



Huxley C.E. & Utkinton St. Paul's C.E. Primary Schools

"Developing confident children through creativity and choice within a Christian community"

Reading Policy

"Enabling every child to fulfil his/her potential in a nurturing Christian environment"

Purpose and aims

- To create and embed a culture where a love of books and reading is promoted, fostered and celebrated through the development of a language rich environment.
- To encourage an interest in words and their meanings in order to develop children's vocabulary, both written and verbal.
- To provide children with opportunities to read and respond to a wide range of text genres from a variety of sources, i.e. library, class book corners, ICT and books from home.
- To develop a range of reading strategies and skills: use of phonic, graphic, syntactic and contextual knowledge as well as fluency, accuracy, expression and comprehension skills.
- To deliver a suitably structured and consistent whole school approach towards the teaching of reading.
- Through a text based approach to teaching, we are aiming to teach reading and writing skills in parallel so that children can transfer and apply their skills.
- To encourage parents/carers to support their child's reading development.
- To create reading opportunities across all areas of the curriculum making it more meaningful and relevant to children.

Approaches to teaching and learning in reading

"In schools that have success with their pupil's reading, teachers read, talk with enthusiasm and recommend books, the results of which are seen not only in test results but also in an enthusiasm for reading which extends beyond the classroom." (Excellence in English, OFSTED, 2011)

Children should be taught to love books and treat them with respect, this includes keeping their books and Reading Records free from doodles and in good condition. It is important that all staff ensure that they are a good role model for reading and that they demonstrate the positive behaviours towards reading that we want to encourage – children should see their teachers reading silently on occasions.

Whole school approaches

Curriculum coverage for each class has been carefully planned out to ensure that it meets the requirement of the National Curriculum 2014 - topics have been planned as a rolling programme with a text based approach at the heart of each.

On each Medium Term Plan, a list of key texts and related texts has been given. These texts have been purchased, sorted by term and are stored in the Head teacher's Office at Utkinton. Staff should collect their texts prior to each new topic and familiarise themselves with each. If extra copies are required, staff should let a member of the SLT know in advance so they can be purchased. When topics have been completed, all texts must be returned to their correct place.

When planning lessons, staff should ensure that they use their gaps analysis, based upon their assessment of the previously taught unit, alongside The Literacy Company's Grids and The Core Teaching Sequence for Writing to inform their lessons and activities. These should also inform the planning and allocation of intervention time.

Class Teachers must ensure that they plan and deliver modelled and shared reading activities where the features of texts (including SPAG and vocabulary), children's responses to texts and the author's intentions can be explored and then developed in follow up independent activities. Such activities must allow for the development of key reading skills, questioning to probe understanding of texts, the investigation of ideas and opportunities for discussion and

debate to enable children to give justified responses or explain/clarify an idea. These should be taught using a kinaesthetic approach, particularly for younger children or those with SEND.

The primary approach to the development of early reading skills in EYFS/KS1 is through the teaching of synthetic phonics, which is built upon in KS2 through the teaching of daily discrete spelling sessions (the details of which can be found in the school's Phonics Policy and Spelling Policy). It is important that staff keep in mind that these sessions will help to develop children's ability to decode and the actual mechanics of reading but are not directly aimed at developing their comprehension, responses to texts or ability to become fluent and expressive readers. Therefore opportunities to do so must be built into daily English lessons.

EYFS staff should ensure that the continuous provision and daily activities are rich in opportunities to explore and develop children's reading in a range of child-initiated contexts as well as adult-led ones. This could include setting up a reading box with books, leaflets etc. which are specifically linked to the current topic or children's interests, ensuring there is plenty of text in the environment and that there are opportunities to read and respond to texts using ICT (iPads, talking postcards for children to respond to etc.). Also ensure that observations are carried out for reading skills and that these are included in the child's Learning Journey.

Reading homework should be set where appropriate and should link in with what is being covered in class.

Space allowing, there should be a Reading Corner in each classroom which is well organised, stocked and appealing to the class. Ideally, there should also be a reading display to accompany this area.

There are designated Outdoor Reading Areas: the Outdoor Classroom, the two unlabelled benches on the front playground (at Huxley) and a bench on the lower playground or access to the shaded tree area on the top playground (Utkinton). Staff on duty should try to ensure that readers, as far as possible, are allowed to read undisturbed.

Huxley have a well-stocked non-fiction library which has been organised using the Dewey Decimal System - there is a list of categories on the wall.

Staff should supplement their class stock of books with extras from the Education Library Service. They can provide packs of books, large copies, audio books as well as topic boxes and items. These can be collected from the ELS in Winsford or ordered using an order form or via telephone (01606 275 801). In order to ensure that items are available, orders or visits should be planned in advance.

Listening to books is equally as important as reading them, therefore, staff should ensure that there are regular opportunities for whole class story time (this could be a chapter from the key text, a poem or piece of information).

In order to raise the profile of reading and maintain enjoyment and interest, a range of reading activities and challenges may be organised throughout the year, e.g. Extreme Reading Challenge, Read-a-thon and celebrations for World Book Day. Staff should ensure that they support these events by participating themselves and also discussing contributions in class and celebrating ideas on their class homepage on the website.

Where appropriate, children across the school should be provided with the opportunity to read with another child from a different year groups, e.g. during RAR or reading time. This will help them to develop their confidence, fluency and understanding of a text alongside their social skills – buddies should be carefully considered in order to ensure children are suitably paired with a good role model.

Individual reading

All children should have an appropriate reading book and a Reading Record. These must be kept in Book Bags and be in school each day. If a child repeatedly forgets their Reading Bag, staff should send a text or speak to the child's parents/carers requesting that they send it into school.

Staff must fill in children's Reading Record each time they are listened to and they must ensure that comments are meaningful and relate to children's reading and comprehension ("Well done!" or "Excellent Reading!" do not constitute suitable comments) and are informed by the Assessment Focus descriptors – it is important to remember that the Reading Record will be used to inform reading assessments and as part of the end of year moderation process.

Children may only be given a new Reading Record once their current one has been filled – full Reading Record should be kept by the Class Teachers to track and monitor children's progress and the texts they have read.

Children on the PM Benchmarking Reading Scheme should take a book to read at home each night. They should be encouraged to take one book and return it to the correct place before selecting another one as taking multiple copies can lead to a lack of books in particular levels reducing the availability and selection of books for other children.

Before a child is moved up from one level to another on the PM Benchmarking Scheme, they should be tested by a member of staff trained in how to benchmark. If you feel a child has been placed on the wrong level, please speak to the person who tested them. When a child has been moved up a level, a text should be sent to parents/carers to inform them and the child's record in the Class Reading File will be updated.

Free readers should be encouraged to select their own texts but staff must ensure that these are monitored to check that they are accessible but also suitably challenging for individuals and that children are accessing a range of texts rather than sticking to one genre. These books can be found in the class libraries and whole school fiction library – staff must ensure that children return these books to the correct place and that the library is kept tidy and organised.

Children should, if possible, have the opportunity to read in school every day in order to build their reading stamina – this may be with an adult or independently. Silent reading is a key skill to be developed. Picture books should also be used. If children are reading independently, they should make an entry in their own Reading Record. Children on the PM Benchmarking Scheme should be heard read at least four times per week and preferably daily and if they require additional practice, this may be with a Teaching Assistant or as part of an intervention.

Parental involvement in reading

Parents/carers are encouraged to share books with their children on a daily basis. These should be a mixture of the books they are given at school and their own home books.

Parents/carers are asked to record their comments in their child's Reading Record so if a member of staff notices that there have been no parental/carer comments for a considerable time, they should send a text/speak to them at the end of the day to remind them.

Parents/carers are encouraged to support their child with changing their reading books but should be discouraged from taking books from levels other than the one their child has been placed on – being able to read the words does not necessarily guarantee understanding of what has been read.

SEND

All children are encouraged to participate in whole class and individual reading sessions and activities are differentiated appropriately. Intervention is provided as required, e.g. access to extra time with a TA or sessions with a Dyslexia Teacher. The Class Teacher or SENDCO can provide details of any IEPs/IBPs for the class upon request.

If a member of staff has concerns about a child's reading development, despite them accessing high quality teaching and intervention, they should speak to the Class teacher in the first instance or the SENDCO (Victoria Barnard) as additional support or outside agency involvement may be required.

Assessment

EYFS reading is assessed formatively throughout the year and a level against the EYFS Early Learning Goal (ELG) is moderated and awarded in the Summer Term.

For all other year groups, staff should administer:

Year One:

- Spring assessment: Rising Stars Reading Progress Tests
- Summer assessment: NFER Reading Test

Years Two and Six:

- Spring assessment: Past Reading SATs Test
- Summer assessment: SATs

Years Three-Five:

- NFER Reading Tests for both assessment periods

Monitoring

The teaching of reading will be monitored by the SLT through:

- regular book scrutinies;
- lesson observations and learning walks;
- monitoring of Class Reading Files;
- sampling children's reading and Reading Records;
- cross-school moderation as and when appropriate.

Useful websites

www.oxfordowl.co.uk

www.lovereadings4kids.co.uk

www.booktrust.org.uk

www.booksforkeeps.co.uk

This Policy was written in November 2015 and last reviewed in September 2018 by staff and governors. It should be read in conjunction with the following:

- **Phonics Policy**
- **Spelling Policy**
- **Core Teaching Sequence for Writing**
- **Writing Structures Booklet**

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