoking texts.

Reading is a skill that enables children to develop their learning across the wider curriculum and lays the foundations for success in future lines of study and employment. We recognise the importance of taking a consistent whole federation approach to the teaching of reading in order to close any gaps and to target the highest possible number of children attaining age related expectations or higher.

Our aims are:

- to enable our pupils to read confidently, fluently, accurately and with understanding
- to teach children to employ a full range of reading cues - phonic, graphic, syntactic, contextual - to monitor, correct and make sense of their own reading
- to foster an interest in words and their meanings and to widen their vocabulary
- to gain an appreciation of books from a variety of genres
- to enable the children to find books interesting, to read with enjoyment and to evaluate and justify their preferences
- to develop reading skills in tandem with those of writing, so that they may function in society, as literate adults and readers for life
- to create reading opportunities across all areas of the curriculum, to make it more meaningful and relevant to the children

Implementation

Principles for the Teaching and Learning of Reading

In order to deliver the above, we will meet the objectives outlined in the National Curriculum and EYFS curriculum. This will 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 genre appropriate to their reading abilities.

The teaching of reading strategies will be modelled and practised to ensure that children's skills become embedded and fluent. This will be done through:

1. explicit description of the strategy and when and how it should be used;
2. modelling of the strategy in action by teachers and/ or children;
3. collaborative use of the strategy in action;
4. guided practice using the strategy with gradual release of responsibility;
5. independent use of the strategy.

Teaching of Early Reading

At Beverley St Nicholas, reading is taught alongside phonics through a daily Read Write Inc Lesson for children in Foundation Stage and Key Stage 1. This initiative promotes a strong and systematic emphasis on the teaching of phonics to aid the teaching and learning of reading. As part of this scheme the children will be taught to:

- Decode using letter sound correspondence
- Read common exception words on sight
- Develop reading comprehension
- Read with fluency and expression
- Write with a focus on vocabulary and grammar skills
- Spell by segmenting the sounds in words
- Learn letter formation and handwriting skills.

The children in Foundation and Stage Key Stage One are assessed half termly and are taught reading and phonics through the Read Write Inc Programme (RWI). Children are placed in small groups depending on their stage not age. They have a daily Read Write Inc Lesson lasting up to an hour. This lesson starts with a 20 minute speed sounds lesson which teaches oral blending, new and revision of sounds, decoding of words, reading of common exception words, decoding of 'alien words' and spelling using decoding spells. The remainder of the session uses a closely matched book to read and comprehend over a 3 day/5 day plan. (depending on the stage). The activities in this session teach decoding, reading comprehension and reading fluency. During these sessions children read with a partner Teachers will circulate round children during this session to ensure children's reading skills are developing as expected and will use this assessment for learning to inform the planning of future reading activities.

Home Reading:

All children who are not 'free readers' (beyond the RWI grey band level) will take home a book previously read in their Read Write Inc group and a linked 'book bag book' at the same level. This ensures that books are suitable for their fluent reading ability This will build reading confidence and ensure success when reading.

Teaching of Reading through KS1 and KS2

Children in KS1 continue to be assessed half termly and re grouped as they were during the foundation stage. The structure of RWI lessons remain the same but as children progress through the RWI scheme the books they read reflect increased challenge and there is more emphasis on writing based activities matched to a book they have read to develop further literacy based skills mainly taken from the year 1 curriculum objectives. Children in KS1 also receive daily whole class phonics which gives them further opportunities to be exposed to phonic learning, particularly alien nonsense word decoding and reading, in a boarder sense of which they might not yet visit in their smaller RWI group.

The expectation for pupils in KS2 is that by the time they have left KS1 and transitioned into KS2 that they should have completed the RWI phonics programme. Their phonic development will continue to be explicitly taught through the Ruth Miskin spelling programme throughout Key Stage two. However, for those children who have not yet reached this level by the time they leave Key Stage one will continue to access the RWI programme and receive additional targeted intervention to ensure they 'catch up' with their peers. A small number of children may reach upper KS2 and continue to require support for reading.

In KS2 children who have completed the RWI reading scheme also take part in daily Reading lessons.

During these sessions, teachers will use a wide range of strategies to enhance the teaching of reading based on the research conducted by the Education Endowment Foundation. This will be done through explicit modelling and teaching of the following skills.

Increasing fluency through:

- **guided oral reading instruction**—fluent reading of a text is modelled by an adult or peer and children then read the same text aloud with appropriate feedback;
- **repeated reading**—children re-read a short and meaningful passage a set number of times

Building Comprehension through:

- **Prediction**—children predict what might happen as a text is read. This causes them to pay close attention to the text, which means they can closely monitor their own comprehension.
- **Questioning**—children generate their own questions about a text in order to check their comprehension.
- **Clarifying**—children identify areas of uncertainty, which may be individual words or phrases, and seek information to clarify meaning.
- **Summarising**—children describe succinctly the meaning of sections of the text. This causes children to focus on the key content, which in turn supports comprehension monitoring.
- **Inference**—children infer the meaning of sentences from their context, and the meaning of words from spelling patterns.
- **Activating prior knowledge**—children think about what they already know about a topic, from reading or other experiences, and try to make links. This helps children to infer and elaborate, fill in missing or incomplete information and use existing mental structures to support recall.

In addition to the daily reading lesson, Reading will also be taught through

Shared Reading:

The whole class shares a text. Shared reading continues to provide a context for teacher modelling of the skills taught during daily reading lessons. The school Literacy and Language programme provides the opportunity to do this.

Class Texts and Story Time:

Teachers will select texts which are linked to a class' topic work or books to be studied in Literacy. These texts are read aloud by the teacher. 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. These sessions also allow the teacher to model the reading skills which they are using and to check a child's comprehension, by asking literal and inferential questions, which aid deeper understanding of the plot and themes of the story. This will also increase their vocabulary.

Wider Reading Activities

Throughout the school children will be given opportunities to be immersed in an environment that is rich in print and possibilities for communication. They will have the opportunity to read 'real' books, newspapers, big books, posters, information booklets, reading scheme books and ICT based texts on individual computers and interactive Whiteboards.

As well as the class reading described above children's reading is taught through the following wider reading activities:

Independent Reading:

Children will be encouraged to read material which interests them, to assist them in fostering a genuine love of reading and help them to appreciate its value.

Library Skills:

Children access the library and access the internet for research purposes, when appropriate, developing skills needed to locate and effectively use information. Each class also has regular opportunity to access the library weekly for children to choose books to read for pleasure.

All children will be encouraged to borrow books from the library or class collections, and share these at home and in school during independent reading time. Children will be guided to select a book at their reading level using the MyBookBlog program which conducts an online assessment of their comprehension.

Reading Buddies:

Children in younger year groups, who particularly struggle with reading, are given the opportunity to read with other children who are more fluent readers. This opportunity not only helps to

develop the child's fluency, understanding of a text and to experience modeling of good reading practices, but also allows them to build on their interpersonal and social skills.

Volunteer Readers:

The school is lucky to have a number of volunteers (parents, carers, community members, Pooh Bear Association) who come into school to hear children read. These individuals are under the direction of the class teacher. This opportunity not only helps to develop the child's fluency, understanding of a text but helps build confidence in reading.

Parental Involvement:

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 understanding.

Equal Opportunities and SEN

In line with the Special Needs and Inclusion Policies, Beverley St Nicholas Primary School believes all children are entitled to high quality teaching and learning, with regard to reading and we embrace the philosophy of inclusion.

Through our teaching of reading, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

Teachers provide support with reading and communication skills through:

- Using texts that motivate children to read
- Using visual and written materials in different formats
- Using ICT

Strategies to Ensure Progress and Continuity

The English coordinator will monitor and evaluate the teaching and learning of reading on a regular basis across school, to ensure continuity and progress is evident.

Every half-term, teachers will assess children's reading skills using the school assessment system. Termly Pupil Progress Meetings require progress and attainment and allow teacher, English Coordinator and Head Teacher to agree strategies to be used to ensure progress. If a

concern about a child's progress is raised then a specific intervention programme will be provided, tailored to their learning needs

Pupils in KS2 will also be assessed through a formal reading test assessment in the Spring and Summer terms. Each teacher will then be able to gauge the child's strengths, areas for development and the progress made, and use this to plan future provision.

Impact

As we believe that reading is key to all learning, the impact of our reading curriculum goes beyond the result of statutory assessments. Children have the opportunity to enter the wide and varied magical worlds that reading opens up to them. As they develop their own interest in books, a deep love of literature across a range of genres cultures and styles is enhanced.

Through the teaching of systematic phonics and reading enquiry, our aim is for children to become fluent and confident readers who can apply their knowledge and experience to a range of texts throughout the curriculum.

As a Year 6 reader, transitioning into secondary school, we aspire that children are fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning and all areas of the curriculum. We firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments.

Date policy written: January 2020

Policy reviewed : April 2021

Policy Written by: L. Priday

Date to be reviewed: April 2021