



Reading Policy

March 2022

Approved by the Governing Body Strategy Group 10/03/22

**This Policy is due for renewal in Term 4
2023–24**

READING POLICY

OF

GODINTON PRIMARY SCHOOL

SECTION ONE – INTRODUCTION

English is a core subject in the National Curriculum. All learning takes place through the use of language which gives English a special place within the national curriculum. It is during a child's primary education that the foundations of all aspects of English are laid. This makes English the most important aspect of the curriculum of any primary school.

English is the medium through which all learning takes place, inside and outside the classroom. The teaching of English embraces all aspects of language, both spoken and written. In the literate society in which we live an ability to communicate effectively, both orally and in the written word, and to read a wide range of different types of text, is essential if children are to achieve their potential throughout their school days and on into adult life.

Our school views the acquisition of language skills to be of the utmost importance and so the teaching of all aspects of English will be given a high priority.

This policy outlines the purpose, nature and management of reading in our school.

SECTION TWO – THE NATURE OF READING IN THE CURRICULUM

2.1 Reading is not simply the decoding of marks on the page but involves the ability to read, with understanding, a wide range of different types of text including fiction, non-fiction, real world texts such as labels, captions and lists, and print in the environment. Competence in reading is the key to independent learning and therefore the teaching of reading is to be given a high priority by all staff.

Success in reading has a direct effect upon progress in most other areas of the curriculum and is crucial in developing children's self-confidence and motivation.

2.2 Our school curriculum for reading is based on the year group expectations of the national Curriculum. Reading is built into English lessons and is taught discretely through specific reading sessions.

2.3 Developing positive reading habits, both at home and at school are positively encouraged by class teachers, through individualised class incentives and by the layout of attractive reading corners within the classroom.

2.4 The children are taught phonics using the Letters and Sounds scheme. Phonics sessions are differentiated in order to deliver appropriate content to the children. In Reception, some of these groups are led by a teaching assistant. In Year 1, children participate in whole class daily sessions led by the class teacher but are then given intensive interventions to address any gaps in knowledge. Once children are secure in the final phase of the Letters and Sounds programme they move onto the school's spelling programme.

SECTION THREE – READING WITHIN THE CLASSROOM

3.1 Younger children will learn nursery rhymes, poems and songs, to build up vocabulary and to increase their phonological awareness. They will be taught letter sounds and will listen to a wide range of stories and traditional tales. They will share picture books with teachers, TAs and with one another, and will be made aware of the significance of print in the environment.

3.2 Children will be given opportunities to read, write and listen to a full range of literature including poetry, prose, contemporary and traditional stories, including multicultural works.

3.3 Staff currently use a systematic approach to the teaching of phonics as set out in the Letters and Sounds programme and other Government backed schemes. During this academic year, we will be investigating the different DFE validated phonics schemes with a view to adopting one single validated phonics programme for the start of the next academic year. Children will be taught the alphabet at Key Stage 1.

3.4 Reading areas and children's books will be arranged so as to be accessible to the children in each classroom.

3.5 All children will be encouraged to see themselves as readers. Children with learning difficulties in reading will be given appropriate help and support within the classroom. Materials are available to teachers for help with these children.

3.6 Computers, laptops or iPads will be used, when appropriate, for the development of

specific reading skills.

3.7 The books which our children read will be chosen carefully so that issues related to equal opportunities are handled sensitively. The interests of both boys and girls will be taken into consideration when reading activities and materials are selected. We will ensure that the books and literature available to children represent as wide a range of cultures as possible.

3.8 There will be opportunities to develop reading skills in cross-curricular themes.

3.9 The importance of reading will be reinforced through special events, for example, book fairs, book weeks, visiting story tellers, drama productions and the performance of children's work. The enjoyment of reading is also promoted through class reading books. All classes should have a class book that is read to the children during the week. This also allows for further opportunities to develop pupil understanding of a text.

SECTION FOUR – TEACHING GUIDED READING

4.1 Children in years Reception to Year 1 take part in small group Guided Reading, where one group reads with the teacher whilst the others complete age appropriate independent tasks. Each group will be heard by the teacher once per week. Years 2 to 6 take part in whole class lessons, usually with all children working on the same text, but with differentiated activities or questions. Sessions focus on a specific reading skill, with a regular focus on differentiated reading next steps which are set for the children at regular intervals throughout the year.

4.2 During these sessions the children will experience a wide range of reading strategies. Children will have the opportunity to discuss texts/ words/ sounds, read aloud independently, to a partner or adult, read to themselves independently, read together and be read to. Children will be taught to make use of all appropriate reading strategies to help them read independently and with understanding, and will also be helped to develop different reading styles to enable them to read a wide range of texts. All children will be encouraged to develop an awareness of audience when they are reading aloud.

4.3 Teachers may use a range of resources with a group or class; this could include multiple copies of a text, big books, comprehension texts, question cards, newspapers or reading games.

4.4 The majority of these sessions will take place outside of the main English lesson and the duration of the session will depend on the age of the children, ranging from 15 – 25 minutes in Lower and Middle school and 30–60 minutes in Upper School.

4.5 Guided reading texts across the school are colour coded to correspond with the home reading scheme.

4.6 Objectives for the sessions are taken from the school's assessment overview sheets which outline the expectations for each year group and highlight targets and next steps in learning. Staff use these assessment sheets to track the children's progress and to identify the next steps in their learning.

4.7 Staff in years R – 1 will also plan in activities for the children to complete during the sessions when they are not working with an adult. These may include activities such as independent reading of a variety of texts, comprehension or phonic/spelling/ grammar work. In Reception, the rest of the class will listen to a text read by a teaching assistant, with discussion and questioning throughout. Sometimes children will be given the opportunity to read to a variety of audiences, including younger children, their own class and the whole school in assembly.

SECTION FIVE – SUPPORTING READING AT HOME

5.1 Our home reading scheme is based on a selection of commercial schemes used as appropriate supplemented with a selection of books from a range of good quality children's literature. Therefore children will have access to a range of books, with varying levels of difficulty, which they will be encouraged to read for pleasure and information at home.

5.2 In Years R – 3, children complete a reading / contact book in which information about the children's reading habits can be shared. Particular emphasis will be placed on building up a strong sense of home/school partnership. The support and encouragement of parents/carers will be sought and valued. Parents/carers will be encouraged to make brief comments about their child's reading at home. Teaching may also make comment, where appropriate. This maybe a comment relating to a guided reading session or when a child has been heard reading on a 1-1 basis. Children in Upper school do not have contact books.

5.3 Meetings at the beginning of the academic year will ensure parents/carers are aware of the approach taken to reading within the year group and the expectations with regard to reading habits. Parents/carers will also be helped to see that they have a vital role to play in their children's reading development and will be encouraged to foster a love of

reading in their children.

5.4 Teachers adopt specific routines within their class timetables for changing reading books.

5.5 Children will have the opportunity to take home a new book at least once a week.

5.6 Teachers do not need to listen to children read from their 'home' books before changing it. They will use assessments made in guided reading and 1:1 sessions to assess when it is appropriate for a child to move onto a different reading level colour-band.

SECTION SIX – SCHOOL LIBRARY

The school has a library which is currently under development. Books to support Learning Adventure topics and to top up class reading books or guided reading sessions can be borrowed by classes. The library includes a range of fiction and non fiction books for a range of ages.

SECTION SEVEN – ASSESSMENT

7.1 Teachers will ensure that children are assessed in individual reading regularly. They will judge which colour level of book is most appropriate for each child.

7.2 Assessments made during guided reading sessions will be used to monitor the children's reading progress and to track reading attainment. Children will not be expected to read every book on a particular level. Through regular assessments, teachers will be able to make an informed choice about possible changes.

7.3 The school has a comprehensive reading assessment which enables teachers to track the children's achievements over the course of the year. Attainment against age expected descriptors is recorded at regular intervals during the school year and allows targets for progress to be determined.

7.4 Children's reading attainment and progress is discussed at pupil progress meetings three times a year with the Headteacher and Assistant Headteachers. We ensure that the Assistant Head (Inclusion) is present at all pupil progress meetings. Children identified as under-achieving or failing to make sufficient progress will form the focus of the meetings.

7.5 Regular assessment will identify those pupils who require additional intervention and

support. Teachers outline these interventions on a provision map. Individual provision maps are sent out to parents three times a year.

7.6 Children in Year 1 complete the Phonics Screening Check during the summer term. Any child not achieving the required standard will then be re-tested in the summer term of Year 2. Additional intervention may be provided for pupils who do not achieve the expected standard in Year 1.

7.7 Children at the end of each Key Stage participate in more formal reading assessments through the use of SATS.

7.8 Children will take home a school report every other term which provides information for parents about their attainment against year group expectations.

SECTION EIGHT – TEACHING READING TO PUPILS WITH ADDITIONAL EDUCATIONAL NEEDS

8.1 At Godinton Primary School we teach the skill of reading to all children, whatever their ability. Reading forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our teaching we provide learning opportunities that match the needs of children with learning difficulties and we take into account the targets set for individual children with special educational needs.

8.2 Some children may have specific reading targets that require additional reading support. This may also include specific schemes such as ‘Soundwrite’ or ‘Cracking Comprehension’. There may be times when this requires additional individual teaching from a teaching assistant.

8.3 Targets will be planned in accordance with the class timetable and should be incorporated into lesson time as well as any additional intervention work.

8.4 Consideration is given in planning to meeting the needs of children identified as Academically More Able for reading or those identified as academically more able. These children may also access additional activities and targets to enhance and extend their skills.

SECTION NINE – EQUALITY STATEMENT (Refer also to specific policies for equal opportunities and racial equality)

At Godinton Primary School, we are committed to ensuring equality of opportunity for all members of our school community irrespective of race, religion or belief, gender, gender reassignment, disability, sexual orientation, age, pregnancy or maternity, marriage and civil partnership or socio-economic background. We are determined to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality by challenging stereotypes and by creating an environment that champions respect for all. At Godinton Primary School, we believe that diversity is a strength that should be respected and celebrated by all those who learn, teach and visit us.

All school policies have an explicit aim of promoting equality and will be reviewed in terms of their contribution and effectiveness in achieving this aim.

SECTION TEN – CHILDREN IN CARE

As for all our pupils, Godinton Primary School is committed to helping every Child in Care (CIC) to achieve the highest standards they can. To this end staff will ensure that in delivering the curriculum they set suitable learning challenges of CIC, respond to the diverse learning needs of CIC, and help to overcome the potential barriers to learning and assessment for CIC. The English coordinator will support staff in doing this within this subject.

SECTION ELEVEN – MONITORING AND REVIEW

11.1 The curriculum team leader, supported by the English co-ordinator, is responsible for monitoring the standard of the children's work and the quality of teaching in reading.

11.2 They are also responsible for supporting colleagues in the teaching of English, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

11.3 They evaluate the strengths and weaknesses in the subject through data analysis and indicate areas for further improvement which may then be fed into the Team Action Plan.

11.4 This policy is reviewed every two years.