



# Reading Policy

**Ratified by governing body: Summer 17**

**Date for review: Summer 20**

A handwritten signature in black ink, appearing to read 'Anne Marie Renshaw', is positioned below the text.

**Reverend Anne Marie Renshaw**

**Chair of Governors**

## **Introduction**

At Messing Primary School we aim to have a school culture where the joy of reading and the imaginative possibilities of a good book are understood by all; where adults and children discuss books and authors; where we develop in our children a love of reading which they carry throughout their lives.

## **Aims**

This policy aims to:

- Develop an interest in and a love of books, encouraging children to become attentive listeners, independent and reflective readers.
- Develop reading strategies and skills, accuracy, fluency, understanding and response to texts.
- Develop the ability to use and manipulate a variety of texts, both fiction and nonfiction.
- Develop children's experiences through a variety of text including the use of libraries, ICT and other available media.
- Develop interest in a wide range of authors through author visits and the study of different authors.

## **Which reading schemes do we use?**

A large proportion of books for EYFS and Key Stage 1 pupils are from the Oxford reading tree published scheme. However, children also have the opportunity to read books from a wider range of reading schemes including Heinemann, Collins and Rigby. These are fiction, non-fiction and poetry books.

## **What are children learning? (EYFS/KS1/KS2)**

To ensure a progression of reading throughout the school and a cohesive approach to reading the following guidance is followed.

### **Early Years Foundation Stage**

Children read their reading book to an adult in school at least once a week.

This is recorded in the child's Home/school link book which is used as a liaison between parents and teachers.

Reading Books will be exchanged once the child has read to an adult in school or at home. This is usually weekly unless further practice of the book is felt appropriate.

Children may also read to other adults such as parent helpers.

Parents are encouraged to listen to their child read and to ask questions about the book to check comprehension, making comments in the home/school link book.

### **Key Stage 1**

Children read their individual reading book to an adult at least once a week, and at least once per week through guided reading.

Children will experience individual reading with a member of staff in order to monitor their progress. This is recorded in the child's home/ school link book and in the teachers' record book.

The teacher monitors each child's progress and identifies targets for the child. Reading bugs at the front of the books provide suggestions for parents/carers about the types of discussions they could be having to further their child's understanding.

## **Lower Key Stage 2**

Children are encouraged to keep their own record of the books they read. They are expected to make a short comment upon a book once it has been finished. This is in their home/school link book.

Parents are encouraged to listen to their children read and discuss the text as homework, making comments in the home/school link book.

These are checked and signed by the Class Teacher on a weekly basis.

Opportunities for children to change their books is given on a daily basis.

'Reading bugs' in the front of Home school link books provide guidance about the type of questions adults could ask to develop their child's understanding and enjoyment.

Targets are identified through guided reading and provide focus during these sessions.

## **Upper Key Stage 2**

Children are responsible for regularly changing their reading books, either from a scheme book or a free choice book from home or school. It is expected that many children will be reading free choice books.

Each pupil will be expected to keep a record of the books read and to comment upon a book when completed in their home/school link book.

Home/ school link books are checked on a weekly basis by a member of staff. Parents are encouraged to read with their child on a regular basis throughout KS2. Discussions about the books read and understanding of issues covered help to improve reading skills. As in Lower KS2, 'Reading bugs' in the front of the home/school link book provide a possible focus for discussions. Parents are also encouraged to sign the home/school link book on a weekly basis.

Targets are identified through guided reading and provide focus during these sessions.

## **How do we support their learning?**

### **A Love of reading**

A whole community approach is essential when creating a love of reading at Messing Primary.

- Time is made for children to share their thoughts about books from school and home with their peers.
- Authors are invited into school.
- The school joins in with the summer reading challenge organised by the local library each year which encourages them to access and become familiar with their local library as well as to maintain their interest in reading throughout the summer holiday.
- There are opportunities for pupils to experience print around them through classroom notices, labels and signs. These are discussed with the children and take a variety of forms such as single words, phrases and complete sentences.
- All classrooms have a selection of topic related and child interest library books which are easily accessible.

- Books are celebrated and shared.

### **Phonics(see separate phonics policy)**

All children in KS1 are taught phonic skills through Letters and Sounds and support for spelling. This takes place daily through dedicated phonics lessons.

Where appropriate this continues into KS2.

### **Guided Reading**

All children have the opportunity to take part in a shared reading experience in a small (4-6) group guided by an adult. We use a range of text types from a selection of reading schemes, as well as 'real' texts such as news articles to ensure that children experience a broad range of texts and subjects.

Guided reading takes place on at least a weekly basis, in Key Stage 1 and Key Stage 2. In the Early Years Foundation Stage guided reading starts when the teacher feels the children have reached the appropriate level of maturity and skill.

DEAR time (Drop Everything and Read) takes place at least 3 times per week in KS1. Children may be guided reading in a small group with an adult, sharing a book with a reading partner, using laptops for phonics games answering questions about a text read or developing reading skills through research. Reading activities take place during these sessions.

All adult led guided reading sessions are carefully planned for and have a clear learning objective; these are recorded on the schools guided Reading Planning/Record sheet. During guided reading the adult with each group records the children's progress towards achieving the skill being taught.

Guided reading sessions are recorded in the home/school link book.

### **Shared Reading**

This takes place during an English session and as such is planned within the English plans.

This includes big books or texts displayed on the Interactive White Board. During this time specific reading skills or features of differing genre will be taught. This is an opportunity to discuss the use of language, widen the children's vocabulary and focus on higher order reading skills.

### **Individual Reading**

Children have regular experiences of reading throughout the school day and through a range of subjects. They may be researching information on the internet or using non-fiction books in History or RE, or finding out about processes in science. Opportunities for individual, paired and group reading take place throughout the curriculum.

All children have at least one Individual Reading Book either from the schools graded reading scheme or the School Library /Class based free reader books.

The school uses a colour banding which links to the 'guided reading book bands.' By using this banding, we are able to place books from a wide range of published reading schemes into our graduated and progressive scheme which allows for progression of skills and difficulty of texts. Children who are free readers may also bring a book of their own choice from home with the agreement of their teacher.

### **Reading Aloud**

Listening to stories, poetry and plays read aloud opens up a magical world of imagination and is an enjoyable way to encourage children themselves to read. We make regular time for children to experience a range of text types read aloud and to share their thoughts and feelings.

Opportunities are also planned for children to read aloud to a variety of audiences, including reading their own writing. These could be through Literacy Work, Guided Reading or performances to audiences including the whole school and wider community.

### **Library**

The School Library has a wide range of Fiction and Non-Fiction books. All children are encouraged to borrow Library Books. There is the opportunity to change library books once per week.

## **How are individual needs supported and developed?**

### **Special Educational Needs**

Children with Special Educational Needs, whether they have a specific difficulty or a particular talent in reading, have access to the same broadly balanced curriculum as their peers. It is the teacher's role to adapt tasks and activities to the individual needs of each child in his/her class. This should be clearly outlined in the teacher's planning.

### **Equal opportunities.**

Within the teaching of reading, we aim to ensure that all pupils regardless of age, disability, race, religion or belief, sex, attainment and background, have full access to the Reading curriculum. Teachers respond to diverse learning needs so that pupils are appropriately supported and challenged to experience success in learning and achieve as high a standard as possible.

As an educationally inclusive school the teaching and learning, achievements, attitudes and well-being of every young person matters. We take into account pupils' varied life experiences and needs, providing equal opportunities for all pupils, whatever their age, disability, race, religion or belief, sex, attainment and background, to ensure that every child really does matter.

## **Roles and responsibilities**

### **The Role of Teachers**

Teachers will endeavour to read to their class as regularly as possible to model reading and encourage a love of books. They will be able to recommend books to children in their class and help them expand the authors and genres they are selecting for themselves. Teachers are responsible for the teaching of reading as set out in this policy. They will assess children's reading using guided reading, support staff assessments, Target Tracker and formal tests and keeping evidence to support these judgements. Teachers will then use evidence from the teaching and assessment of reading in order to inform future planning. They will monitor pupil progress in reading using assessment data and refer any concerns about individuals or groups to the appropriate person.

### **The Role of Teaching Assistant**

Teaching Assistants take an active role in supporting children with their reading as directed by the Class Teacher. This can include working with groups of children during the English session, leading guided reading groups or hearing individual children read.

### **The Role of Volunteers**

The School encourages people who have some time to come into school to read with children. The volunteer will be allocated to a class and the class teacher will then select children who would benefit from the extra reading to an adult. The Class Teacher is responsible for ensuring that the volunteer has the support needed to help them carry out the role effectively.

### **Working In Partnership with Parents**

The teaching of reading is greatly helped if there is a strong communication with and support from parents. The school regularly updates parents on how to support their child, through our termly Learning Partnership meetings. Parents of children new to Reception are invited to a reading/phonics meeting and provided with information about how best to support their child at home. Suggestions are made through regular comments in the home/school link books. Staff discuss reading attitudes and progress with parents at parent consultation meetings and parents are always welcome to ask any questions regarding their child's reading.

### **How do we monitor progress and achievement and report findings?**

#### **Assessment and Record Keeping**

Children are assessed in line with the schools Assessment Policy using a variety of means. Target Tracker is used as a method of record keeping. Children are tested on a regular basis for phonic knowledge.

Year 1 children are assessed against the Governments standardised Phonics Screening.

Year 2 children are assessed using the Governments standardised Reading Test.

Year 6 children are assessed using the Governments standardised Reading Test.

Data from reading tests inform teacher assessed levels and are submitted half termly and used to:

- Action any special needs provision.
- Group the children.
- Identify the most able to ensure provision of extension/enrichment work.

These are discussed during pupil progress meetings