



Buckstones Community Primary School

Policy for

READING

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Adopted by Governors: 3.5.22

Buckstones Primary School

READING POLICY including SPEAKING & LISTENING

Rationale

Buckstones Primary School has a consistent and structured whole school approach to reading, which nurtures children who can independently employ a range of reading skills in order to: use a variety of information from a range of texts to further their understanding, whilst enjoying a passion for reading and developing a life-long love of books.

Curriculum Intent

The reading curriculum is ambitious and allows our pupils to become independent and resilient – like all curriculum areas.

We want to equip our pupils with all the statutory requirements of the National Curriculum and also prepare them for the opportunities, responsibilities and experiences in the next stage of their education and beyond. We want our pupils to learn from other cultures, respect diversity, co-operate with one another and appreciate what they have. The selection of texts in school have been chosen to fully reflect these aspirations and teachers have also incorporated books from across the whole curriculum, in order to widen the reading experience for each pupil.

The development of reading demands two key competences: skilled word reading and good comprehension. The early, rigorous, systematic teaching of phonics in Reception and Year 1 develops the necessary skills to blend and decode words quickly, so that reading becomes automatic and familiar – embedding these skills into the long-term memory.

To facilitate effective comprehension, teachers expose pupils to a wide range of engaging stories, poetry and non-fiction texts. High-quality discussions and strategies for comprehending texts are taught, so that pupils increase their knowledge of vocabulary quickly in order to gain a better understanding of the materials they read - both in their lessons and also to prepare themselves for their future learning in the wider world.

Reading is a high priority at Buckstones School for all pupils and we actively promote and celebrate reading as a vehicle for feeding the imagination, increasing knowledge and ultimately to provide great joy for our children.

The school aims to:

- Encourage an enthusiasm for reading and an enjoyment of books, which nurtures children who read for both pleasure and for information.
- Provide children with an opportunity to read a variety of different material.
- Provide all pupils with the skills necessary to become confident, fluent readers who can demonstrate understanding of what they have read.
- Develop independent learners who can use study and research skills to locate and use a broad range of texts to further their understanding and support learning, across all areas of the Curriculum.

- Develop a critical appreciation of the works of various authors, poets and illustrators in order to emulate these skills in their own writing.
- Model reading to the children during whole class story reading sessions.
- Encourage care and ownership of all reading materials.

Objectives

Speaking, listening, reading and writing skills form the integral and interdependent strands necessary for language acquisition and as such can not be treated in isolation. We teach reading strategies and skills as part of cohesive approach to language acquisition and we believe that children should:

- Read with confidence, fluency and understanding.
- Be taught the full range of reading strategies and skills, including:
 - synthetic phonics knowledge
 - word recognition
 - grammatical knowledge
 - contextual knowledge
- Have an interest in words and their meanings, developing a rich and varied vocabulary, which should be demonstrated through reading and writing activities.
- Read a range of genres (fiction and non-fiction).
- Understand and use a range of non-fiction texts.
- Use computing skills to access and locate information.
- Through reading and writing, develop powers of imagination, inventiveness and critical awareness.
- Discuss books with reference to author, illustrator, genre, theme and characters;
- Express personal responses with increasing confidence and accuracy.

Teaching Strategies:

We believe that the most successful teaching requires a range of teaching strategies to address the interests and needs of individual learners. Staff carefully select appropriate strategies to reflect and support the ability of individual pupils. The strategies employed may change as a child progresses through school.

Implementation/ How do we teach Reading?

EYFS:

- Daily phonics sessions using the Twinkl Scheme
- Daily class reading book- usually linked to the theme or topic being studied
- Every child is heard read at least twice a week (once individually and once in a guided read.)
- The lowest 20% are heard read more often and have small group phonics intervention.

- Children take home the school reading scheme books. Guided reading books are changed weekly. Individual reading books are changed as appropriate.
- Regular story session with the Headteacher and School Pet to foster a love of reading.

Year 1:

- Daily phonics sessions using the Twinkl Scheme
- Reading of class books- usually linked to the theme, genre or topic being studied.
- The majority of children are heard at least twice a week in a guided reading session. In addition, children requiring extra support are heard read individually at least once a week.
- The lowest 20% are heard read more often and have small group phonics intervention.
- Children take home the school reading scheme books. Guided reading books are changed weekly. Individual reading books are changed as appropriate.
- On a fortnightly basis the children take home a book from the class library to share at home.

Year 2:

- Daily phonics/ spelling sessions using the Twinkl Scheme.
- Reading of class books- usually linked to the theme, genre or topic being studied.
- The majority of children are heard at least once a week in a guided reading session. In addition, children requiring extra support are heard read individually at least once a week.
- The lowest 20% are heard read more often, wherever possible, and are in smaller phonics groups.
- Children take home two school reading scheme books weekly. Guided reading books are kept in school after each session. Individual reading books are changed as appropriate.

Year 3, 4, 5 and 6

- Continue teaching synthetic phonics using the Twinkl scheme for those children who need it.
- To read and analyze examples of the genre being studied.
- Teach reading comprehension skills in whole class guided reading sessions and independent reading comprehension lessons.

- Aim to hear children read individually once a week. Some children will be heard more frequently depending on their needs.
- The lowest 20% are heard read more often, wherever possible.
- Encourage children to use their reading skills in cross-curricular/foundation subjects.
- Teachers model reading on an ongoing basis through whole class texts, whole class story, comprehension texts and/or foundation subject material.
- Whole class reading texts are selected on the basis of topics and/or writing genres covered in each year group.

How are class reading books selected?

- Age appropriate
- Fully reflective of the society in which we live
- Reflecting the children's interests
- Covering the themes and topics within class

Reading Incentives

EYFS and KS1

Termly Reading Challenge

All children are encouraged to take part in the Reading Challenge in the Autumn, Spring and Summer Terms.

Children are rewarded with certificates when they complete the challenge.

Bookmark Reading Challenge

Children are encouraged to read every night at home for at least ten minutes. For every five reads they receive a sticker on an individual bookmark. When the bookmark is full, the children will receive a book prize in assembly.

Key Stage 2

Annual Reading Challenge

All children are encouraged to take part in the Reading Challenge

Children are rewarded with certificates when they complete the challenge.

Bookmark Reading Challenge

Children are encouraged to read most nights. Year 3 and 4 children get a sticker on their bookmark if they read four or more times a week. They also need to respond to the book whenever they have finished reading it e.g an entry in their reading journal. When the bookmark is full, the children will receive a book prize

in assembly. Year 5 and 6 need to read five or more times a week, with one of those being a quality reading journal entry.

World Book Day

Once a year we celebrate our love of reading by coming to school dressed up as our favourite book characters and taking part in a book-themed day e.g reading stories, writing book reviews and holding book- based quizzes.

Impact/Assessment and Record Keeping

We use both formative and summative assessment information in reading lessons. Staff use this information to inform their short-term planning and support, where necessary. This helps us provide the best possible support for all of our pupils, including the more able.

Our aim is for staff to use reading formative assessment methods to systematically assess what the children know as the lessons progress and inform their future planning. This formative assessment is then used to inform summative assessment judgements at each assessment point.

A comprehensive monitoring cycle is developed at the beginning of each academic year. This identifies when monitoring is undertaken. Monitoring in reading includes: lesson visits and/or learning walks, reading records, data, pupil voice and parental views. All of this information is gathered and reviewed. It is used to inform further curriculum developments and provision is adapted accordingly.

The class teacher is responsible for maintaining accurate and up to date assessment evidence for individual pupils.

Assessment is used to inform teaching and learning. It is an ongoing process, which can take many forms such as: questioning, marking of pupil's work or hearing a child read, comprehensions etc. See Appendix 1

Home/School Partnership

Parental/carer support is integral in ensuring that every pupil reaches their potential and we seek to involve parents in supporting their child's reading progress, through effective home/school communication.

We actively encourage parents to read with their children regularly. Regular reading is rewarded via the Bookmark Scheme.

In Reception, a Phonics meeting is held for new parents (see Appendices for parental leaflet)

In Year 1 a Reading meeting is held in Autumn to reinforce the importance of reading at home. A phonics meeting is then held in the Spring Term to discuss the Phonics Screening Check.

Monitoring and Evaluation

The standards of teaching and learning are regularly monitored and reviewed. The evidence gathered is used to form an action plan, which the English Co-ordinator will subsequently implement. Liaise with the English Governor to monitor the impact of the policy.

Special Educational Needs

Some children on the SEND register will have a specific reading target which is reviewed regularly. Interventions are put in place to help them achieve this target

Review every 3 years.

<u>Year Group</u>	<u>Book Level by July</u>
Reception	End of Level 2
Year 1	End of Level 5
Year 2	End of Level 8
Year 3	End of Level 10
Year 4	End of Level 12
Year 5	End of Level 14
Year 6	15+

Reading

