

Reading Policy

2016



Signed (Chair of Governors).....

Signed (Head teacher).....

Date.....

Review Date.....

This Policy complies with Warrington LA guidance.	YES
This Policy will be reviewed in	
The Policy was agreed by Governors in:	
The Policy is available for staff at:	Staffroom
And for parents/carers at:	NA

Reading Policy

Latchford St James CE Primary School

Name of policy: Reading

Statement of Intent:

The 2014 national Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as of extreme importance since through it “pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually” (p13). Reading allows pupils to “acquire knowledge” and to “build on what they already know” (p13).

At Latchford St James CE Primary School, staff recognise that reading development is closely linked to that of writing, for it is by reflecting upon and talking about the texts that they encounter that pupils come to understand how writers write and to develop an awareness of the relationship between author and reader. At our school, we strive to make this link clear by providing learning opportunities which are based on quality texts that engage the pupils, immersing them in a rich language environment. Our hope is that children leave our school at the end of year 6 having established a love of reading and with experience of as wide a range of texts as possible.

Aims:

We aim to develop literate children who:

- Love reading and get excited about potential books
- Have the opportunity to listen to stories that are beyond their own reading ability, for enjoyment
- Are given the chance to participate in class reading sessions where literature is explored, discussed and linked to real life
- Enjoy reading at home
- Understand the sound and spelling system and use these to read accurately
- Read with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct
- Have an interest in a wide range of texts, reading for enjoyment and information
- Have an interest in words and their meanings and develop a wide vocabulary
- Understand a range of text types and genres
- Can evaluate and justify their preferences
- Have developed their imaginations, inventiveness and critical awareness

Objectives:

In order to develop fluent, confident readers, teachers at Latchford St James CE Primary are expected:

- To follow a systematic approach to the teaching of phonics via the Letters and Sounds programme
- To discretely teach comprehension strategies through quality whole class direct teaching and guided group work
- To actively promote and foster a love of reading by reading to their own class
- To further develop children's vocabulary by "magpie-ing" during English lessons, other subjects and class reader sessions
- To make the link explicit between reading and writing

Organisation and Leadership

Reflecting the leadership structure across the rest of the curriculum, English is lead by a Strategic Subject Lead Mrs P Swift and is supported by Mrs H Daintith, Mrs S Forshaw and Mrs C Clarke.

Teaching Approaches

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 acknowledge 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 of it.

Reading in School

Children at Latchford St James CE Primary School first learn to decode, segment and blend words through rigorous, daily phonics teaching, following the Letters and Sounds programme. Through this approach, pupils learn to read easily and fluently. Particular attention is paid towards vocabulary extension and basic comprehension strategies. Once pupils have "graduated" from the Letters and Sounds programme (most children are off the programme by the end of Year 2), they participate in daily English lessons where their reading teaching continues through shared and guided reading. Teachers actively model comprehension strategies and make use of talking partners and "reading as a reader" or "reading as a writer" to further develop children's inferential skills and knowledge of authorial intent.

The phonics screening check ensures that teachers understand which children need extra help with phonic decoding. As a matter of priority, children who didn't achieve their phonics in KS1 will receive further intervention to ensure that they can then go on to read any kind of text fluently and confidently, and to read for enjoyment.

Children who have been taught phonics also tend to read more accurately than those taught using other methods, such as 'look and say'. This includes children who find learning to read difficult, for example those who have dyslexia.

At our school, reading is taught in its own right, as well as a tool which permeates the entire curriculum. Children read outside the daily English lessons for information-gathering, research and for pleasure. All classes have regular opportunities to listen to and enjoy texts that are beyond their own reading ability.

Guided Reading

Guided reading happens every day in all classes. Each group have a guided reading session with their teacher and teaching assistant every week. Teachers plan differentiated sessions covering the Age Related Expectations for the year group. Achievements and concerns are recorded on tracking sheets. These inform future planning and intervention.

Whilst two groups are engaged in adult led guided reading, the rest of the class will complete specific, objective led reading tasks building upon skills taught. These will be recorded in Reading Journals and marked according to school policy.

Reading at Home

Children take home reading books that are phonetically decodable and are a level below those in which they are reading in lessons. This is a deliberate methodology which allows pupils to celebrate their growing reading competency with their parents, ensuring that the first home reading experiences are positive, motivating experiences. Once children have moved on from Letters and Sounds, they take home levelled reading books that have a broader range of vocabulary and expose children to fiction, traditional tales, non-fiction and poetry texts.

Teachers monitor pupils' progression through the reading scheme and respond to individuals' needs. For example, a child who races through a reading stage and reads all the books at that level may be given extra comprehension activities to ensure that they have secure skills before moving on. Likewise, a child who makes good progress in Reading may skip levels if appropriate for their ability so that they are not needlessly "kept back." Children's progression through the reading stages is celebrated and rewarded.

Pupils are further encouraged to read widely and for pleasure through the use of the school and class libraries and communication in children's planners allow parents to communicate the kind of texts that children are reading at home.

Reading forms part of the essential homework, all children will read their reading book at least three times a week, which contributes to their reward card.

Inclusion and Equal Opportunities

The ability to read is fundamental to children's development as independent learners. We believe that all children are entitled to high quality teaching and learning and we

embrace the philosophy of inclusion. All children at Latchford St James CE Primary have the opportunity to read at an appropriate level through the provision of carefully planned, targeted work in their English lessons and within the wider curriculum. Intervention groups are in place to further support children with additional needs or those who have any difficulties in a particular area. As mentioned above, children who struggle to read continue to follow a phonics programme for Reading until they possess the skills to move on. The needs of children on the SEN register are planned for as necessary and a variety of teaching methods, based around those which are Dyslexia-friendly, are used to support the learning styles of different children. In this way, no child will be excluded from participating in reading activities.

We celebrate diversity through recognising our children's skills and knowledge and by the study of material from a variety of cultures. Texts used represent all cultures in a positive light and show both genders in a range of roles. The interests of both boys and girls are taken into account in the selection of materials to support the development of reading skills.

Assessment

Assessment is an integral part of the teaching and learning process and is used to:

- provide the children with clear and regular feedback
- assist the children and teachers in planning their next steps
- evaluate the effectiveness of teaching

Teachers use daily formative assessment strategies to ensure that all teaching is accurately levelled and challenging. Ongoing teacher assessment of reading informs individual and group reading targets. Ongoing assessment is recorded as annotations on weekly English planning. Summative assessment for reading takes place termly when children throughout school undertake formal reading tests. Teachers then re-group children accordingly. Any pupils who are deemed to be underperforming are swiftly identified and participate in booster/intervention sessions which are designed to close the gap between themselves and their peers.

Monitoring and Review

The SLT monitor and evaluate the work achieved. In consultation with the governors, the leaders identify areas for development, resource needs and moderate standards across the school.