
St Mary's Church of England Academy Walkley

Reading Policy



***“I have come that they may have life,
and have it to the full.”***

John 10:10

Reviewed:

Approved by Governors:

Date of next review:



Reading Policy

At St Mary's, we aim to provide a caring environment where every child can thrive and is supported to achieve their unique & amazing potential as a child of God. As such, this means that we place every child at the centre of our school practice & want them to experience the fullness of life (John 10:10). We firmly believe that reading is the key that unlocks the door to all learning.

Aims & Objectives:

At St Mary's, we aim to make all of our pupils 'readers'. Reading is a complex skill with many components. Successful approaches to the teaching of reading should encourage children to use a variety of strategies in their pursuit of meaning. It is important to lay firm foundations in this crucial area of the curriculum and establish a consistent whole school approach to the teaching of reading.

Our aims are designed to ensure that the school meets the needs of all, taking into account gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in our school we meet the diverse needs of all pupils to ensure inclusion for all and that all pupils are prepared for full participation in our multi-ethnic society.

We therefore aim to ensure that:

- All children have access to a broad, balanced and differentiated reading curriculum and out of school reading activities.
- We build on the child's prior knowledge and early literacy experience
- All children who may have special educational needs and/or additional needs are identified and provided for as early as possible and reading interventions suitably matched
- We develop in each child the reading skills necessary to succeed in all areas of the curriculum.
- We enable parents to understand the process of learning to read and the part they play in supporting their child.
- We develop an interest in and a love of books, encouraging children to become attentive listeners, independent and reflective readers
- We develop reading strategies and skills, accuracy, fluency, understanding and response to texts
- We develop children's experiences through a variety of texts including the use of libraries, ICT and other available media

Phonics

All children in FS, Year 1 and Year 2 will be taught phonic skills through Letters and Sounds. Daily phonics sessions will take place for 20 minutes each day. Children will be supported by both the teacher and teaching assistant in these sessions.

Phonics information meetings are also held to advise parents on the reading strategies

used in school and how best they may help their child before the children start their Reception Year. Additional meetings are held to support parents prior to the Year 1 phonic screening in the Summer Term.

Guided Reading in Key Stage 1

All children will have the opportunity to take part in a shared reading experience in a small [4-6] group guided by an adult at lesson at least once per week. This will happen on a weekly basis, in Foundation Stage 2 and Key Stage 1. All guided reading sessions should have an objective linked to year group expectations taken from the Progression Framework and these should be recorded on the schools guided Reading Planning/Record sheet. During guided reading the adult with each group will record children's responses to the text and the skill being taught where relevant. Children who are not with an adult that day should be set a task to complete independently which will develop their reading or phonics knowledge.

Guided Reading in Key Stage 2

All children in Key Stage 2 will develop their reading skills through the 'reciprocal reading' approach. Each group will have an adult supporting their group at least once a week. The texts used will be differentiated when necessary. Children will be placed in mixed ability groups, unless they are unable to access the text at the same level as their peers. Prior to the start of the reciprocal reading stage of the lesson, the teacher should model an objective linked to year group expectations taken from the Progression Framework to the whole class to see and then encourage the groups to develop this skill during their session. Children will be supported in understanding how to record their reciprocal reading session. The teacher will record responses of the group they have worked with that day.

Individual Reading

In Foundation Stage and Key Stage 1, all children have the opportunity to independently, individually read a book when they have finished a learning task or in continuous provision. In Key stage 2, all pupils have a book that is kept in their drawer and time is allocated each day for pupil's to read independently for enjoyment. All books pupils select are appropriate for their reading level and their age. Highlighted daily readers will read every day with an adult in school and regular readers will read at least 2 times per week with an adult. Children identified as working significantly below Age Related Expectations, will be daily readers; those who below will be regular readers, those who are at or above Age Related Expectations will make up the rest of the class. The teacher monitors each child's progress on a regular basis and sets targets based upon this.

Shared reading

At St Mary's we feel it is important for children to listen to stories as well as read themselves. All of our literacy learning is based on a high quality text which is read to the children. 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 develop their levels of comprehension. Higher order reading skills and reading comprehension are explicitly taught through planned lessons based on good quality literature.

Reading for pleasure

We feel that for children to become lifelong readers, they need to develop a pleasure for reading. At St Mary's we try to encourage this in a range of ways. We allow children in Key Stage 2 to take books outside to read at playtimes if they want a calmer playtime experience. We hold a weekly reading event in school called READy Brek which encourages families to come into school to read together as we know that reading as a family will foster a positive attitude towards reading in later life. We also celebrate many events throughout the year such as Roald Dahl Day, World Book Day and a sponsored read so children are aware that reading is a fun and pleasurable pastime.

Expectations of Parents

Parents are expected to listen to their child read and ask questions about the book to check comprehension, making comments in the reading record.

Whilst it is not expected that parents will hear their child read every day, frequent involvement in the process is still important. Discussions about the books read and understanding of issues covered help to improve reading skills. Parents are encouraged to sign the reading record as frequently as they read. Children are rewarded for reading at home through our whole school reading challenge which is adapted yearly. Children are encouraged to take place in the school's reading challenge which sees incentives for milestones reading in terms of reading frequency at home. Each **day** that the child reads at home the parent will cross off a box on the chart. Once the child reaches certain milestones they will be rewarded with a prize.

50 marks on the reading grid- certificate in celebration worship

100 marks on the reading grid- bookmark in celebration worship

150 marks on the reading grid- a pen in celebration worship

300 marks on the reading grid- a book to keep!

Assessment

Children are assessed in line with the school's Assessment Policy using a variety of strategies. Children are assessed against the age related expectations which puts them at entering, developing, secure or mastery for their age related expectations. Children are tested on a regular basis for phonic knowledge and spelling capability.

Their reading ages are also checked termly to assess progress over time using PM Benchmark Assessments. This data is inputted on Arbor.

Year 1 children are assessed against the Government's Standardised Phonics Assessment in the summer term.

Year 2 and Year 6 children are assessed using the Government's standardised Reading Test [SATs].

Data from all assessments in Dec/March/July is inputted into Arbor and shared with senior leaders in Pupil Progress meetings on a termly basis. Next steps decisions are considered and intervention strategies are put into place to address any underachievement.

EAL/SEN pupils

Highlighted daily readers will read every day with an adult in school and regular readers will read at least 2 times per week with an adult. Children identified as working significantly

below Age Related Expectations, will be daily readers; those who below will be regular readers, those who are at or above Age Related Expectations will make up the rest of the class. The teacher monitors each child's progress on a regular basis and sets targets based upon this. The Reading Coordinator will monitor that the daily readers and regular

Pupils in year 2 who did not pass the phonics screening in Year One will have additional phonics sessions delivered by a trained teaching assistant to meet their individual needs. This will be in addition to and not instead of daily Year 2 phonics sessions.

New arrivals to the country, or pupils in Key Stage Two working significantly below Age Related Expectations, will have daily phonics booster sessions with the Reading Coordinator. We also have a range of bilingual books that early readers can take home so they can read with their parents.

Access to Books

Each classroom has a well-stocked, inviting, class library that children can select books from to both read in class and to take home if they have been assessed as being 'free readers'. We also have a large selection of banded books that pupils can read in class and take home if they are reading 'banded level books'.

We also take pupils to the local library. During REAdy Brek, children can take the book they have selected home if they wish to.