



READING POLICY

Reviewed – Spring 2022
Next Review – Spring 2023

Agreed by staff and C of G

Aims:

Children learn best when they enjoy what they are reading.

- Our aim is to provide our children with enjoyable and productive reading experiences and to enable them to be independent and fluent readers.
- To value and use books as a basis for learning, pleasure, talk and play.
- To develop in pupils an interest in and a love of books and literature that will not only support their learning across the curriculum but also enrich their lives.

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure.

The 2014 Curriculum divides reading skills into two dimensions:

- Word reading/ decoding
- Comprehension

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary. We also understand that reading is a developmental process and part of life-long learning and we encourage and praise children at every stage.

Our aims and connected provision (some of which are outlined in more detail below)

- In Foundation Stage children have daily discreet phonics lessons. Children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities.
- Pupils learn to read easily and fluently through daily phonics in Key Stage One, regular reading to adults in school, reading within class and an incentives to read at home.
- Daily phonics sessions for highlighted children throughout Key Stage Two are integral in developing children's knowledge of reading and closing the gaps in children's phonic knowledge.
- Pupils are encouraged to read widely, through our use of diverse and updated supply of class texts, library visits and high quality attractive books in classrooms.
- All pupils are encouraged to take books home to read from the school library.
- In Key Stage Two, Guided Reading sessions focus on a variety of book genres and all aspects of reading, using Assessment Focuses in Reading as a guidance.
- Pupils are encouraged to read for pleasure using reading partners, quiet reading time, listening to an adult read and opportunities to visit the library during lunchtime breaks.
- Pupils also need to read to find information in all lessons and comprehension is assessed in a formal way every term.
- Pupils are exposed to a range of texts from their literacy heritage during their school career
- Key Stage Two pupils who are identified as struggling with reading or making slow progress are given accelerated reading support from the Moving Reading and Writing On scheme.

Phonics sessions – FS and KS1

These are daily sessions which develop the children's understanding of the letters sounds in words in the English language. At Hemington, we follow the Sounds Write phonics scheme. This is a systematic and consistent approach which is taught every day. Our phonics lessons have an emphasis on oral blending and segmenting with children taught new sounds, key phrases and terminology. These are then used to support reading and writing during guided reading, writing sessions and in the wider curriculum. Curriculum Meetings and Phonics workshops are carried out each year to help give parents an understanding of how phonics is taught and how the children are learning to read. Children are assessed of their understanding at the end of each Phase taught which then is used to inform revision sessions and further teaching. In FS and KS1 we also monitor children's word recognition and recall of their High Frequency words.

Guided Reading

Guided reading sessions are timetabled daily in KS1 and KS2. As part of these sessions, children use a wide variety of guided reading books of all genres. From Years 1 – 6, Reciprocal Reading is used to reinforce children's reading skills. From Year 1, children begin to practise the use of some Reciprocal Reading approaches, with development of these approaches as they progress through each year group. The Reciprocal Reading approaches are as follows: summarising, questioning, clarifying, predicting, with a specific focus on inference. We have found that this approach allows children to take ownership of their reading more readily.

Shared Reading

At Hemington, we also have whole class shared reading sessions where all children in the class are reading the same text, regardless of their reading ability. Each child has a copy of the text and they follow it using a ruler under each line being read while the teacher reads aloud to the class. Reciprocal reading approaches are then used by the teacher to ensure that the children have understood what has been read and to improve their reading comprehension.

Whole School Home Reading

In FS and KS1, books are organised in colour bands for children to take and read at home. Book bands are organised according to Phonics phases and sets of sounds and sight words taught. Teachers can then use each child's Sounds Write Phonics assessment to match a child to a book band. Teachers also listen to children read to verify they are reading the appropriate books for their phonetic ability. In KS2, children complete Star Reading Assessments as part of our Accelerated Reader scheme to identify their word reading and comprehension skills. This is then used to give children a book ZPD/BL range that they can select from in the school library to read at home. Once children have read their book, they can log into Accelerated Reader to complete a comprehension quiz from which they can collect points. Star Reading Assessments are revisited each half term to monitor children's progress and update their home reading ZPD/BL range. Teachers monitor the books children are taking home to ensure children are reading appropriate texts for their ability. Only when children have completed the phases and passed their phonics screening, will children be able to go onto the Accelerated Reader scheme, otherwise they stay on the phonics book band system. All children have a home reading record book in

which they have their year's word lists. Parents/carers and children are encouraged to write a comment, sign and date when they have listened to the child read. Home reading is monitored in school by teachers daily to ensure engagement. All children have access to their own class libraries and reading areas. Children bring in their reading records daily to be checked.

Reading for Enjoyment

We encourage our children to read frequently and to enjoy a range of different genres. In order to promote a love of reading, we regularly invite authors into school to work with the children.

Other Helpers

We, as a school, encourage parents and volunteers to come into school and read with the children. This can be any kind of reading e.g. informal sharing of favourite books or a firm commitment to help with one-to-one reading on a regular basis.

Interventions

In each class, children are listened to reading in guided reading sessions. Should there be concerns over the progression of particular children's reading skills, interventions are put in place to address where the gaps lie. These interventions can be either working more closely on a 1:1 or small group level with a teacher or teaching assistant. We also use Small Steps assessment to see if children have other underlying gaps in their phonic and word recognition knowledge.

In KS2, we identify children who are on the cusp of age related expectations and use Moving Reading and Writing On (MRWO) to help these children achieve their potential. This intervention is carried out three times each week.

In KS1, children receive small group intervention to help with their progression in phonics.

Monitoring

Guided Reading and Shared Reading is monitored frequently by the English Subject Leader who will conduct learning walks at regular intervals. There are several reading interventions which take place each year and include close monitoring of progress. Children will be selected for MRWO, extra phonics with CTs and Tas and reading sessions with volunteers to the school.

Assessment

From FS to Year 3, children are assessed of their phonics knowledge at the end of each phase taught which then is used to inform revision sessions and further teaching. A whole class tracker is completed each half term and shared with the English Lead to monitor and assess their progress. In KS1, children's word recognition and recall of the first 100 High Frequency words is recorded. NFER Reading Tests for Year 2 to Year 6 are administered each term to provide a reading age for pupils and assess their comprehension skills. Analysis will be used to finalise interventions as well as to measure progress. Reading records are completed by teachers and teaching assistants when they read with a group of children and these are used to support assessments using the NC reading statements (TAF for Years 2 and 6). These are carried out by each class teacher every half term to inform our assessments and to ensure progression in reading for all children.

Role of the parent

We encourage parents to be an active participant in their child's reading.

The school supports the parents by-

- A home school record (FS and KS1)
- Reading parent volunteers.
- Guidance from teachers/teaching assistants.
- Lending library for all children to take books home.

Celebrations

Each year we celebrate World Book Day in the first week of March. The build up to this runs over many weeks and promotes reading and talking about books throughout the school. We also celebrate Roald Dahl day in September. We try to hold a Book Fair at Hemington each year, which promotes the importance of reading alongside raising funds for the purchase of books for individual classes and the school library.

Review

This policy will be reviewed according to the School Strategic Plan.

Signed: _____

Date: _____
March 2022