

ALL SAINTS' CEVC PRIMARY SCHOOL READING POLICY

Inspire

Challenge

Succeed

Reviewing the policy

The school will review this policy every 3 years.

Date of policy:

Policy review date:

This policy was agreed by the Governing Body on 13th March 2013

Signed on behalf of the Governing Body _____

Aims:

Our main aim is for children to enjoy the written word in all its forms and to become confident and independent readers.

We aim to teach reading through a combination of approaches:

- Have a structured and effective way of teaching synthetic phonics daily within EYFS and key stage 1
- Have a structured and effective way of teaching grammar and spelling daily within key stage 2
- Whole class 'shared' reading
- Guided reading with the class teacher, at least once a week, throughout the school
- Supported reading with TA's and volunteers
- Independent reading at school and at home

In developing the pupils as readers we aim to:

- Read with confidence, fluency and understanding, using a range of strategies to self-monitor and correct
- Apply their phonetic knowledge to words and reading
- Have an interest in a wide range of text genres and read for enjoyment and information,
- Have an interest in words and their meanings
- Understand a range of text types and genres
- Evaluate and justify their preferences
- Develop powers of imagination and creativity
- Question texts and explain answers

Progression

The school uses the EYFS Development Matters guidance and the reviewed National Literacy Framework of termly objectives which provides teachers with an understanding of how the children will progress through the three stages of the primary curriculum (EYFS, KS1, KS2.)

Teachers assess individual pupils using APP grids to track progress and identify next steps in their learning.

Teachers assess reading against the Early Learning Goals and assessing pupil progress (APP) grids half termly.

Intervention programmes

For children who are not making the expected progress, a range of intervention programmes are used to ensure pupils reach their full potential. These may include:

- Small group tuition
- Daily focussed reading

SEN

Pupil passports are used for children identified with Special Educational Needs incorporating specific targets for each individual child. Interventions may include:

- Toe by toe – Yr. 2, 3 and 4
- Individual reading with LSA daily
- Individualised phonic support
- Children who are identified as being more able readers are given more complex texts to challenge and extend their reading skills
- Precision teaching of high frequency words on daily basis

Planning

Long-term Planning

- The range of texts for whole class teaching is identified by each class teacher using the suggested plan on National Literacy Framework

Medium Term Planning

- Identifies key reading objectives as learning intentions linked to the ability of the children
- Links reading, writing and speaking and listening objectives
- Identifies assessment opportunities as success criteria
- Identifies links with other curriculum areas

Short Term Planning

- Links ICT opportunities
- Identifies phonics, speaking and listening, word, sentence and text level objectives from medium term plan as learning intentions
- Identifies whole class teaching of reading through shared reading
- Identifies success criteria in terms of what children will be able to do as a result of the teaching
- Plans use of teacher in independent learning as well as additional adults
- Includes effective use of a plenary and peer and self-evaluation

Teaching Methods and Organisation

In April 2011, the government announced match-funding for systematic synthetic phonics products and training of up to £3,000. As part of this initiative we have implemented a phonics based reading scheme, Phonics Bug for children in Acorn, Oak and Ash classes. The series also comes with eBooks for each title that can be read online on the Bug Club site.

In addition to their usual reading books the teachers allocate two books every week that children can access on Bug Club. We try to allocate one book that they will have already read during their guided reading session and another one that covers the same or similar sounds.

As part of the online learning the children can create their Bug Club character, read books, do related phonics activities and gain bug club points that will earn rewards for their character on the site.

Teaching reading in EYFS

Throughout the day / session practitioners

- Value talk and alternative forms of communication
- Observe children and plan for the context in which they best develop their speaking and listening and their understanding of reading and writing
- Help children to develop language for communication through interaction and communication
- Model the use of language as a tool for thinking
- Model reading a range of genres and texts
- Provide opportunities for the children to read in directed and child initiated activities
- Incorporate the principles of 'Every child a talker' into planning

Teaching reading at KS 1 / 2

- From the last term of EYFS up to year 4, children will experience a daily literacy session
- Beyond the literacy session children are expected to apply their reading skills in other curriculum areas
- Additional time, beyond the literacy session, is used for daily reading times, guided reading and listening to stories

Shared reading

- Shared reading texts will be used as a model for shared writing
- Shared reading will be used to model the learning objective

Supported reading

- TA's will support identified groups or individuals
- TA's will support identified groups or individuals for High Frequency Words

Guided reading

- Pupils are grouped according to their ability
- Texts are chosen to match the groups ability
- Teachers expect to work with a group at least once a week outside the literacy session throughout the school (years 1 to 4)
- Teachers expect to work with a group at least once a week as part of the literacy session in EYFS
- Teachers use guided reading grids to identify specific objectives to assess the children against during each session

Independent reading

- Pupils are encouraged to read school books after lunch or at the start of the day in most classes
- Throughout the day, pupils are encouraged to choose an independent reading text
- Pupils will use reading logs alongside their independent reading, in addition, the logs are a good way for staff to communicate with parents
- Children are encouraged to borrow books from the library on a regular basis using the referencing system

Differentiation

- Organisation of pupils through teacher assessments into reading groups
- Use of adults
- Planning for differentiated outcomes

Speaking and listening and reading

Speaking and listening and drama techniques will be used to enhance the teaching of reading. These will include the various speaking and listening and drama tools used in the National Literacy Framework – Hot seating, freeze frame etc. This will help them when:

- Exploring themes and characters
- Responding in role to create stories,
- Empathising with characters and situations
- Considering alternative courses of action
- Adapting writing for different purposes and audiences
- Using performance to reinforce understanding of the structure of text types

Response and feedback

- Regular positive oral and written feedback is given to children that enables them to improve their reading
- Children are given time to respond to feedback and reflect on their own learning
- Oral and written feedback is focussed on the learning intention or the child's reading target
- Teachers feedback to the children and encourage them to consider their next steps with their reading
- Within guided reading sessions, children peer assess at times
- Individual reading records are used by teachers to record progress
- Teaching assistants are encouraged to record comments to identify areas of success and suggestions for next steps

Inclusion

Including provision for children with SEN, more able and issues of gender, language and ethnicity

- 1 Performance of specific groups is monitored
- 2 Whole class planning addresses specific needs e.g.
 - Non-fiction books that will interest boys
 - Use of questioning to improve reluctant pupils
 - Differentiated questioning to challenge more able readers
 - Opportunities to use first language
 - Provide non-fiction texts which look at disabilities and other cultures
 - Draw upon different cultural experiences
- 3 Targeted support is provided for specific underachieving groups.
- 4 Texts are chosen to:
 - Engage reluctant readers
 - Reflect multicultural society
 - Demonstrate dual language texts
 - Provide positive role models

Assessment

EYFS

- Ongoing assessments of reading behaviours throughout the day
- Ongoing assessments using the Early Learning Goals
- Termly assessment of independent reading where appropriate
- EYFS Development Matters Guidance
- Individual targets set for children in reading

Key Stage 1

- Ongoing assessments during independent learning linked to the learning objective
- Salford reading test twice a year
- Individual targets set for children in reading
- End of KS1 Teacher assessments
- APP & AFL – half termly levelling of reading which feeds into our whole school tracking system

Key Stage 2

- Ongoing assessments during independent learning linked to the learning objective
- Salford reading test twice a year
- Individual targets set for children in reading
- APP & AFL –half termly levelling of reading which feeds into our whole school tracking system
- End of year teacher assessments