

“Access to books and the encouragement of the habit of reading: these two things are the first and most necessary steps in education and librarians, teachers and parents all over the country know it. It is our children's right and it is also our best hope and their best hope for the future.”

Michael Morpurgo



“Love God Love Learning Love Life”

READING POLICY STATEMENT

‘Whoever heeds instruction is on the path to life’

(Proverbs 10:17)

Aims

Our aims for the teaching of English are to foster a love of the English language through speaking and listening, reading and writing across the curriculum so that our children use it confidently and creatively to communicate their ideas.

Our aims for reading are that by the end of key stage 2, our children should:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions
- appreciate our rich and varied literary heritage
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

How we teach reading:

Phonics

Children in Nursery begin their phonics learning by exploring their environment through phase 1 activities. They learn to listen to sounds around them including songs, rhymes and rhythms. They are introduced to books without words to encourage book talk as well as listening to simple stories. Children in Reception and Year 1 have a daily phonics session following the Bug Club Phonics scheme with additional reinforcement activities to help them secure their understanding of each phase. Children use phonically decodable reading books linked to the phase they are learning to read at home and school. Children in Year 2 and 3 are taught phonics alongside spelling rules as they move into Phase 6. Regular assessment of children identifies those not meeting age-related expectations who need additional support through quality first teaching or extra intervention.

Individual reading

Teachers, teaching assistants and volunteer readers listen to children throughout the school. We monitor progress closely and provide extra one to one reading sessions for children who have been identified as needing extra support.

All children have individual reading books to read at home and school. Our books are drawn from a wealth of real reads and a range of schemes and include phonically decodable books. Schemes which form part of our well-stocked library include Oxford Reading Tree, Rigby Star, Rigby PM, Collins Big Cat and Bug Club Phonics.

Accelerated Reader (AR):

During Year 1 (as they work through phase 5 phonics phonemes) children begin to use the AR reading books. Each AR book is matched closely to the reading ability of each child through STAR tests. Children from Year 1 to 6 are set a ZPD (Zone of Proximal Development) range of book levels to read which is reviewed each term through a STAR test.

Over 1000 titles from our library are linked to online AR quizzes which check how well children understand what they are reading. The scheme rewards children with points for each book they successfully quiz on and allows teachers to track progress and identify children who need extra support. Parents can also track how well their children are performing in the quizzes through Home Connect.

Shared and Group Reading

Reception children access and explore books in group reading time, using phonics and other cues to share books together and develop a love of reading. In Year 1, as well as individual reading sessions, children work in ability groups to read, understand and discuss books together.

From Years 2 to 6, children are taught reading through the 'Pathways to Read' scheme which promotes a mastery approach to learning. This breaks down learning into small sequential steps allowing time for pupils to become competent. Each week a whole class shared reading session follows a four-part structure:

- predict
- clarify vocabulary
- read and retrieve
- read and explain

Shared reading teaches children what good readers do through teachers modelling reading skills and strategies; exploring vocabulary and text conventions; discussing responses to and understanding of the text. It allows children to access texts that may be challenging to them individually and to deepen their understanding through differentiated questioning. Pupils extend their learning through linked group reading sessions and independent follow-up activities.

How we assess reading:

Teachers use a range of formative assessment strategies to monitor progress in reading and identify next steps in learning. These include:

- checking phonics understanding for the current phase
- monitoring Accelerated Reader quiz results and progress towards targets
- additional STAR reading tests for target children
- comprehension tests
- PM Benchmarks running records
- Pathways to Read progression tracking

Summative assessments of reading are done at four points in the year: a baseline assessment in September and three further assessments at the end of each term. These include:

- Phonics check of prior learning
- STAR Reading test (AR) or STAR Early Literacy test for key stage 1
- comprehension tests

Teacher assessment is collated into the school tracking system.

Accelerated Reader STAR tests identify pupils who need additional support and monitoring, and the areas of focus required: vocabulary, comprehension skills or word recognition. Pupils are organised into target groups and their progress monitored closely.

How we promote reading:

Reading environments in school

Classrooms have books on display for children, often linked to the main learning topic for the term. Classes 1, 2 and 3 have book corners where children can relax with a book. The main corridor houses our school library which contains fiction and non-fiction books, organised by Accelerated Reader book level.

Daily Reading Time

All children have a timetabled reading session every day. They may be reading their own phonics or AR book, enjoying 'free readers' and 'topic books' in the book corner, reading 1:1 to an adult, reading in a group with an adult or completing a Pathways to Read follow-up task.

Story Time

All classes have a 'class read' which may be a short story for younger children or a longer chapter book for older children, which the teacher reads to the class. These books may link with the theme of the current unit of Pathways to Read/Write. This allows children to enjoy a whole book outside of teaching sessions just for the pleasure of reading.

Sharing books together

Children are encouraged to share their love of reading, whether enjoying a book with another child or a parent at home. In school, older children sometimes act as reading buddies for the younger children in school. Events such as World Book Day and book fairs allow children to share their favourite books and chose new books to enjoy at home.

Celebrating success

Our weekly Achievement Assembly allows teachers to recognise the efforts and talents of our children. Teachers give awards for a range of subjects and activities including reading. Certificates linked to the Accelerated Reader scheme are also awarded at the end of each half-term. These are linked to the progress a child makes in their reading and quizzing. All children (but particularly children in Year 1 starting out on their Accelerated Reader journey) are praised for filling their sunflower chart and completing their points target each half-term.

Leadership and Management

The English Subject Leader is responsible for reviewing and improving the standards of teaching and learning of reading throughout the school by:

- analysing data from the school tracking system, AR and assessment tests
- managing and monitoring the Accelerated Reader scheme
- lesson observations and pupil interviews
- auditing and supporting professional development
- purchasing and organising resources

The EYFS Leader takes a leading role in phonics teaching and assessment, supporting the other teachers in helping older pupils who need additional phonics teaching.

Autumn Term 2022
Review 2024

Signed Headteacher

Signed on behalf of the Governing Body.