

Reading Policy

Life Visions and Values

Life in all its fullness now and in the future

John 10.10 Jesus said "I have come that they may have life, and have it to the full".

Learning- To develop and promote a life-long love of learning that ensures everyone reaches their potential, making progress whatever their starting point.

Inclusion- To value and respect every individual member of the school community and ensure a high level of safeguarding and personal well-being.

Faith- To ensure that our Christian values promote friendship, trust, respect, compassion, justice, courage and endurance.

Environment- To understand we all have a role as global citizens to look after the world we live in.

Date: March 2023

Review date: March 2024

We believe in a curriculum that

- *is firmly based on, and promotes Christian values
- *emphasises a progression of transferable skills
- *develops the whole person - skills, understanding, attributes and attitudes
 - *is broad and balanced
- *makes meaningful links between different aspects of learning
 - *is filled with rich, first-hand, purposeful experiences
- *supports a pedagogy that promotes children's active participation in learning and develops enquiring minds
 - *values both independence and interdependence within the community of learners
 - *is flexible and responsive to individual needs and interests
 - *embraces the use of the local environment and expertise beyond the classroom
- *looks to the future needs and responsibilities of future citizens in a rapidly changing world
 - *possesses a significant local, national and global dimension

Introduction

This policy sets out an overview of the philosophy that underpins our provision for reading, along with the models of pedagogy that are used to implement our vision of a modern, relevant education for all our pupils. We define our 'curriculum' in the broadest possible terms, to embrace all the learning opportunities, formal and informal, that are planned for children in school to encourage their further growth and development.

Rationale

Reading is at the core of our curriculum provision. We teach children to be enthusiastic, confident, fluent readers who will have a life-long love of books and reading. Proficiency in reading skills occupies a pre-eminent place in education and society as a whole. A high quality education in English will teach children to communicate their ideas effectively to others and, in turn, access knowledge and

ideas framed by the wider world. Through reading, in particular, children have the opportunity to develop culturally, emotionally, intellectually, spiritually and emotionally. Exposure to a wide range of good quality literature plays a key role in this development. Reading enables children to acquire skills and knowledge. Indeed, all the skills of language are essential to participating fully as an active, functioning member of society.

Aims

At White Notley our reading provision will allow children to:

- read easily, fluently and with good understanding across a wide range of genres
- develop the habit of reading widely and often, for both pleasure and to access information
- become active learners, with a high degree of independence, including thinking skills and critical awareness
- acquire an extended vocabulary and an understanding of linguistic conventions in reading
- develop the essential skills of recall, inference, deduction, prediction and research as they find out more about the workings of their world
- appreciate our rich and varied literary and cultural heritage, including how authors and poets 'craft' their writing.

Organisation and planning

Our provision is organised to create a stimulating environment in which children are encouraged to enjoy books and motivated to want to read for themselves and for a variety of purposes. Good quality literature is at the heart of our planning to give children an understanding of authors' language choices and the structure and characteristics of different genres and texts. The choice of reading materials for guided reading and whole class reading is often chosen to support topics being undertaken by individual classes. To this end, our library and classroom reading material is essential to the school's approach to books. Typically planned reading activities are listed below:

	INDIVIDUAL READING	GUIDED READING OPPORTUNITIES	PHONIC/ WORD READING OPPORTUNITIES	READING INTERVENTIONS
EYFS	*Daily individual reading.	*Frequent shared/ guided reading activities - usually relevant to the topic.	*Daily phonics sessions. *Individual sight vocabulary during individual reading sessions	*Reading catch-up. *Phonics catch-up.
YEAR 1	*Individual reading *Weekly 'Reading Buddies' session.	*Guided reading for more able readers 1x weekly.	*Daily phonics sessions *Reading of high frequency words. *Phase sound check 1 x weekly.	*Bear Necessities. *Precision grids. *Extra daily reading.
YEAR 2	*Individual reading *Weekly 'Reading Buddies' session.	*Guided reading for all readers 1x weekly. Developing reading for meaning.	*Daily phonics sessions *Individual sight vocabulary *Phase sound check 1 x weekly for those not achieving phonics screening in Y1	*Bear Necessities. *Precision grids. *Extra daily reading. *Extra daily phonics for those not achieving Y1 phonics screening.
YEAR 3	*Reading response activities (formal comprehension); *Frequent silent, sustained reading opportunities *Weekly 'Reading Buddies' session.	*Guided reading sessions 1 x fortnightly-developing reading for meaning; *Whole class activities (e -books/ smartboard etc) *Whole class novel or text 3x per year	* Word reading and vocabulary extension built into daily word study/ spelling sessions.	Reading interventions for relevant children: Dancing Bears; precision grids. *Daily reading/ frequent reading for lowest 20%/PPG pupils
YEAR 4	*Reading response activities (formal comprehension); *Frequent silent, sustained reading opportunities *Weekly 'Reading Buddies' session.	*Guided reading sessions 1 x fortnightly-developing reading for meaning; *Whole class activities (e -books/ smartboard etc) *Whole class novel or text 3x per year	* Word reading and vocabulary extension built into daily word study/ spelling sessions	*Reading interventions for relevant children: Dancing Bears; precision grids *Daily reading/ frequent reading for lowest 20%/PPG pupils
YEAR 5	*Reading response activities (formal comprehension).	*Whole class guided reading sessions 4 x weekly, developing reading for meaning;	* Word reading and vocabulary extension built into daily word study/ spelling sessions	*Reading interventions for relevant children: Hornet; Dancing Bears; precision grids.

	*Frequent silent, sustained reading opportunities ; *Weekly 'Reading Buddies' session.	*Whole class activities (e -books/ smartboard/ multi-texts etc) *Whole class novel or text 3x per year		*Daily reading/ frequent reading for lowest 20%/PPG pupils
YEAR 6	*Reading response activities (formal comprehension). *Frequent silent, sustained reading opportunities *Weekly 'Reading Buddies' session.	*Whole class guided reading sessions 4x weekly, developing reading for meaning; *Whole class activities (e -books/ smartboard/ multi-texts etc) Practice SATs reading papers each half term	* Word reading and vocabulary extension built into daily word study/ spelling sessions	*Reading interventions for relevant children: Hornet; Dancing Bears; precision grids. *Daily reading/ frequent reading for lowest 20%/PPG pupils

In addition, teachers read to their class on a regular basis (approximately 4x weekly). The library is open lunchtimes for children to read from our selection of books. An after-school book club is run for pupils in year 4-6 to encourage a love of reading.

Special events

Each year we hold a 'Book Week' which enables the school community to focus on a particular genre of literacy and to immerse ourselves in reading activities, in the broadest sense. A commercial company provides us with a bookshop which encourages children and parents to buy and share books.

Equal opportunities

We are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged appropriately, regardless of ability, race, gender, religion, social background, culture or disability. We teach reading to all children with regard to their ability and aptitude. Reading skills contribute to the school's curriculum aim to provide a broad and balanced education for all children. We provide learning opportunities that are matched to the individual needs of children with learning difficulties. Assessment procedures serve to inform class teachers of pupils' challenges and are used to plan next steps targets in reading. This may take the form of additional adult support or differentiated

work/ interventions. Any pupil not responding to these supports should be referred to the SENCO.

For more and most able children we set challenging, open-ended enquiries and facilitate learners in generating their own questions. Higher order comprehension questions are asked for greater challenge.

Parental Involvement

Parents are encouraged to take an active part in their child's learning experiences. Reading activities at home are vital to the development of fluency, comprehension and an extended vocabulary. Importantly, children can enhance their love of reading at home. Activities should match the pupil's abilities and take an age appropriate amount of time to complete. Children could read their school reading books, a favourite fiction or non-fiction book they own, a comic or other reading material. (See Appendix I for parental advice). The school organises parent reading workshops to provide advice and general guidance.

Foundation Stage

Reading is a priority in our Early Years/ Foundation class. Activities and approaches are listed in the preceding grid.

Resources

A wide range of reading books are available in classrooms. Phonically relevant books are used in EYFS and Key Stage 1, as appropriate, along with 'real books'. Our library is well-stocked with modern, non-fiction books. The Espresso website and sites such as Literacy Shed and Philosophy Shed are used to enhance the reading skills involved in visual literacy (inference, deduction, prediction etc). The school possesses a range of formal comprehension text books.

Monitoring:

Monitoring of the standards of children's learning and the quality of teaching in this area is the responsibility of the English Leader. The work of the English Leader also involves supporting colleagues in the teaching of reading, being informed about current developments and providing a strategic lead and direction for this curriculum area in the school. The Link Governor for this curriculum area

carries out school visits to liaise with the subject leader, who is released to spend time with the Governor on each of these occasions.

Assessment:

In addition to the end of Key Stage statutory assessments and Year 1 Phonics Screening, the school uses the Salford Reading Age Tests and the NFER Reading Comprehension Assessment Tests to monitor ongoing progress of individual pupils. Where concerns arise, interventions are planned in discussion between the class teacher, SENCO and relevant LSAs. Parents are engaged in the process at an early stage.

Leadership and Management of the curriculum area:

Role of the English Leader

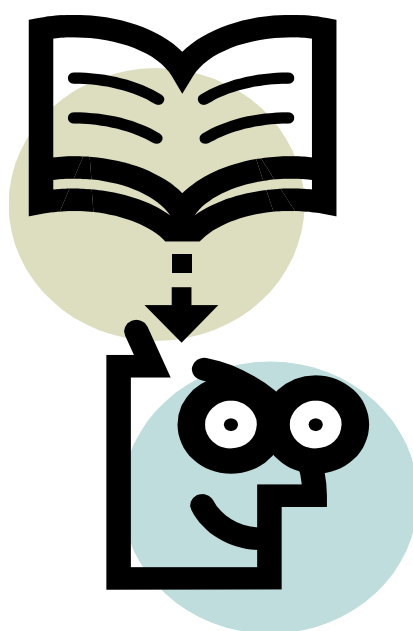
- To be enthusiastic about this curriculum area and demonstrate good practice.
- Develop, with the staff, a written policy document that is regularly monitored and evaluated.
- Encourage and support staff in the implementation of the agreed documents.
- Co-ordinate assessment procedures and record keeping that facilitate progression and development throughout the school.
- Organise and review all subject-based resources, ensuring they are readily available and well maintained.
- Support and guide staff by encouraging the sharing of ideas and organising in-service training as appropriate.
- Be aware of national and local developments through reading relevant materials and attending courses.
- Establish and maintain contacts beyond school, such as Teachers' Centres and special needs agencies.
- Liaise with local High Schools to aid continuity and progression in transition.
- Facilitate parental involvement by organising workshops, support pamphlets etc.
- Liaise with other post holders to ensure coherence across subject areas.
- Work to achieve equality of opportunity throughout the school.

Role of the Head Teacher

- Lead, manage and monitor the implementation of the Reading Policy, including monitoring teaching plans and the quality of teaching in classrooms.
- With the Link Governor, keep the Governing Body informed about developments and progress in this curriculum area and other matters relating to pupil data.

White Notley CE Primary School

Helping your child to read



All children are different - some will be keen to look at books and to read from an early age, whilst others may take longer to get the reading 'bug'! No matter how old they are, most children enjoy listening to a story at bed time! The purpose of this leaflet is to give parents some ideas that can be used to enhance your child's reading skills and, just as important, to open up the magical world of books.

Getting ready to Read

(3 - 4 year olds)

As children begin to join in with reading they need to listen to stories, songs and rhymes and to join in with the telling of familiar stories, handle books and enjoy looking at pictures.

How can parents help - some practical ideas

- Share books with your child and talk about the book cover and title, the details in the pictures and the meaning of the print.
- Read fairy stories, traditional stories and nursery rhymes to your child.
- Encourage children to retell their favourite stories.
- Help your child to recognise and read their name.
- Recognise or match some easy words.
- Recognise some letter sounds in their own names.
- Make sure your child knows that print is read from left to right.
- Point out words starting with the same letter.
- Use magnetic letters or sponge letters - match them to letters in books or to spell simple words.

Starting to Read

(4 year olds)

Children will enjoy listening to stories and reading aloud with you from the same book - they will soon realise that reading can be a fun activity!

How can parents help - some practical ideas

- Encourage child to retell a simple story or talk about a day out - this helps sequencing skills.
- Read simple sentences using clues in the pictures.
- Recognise letter sounds at the beginning of words.
- Recognise some simple words by sight.
- Talk about the cover or title picture and ask your child to predict what the story might be about.
- Talk about what may happen next after reading a page.
- Ask some simple questions after the book is finished.
- Draw pictures of favourite story characters or those on TV and talk about them.
- Look at pictures in a sequence that tells a story.

- Look at words/ signs around you at home and when 'out and about' and read them - make scrapbooks of pictures of objects beginning with the same letter.
- Play 'I spy'.
- Sing the alphabet song.

Becoming a Reader

(4-5 year olds)

By now most children are starting to recognise 10 - 20 easy words by sight and reading simple, short sentences. They will recognise most letters that begin words and use some expression when they read a story or retell one

How can parents help - some practical ideas

- Look at the pictures together before you start and talk about what the story might be about.
- Read aloud any difficult or tricky words.
- Read aloud any repeated phrases to help your child to recognise them by sight when they are reading on their own - 'I'll huff and I'll puff!', for example.
- Talk about the sequence of events in a story.
- Point out letters that often go together, such as st, ch, th etc.
- Talk about what might happen after the story ends.
- Write captions for photographs or interesting pictures.
- Read rhyming books and make up silly, nonsense rhymes.
- Start to recognise common words such as but, come, want, was etc.

Becoming more confident

(5 - 6 Year olds)

Children who are gaining in confidence will begin to recognise between 30 and 50 common words by sight and try to read harder sentences with less support. They will increasingly use letter sounds to help read words.

How can parents help -some practical ideas

- Encourage your child to re-read the text when it doesn't make sense.
- Work out tricky words using pictures, phonics and the meaning of the sentence.
- Discuss links between events in the book and their own lives.
- Encourage children to read with expression by modelling.
- Encourage children to 'chunk' words to help read them.

- Encourage children to write their own short stories or accounts of real events - holidays, trips, shopping, weekend treats etc
- Ask your child how characters might feel and what they might think at different times in stories
- Help children to retell stories from television programmes and films they have watched.
- Continue to expand your child's sight vocabulary of common words.

Reading with confidence

(6 - 7 Year olds)

Confident readers will be expanding their sight vocabulary to 50 words and above. They will be able to read silently and begin to read longer books, including simple non-fiction texts about their favourite topics, such as animals, cars, football etc.

How can parents help -some practical ideas

- Encourage child to sound out longer, more difficult words.
- Encourage your child to express an opinion about the book, the characters and the plot - what do they especially like or dislike and why.
- Continue to encourage children to 'chunk' words and sound them out.
- Share/ read books together which may contain challenging vocabulary but will maintain your child's interest.
- Ask questions that will enable your child to recall information from a text - names of characters.
- Begin to ask your child questions about a book that requires some ability to infer meaning i.e. reading between the lines!

Becoming an experienced reader

(8 - 9 Year olds)

Experienced readers will read with a high degree of expression, fluency and understanding. They will read widely and may have identified a favourite genre of book, a favourite author or illustrator.

How can parents help -some practical ideas

- Encourage your child to read regularly each day at home for about 20 minutes or more if they wish.

- Discuss different parts of a non-fiction text and text features e.g. titles, sub-headings, captions, bullet points, different fonts.
- Introduce a wider variety of texts, including information books, comics, poems, joke books etc.
- Identify powerful vocabulary that appeals to your child - we often call these 'Wow! Words' in school.

Becoming an accomplished reader

(10 - 11 Year olds)

Accomplished readers will continue to read with great expression, fluency and understanding. They are keen to read widely across a considerable range of genres for pleasure and for information. They will read silently for substantial, sustained periods of time and will also read confidently in front of an audience. They will be able to use the information they have gained from books or websites to give presentations or complete projects. The sky's the limit!

How can parents help -some practical ideas

- Encourage your child to read lengthy books in a sustained manner.
- Encourage them to use dictionaries or glossaries to find out about difficult words.
- Discuss persuasive texts, such as adverts, catalogues, travel brochures etc.
- Discuss and share favourite authors and their choices of language, subject, character and plot development.
- Encourage your child to give evidence from a text for their opinions.