



Reading Policy

Rationale:

Reading is a vital skill that will support children's development and learning across the whole curriculum. As a school, we will ensure that our children are taught to read with fluency, accuracy and understanding through a variety of discrete and cross-curricular learning opportunities. Above all, we want children in our school to become enthusiastic, independent and reflective readers. Essentially, we want children to enjoy reading.

The development of reading cannot be seen in isolation from writing and speaking and listening. The best readers are the best writers – we read as writers and write as readers. Strategies for reading, writing and speaking and listening therefore form an integral part of this reading policy. In our school, we will strive to provide pupils with a stimulating environment where reading materials are presented in an attractive and inviting way. Teachers act as role models in their enthusiasm for both reading and writing.

Aims:

We aim to develop children's reading by:-

- Instilling children with a love of reading that lasts for their lifetime. We will achieve this through sharing an enthusiasm for children's literature which will lead children to recognise the value of reading as a necessary life skill.
- Encouraging children to become enthusiastic and reflective readers by introducing them to high quality books from a variety of cultures and in a range of different styles and formats.
- Developing our children's understanding of a variety of text types including non-fiction, fiction, poetry and drama.
- Develop children's confidence, fluency and independence when reading for different purposes.
- Developing children's ability to skim and scan texts in order to retrieve or infer information as required.
- Develop children's abilities to reflect on and have an interest in what they have read and the language and punctuation choices selected by the author.
- Develop reading through the use of drama and role-play in order to immerse children in the text.
- Ensuring our children have acquired secure phonic skills and use a phonics first approach to reading.
- Providing access to high quality ICT resources which children are able to access independently.

Teaching Approaches and Strategies:

Phonics

From Early Years children are introduced to Phonics through the Read Write Inc scheme. The children in Reception are given the best possible start as they are taught sound and grapheme correspondence simultaneously every day. Teachers are trained to deliver this high quality programme which makes learning to read fun. The Read Write Inc programme delivers a consistent approach to the teaching of phonics throughout Early Years and KS1. Children in KS1 receive a discrete RWI lesson of thirty minutes before their daily English lesson. They are systematically taught de-coding skills which enable them to sound out words using the phonemes they have been taught. Children are taught to segment these phonemes in order to develop early spelling skills. They are also taught 'tricky words' which they learn by memory as they cannot be de-coded phonetically. RWI lessons involve children working in smaller, differentiated groups using resources which are matched to their ability in reading. This enables teachers to ensure that children are able to make rapid progress with learning. Children are able to practise the skills they have learned at school as they take home high quality RWI Book Bag books for home reading which are matched to the work they have been doing in school. As children develop their reading skills they are provided with an Oxford Reading Tree home reading book as well as their RWI phonic reader.

Phonics Reading Check:

In KS1 there is a termly plan to prepare Y1 children for the Phonics Reading Check at the end of the academic year.

Term 1: All sounds will have been introduced (Sets 1-3) Blending sounds for reading is taught and children provided with opportunity to consolidate their skills.

Term 2: Children are taught blending skills for reading alongside segmenting skills for spelling. They learn 'tricky words' through the use of flash cards and ICT games.

Term 3: All sounds are reviewed and attention is paid to split graphemes (E.g.: a-e, i-e, u-e etc.). Children are introduced to tricky phonics including words with more than two syllables.

Reading schemes:

A variety of reading schemes are used both in school for guided reading and for home reading purposes. Books are book banded ensuring children are given appropriate texts which are matched to their ability. Schemes used include RWI Ditty Books, RWI Stories, RWI Book Bag Books, Oxford Reading Tree, Rigby Star, Rigby Navigator and Oxford Tree Tops. Children with identified SEN are supported through the use of the Rapid Reading scheme which is delivered in small groups during intervention sessions.

English lessons:

During daily English lessons children are given the opportunity to experience a wide range of high quality texts covering a range of genres. They are encouraged to respond and reflect on what they read. Through the use of shared and guided reading children

experience good models of reading and reading discussion using a variety of quality texts written for a range of purposes. In KS1 Talk for Writing is used regularly as a means of allowing children to internalise a text through the use of drama and role-play. In KS2 the use of drama includes freeze framing as well as role play. In KS2 lessons involve a weekly lesson which is focused on developing reading comprehension skills. Children are taught to skim and scan texts in order to quickly retrieve literal information. They are also taught how to infer information contained in texts in order to answer higher level questions. KS1 children are introduced to early comprehension skills through the use of 'find it' or 'prove it' questions in the RWI scheme. These early skills are developed in Y2 when children are taught how to use their reading skills to answer questions in preparation for KS1 SAT tests.

Guided reading sessions:

Guided reading sessions are taught discretely every day. Children work in small groups with the teacher or teaching assistant. They use the Comprehension Box resource to develop their retrieval and inference skills and have the opportunity to select texts of their own choice for free reading. Teachers monitor children's progress by targeting a range of assessment focuses and asking key questions to determine the children's understanding. Fluency in reading is closely monitored and children who struggle are identified for intervention.

Bug Club Reading:

Bug Club Reading is a highly popular reading initiative which takes place weekly for KS2 children. High quality resources are used to stimulate a love of reading in a relaxed environment created by the teacher. Classes are split into two groups and work with a teacher or teaching assistant who has been trained to deliver the programme. Children are able to appreciate hearing a story read by the teacher or voiced by a story teller using ICT resources. Invaluable discussion and explanation of the text is followed by engaging independent activities as well as small group work with the teacher. New and challenging vocabulary is introduced and explored developing children's reading skills. Children thoroughly enjoy Bug Club Reading and are able to access Bug Club resources independently at home.

Class Readers:

All classes have Whole Class Readers for each term of the school year. Texts selected are age appropriate, popular, high quality texts. Children are able to benefit from sharing a text with the teacher and their peers. Teachers model storytelling and children are able to develop their own reading skills and fluency. Class reading offers opportunity for explanation or discussion of new or unfamiliar vocabulary while the use of higher level questioning extends children's knowledge and understanding of a range of texts.

Home Reading:

Children are encouraged to further develop their reading skills through the home reading scheme. All children have a home reading book which is matched to their level of ability. Individual reading diaries are provided to enable a dialogue with parents who play a vital role in the development of their child's reading. Regular reading at home with Parents or Carers makes a huge difference to a child's reading ability and can help to develop and enthusiasm for reading and life-long love of books.

Storytime:

Children attend a small group story time experience in the library with the SENco. Children choose from high quality texts in a relaxed and comfortable environment. Vocabulary is explored and children are able to think about the reasons why characters behave as they do.

Intervention:

When children struggle with reading they are quickly identified and receive intervention. This could be intervention in small groups with the SENco or additional reading with a Teaching Assistant.

Reading across the curriculum:

Children are provided with opportunities to read a range of books linked to other areas of their learning. Children engage in wider research both through using a range of text types and online through the use of ICT. The school has invested in iPads which can be used by the whole class in order to conduct research throughout the foundation subjects. This allows the school to develop a culture of 'reading to learn' across the curriculum.