



# Reading Policy

Policy Reviewed:	September 2022
Renewal Date:	October 2023

## **Statement of intent**

At Heamoor, we want children to learn to read quickly and accurately and to then keep on reading for themselves. We want children to see reading not only as a task set by teachers in school but as an activity which provides pleasure and escape from the modern world.

## **Rationale:**

“After nourishment, shelter and companionship,  
stories are the thing we need most in the world.”

— **Philip Pullman**

The ability to read is fundamental to pupils' learning across the curriculum, their ability to be independent and their future life choices. Reading development is closely related to that of speaking and listening and of writing. By reflecting upon and talking about the stories and texts they encounter, pupils are better able to make sense of their own experiences of the world and their place in it; by considering the effects of language and structures used by writers, pupils are able to make deliberate stylistic choices in their own writing. Success in reading has a direct effect upon progress in all other areas of the curriculum and is crucial in developing children's self-confidence and motivation.

## **Aims:**

- \* To teach the essential skill of reading and develop this to a high standard for all pupils.
- \* To develop reading strategies and skills: fluency, accuracy, understanding and response to different texts.
- \* To promote a culture of reading for learning and reading for pleasure.
- \* To facilitate independent learning and progress across the curriculum.
- \* Develop a critical appreciation of the work of authors, poets and illustrators in order to emulate these skills in their own writing (see Writing Policy).

## **Children should:**

- Read aloud fluently and with expression;
- Read for meaning;
- Read texts critically;
- Read a wide range of fiction, poetry and non-fiction materials;
- Use a range of strategies for reading including: Phonic (sounding the letters and blending them together); Visual (whole word recognition and analogy with known words); Contextual (use of picture and background knowledge); Grammatical (which words make sense); (These should be taught during shared and guided reading.)
- Listen to texts attentively.

Our ultimate aim is for the children to become confident and independent readers with high levels of enjoyment, understanding and comprehension. To

promote enjoyment of reading and the understanding that reading is a lifelong skill.

**The school teaches reading through a variety of approaches. However, there is an expectation that the majority of these methods are used (non-negotiables):**

- Whole class shared reading
- Whole class guided reading and comprehension or 'Novel Study' in Key Stage 2
- Independent reading at school and at home
- Individual reading with an adult in school
- RWI Phonics, developing the skills of blending and segmenting (KS1)
- 'Accelerated Reader' (KS2)
- Developing sight vocabulary
- Teacher reading to class (class novel) and class 'Story Chests'
- Cross curricular reading
- Reading for pleasure
- Share poetry reading and performance.

### **Curriculum Objectives:**

Key Stage 1

In reading, the curriculum requires:

- The role of synthetic phonics as the recommended strategy for teaching
- Focus on reading for pleasure, and not simply reading for information
- Emphasis on reading poetry and fiction
- Emphasis on the role of discussion during reading activities
- Pupils to ask, and answer, questions about a text
- Pupils to read whole texts, and not just extracts.

Key Stage 2

In reading, the curriculum requires:

- Discussion of fiction, poetry, plays, non-fiction and reference books or textbooks
- The preparation of poems and play scripts to read out loud
- The need to recognise different forms of poetry
- An emphasis on close textual reading and understanding, including literacy and linguistic devices, and making inferences about a text
- The need to increase familiarity with a wide range of books
- The need to read whole texts
- An emphasis on reading comprehension
- Emphasis on reading for pleasure
- A focus on applying own knowledge to digest new words and comprehend texts
- Pupils to make comparisons between texts.

### **Phonics:**

Children in KS1 have daily discrete Read, Write, Inc. phonics lesson. We work with the children to apply the phonics skills in all areas of their reading and

writing, learning the sounds in a particular order. Please see the Phonics Read, Write, Inc. Policy for more details about this area of Reading.

### **Whole Class Taught Reading:**

Children in KS2 have whole class guided reading three times a week. It is an approach to teaching reading that supports pupils' development as active and independent readers. It also teaches the children to respond to comprehension questions using the response model 'Point, Evidence, Explanation' or PEE. Guided reading is taught thrice weekly in timetabled slots through a 'Novel Study' approach. There are six set texts appropriate for each year group (one per half term) and the text chosen is 90% accessible for the level of reading in the group. The range of books used for 'Novel Study' ensures that every child will have had a rich, varied and positive reading experience by the time they leave in Year 6.

A Novel Study session is 30 minutes in length, the structure of which is as follows:

- Teacher reads a chapter or part of a chapter whilst the children follow in their own books;
- Whole class question which all children attempt in pairs, answers to which are discussed using the PEE model;
- A choice of three differentiated questions is given to the children, one of which they answer independently using PEE;
- Answers are shared and discussed either as a whole class or as peer critique.

Taught reading in this format enables the adult(s) and children to talk, read and think their way purposefully through a text. It provides opportunities for observing ways in which individual children process print and for specific teaching as difficulties arise. There should be opportunity for comprehension and a knowledge and understanding of grammar and develop word interest. Texts and discussion should challenge children's thinking and get them talking! Sessions should help the development of a reading culture in the school - 'I am a reader!' Teachers/TAs should model and encourage the children to use the text to back up their opinions, ideas and answers through the use of contextual evidence.

Teachers will keep evidence of children's competencies in reading, their attitudes to reading and their experience of reading a range of different types of text. Evidence from reading sessions should show children's progress in relation to National Curriculum objectives and will be used to support the assessment process.

### **Reading in EYFS:**

Reading opportunities are provided on a daily basis. A wide range of approaches are used to provide first hand experiences for the children. The

children are taught in a stimulating environment that is rich in written print. There are focussed periods within the day when small groups of children share books in a more structured way - i.e. guided reading. Staff share books with the class and regularly read stories from the class 'story chest'

The children are given a core reading book to take home in line with the Read, Write, Inc. scheme and in reception; they take speed sounds home to support their early sound recognition. Parents are encouraged to enjoy and share texts with their child within the supportive classroom environment at our regular 'book and bagel' sessions, including modelling by the EYFS Leader/Teacher.

### **Reading in KS1**

Read, Write Inc. texts are the core resources for all pupils in EYFS and KS1, until they reach Grey level books. In EYFS and KS1 children follow the structure of the reading scheme with books following a systematic approach, ensuring they match the phonic sounds they know. This structure gives each child security within the book stages and ensures that the texts they read are appropriate for their level of reading skills and comprehension. Reading is not a race, it is a journey. If children are rushed through the books they will not achieve the enjoyment and understanding necessary and have the enough time to develop their reading skills, phonetic ability, vocabulary and comprehension awareness at a consistent and even rate as one set of skills cannot work without the other. Children are encouraged to read their core storybook three times at home, alongside a book bag book, which also accurately matches their phonic knowledge. Children also have access to our school library book and can loan books to read for pleasure at home.

### **Reading in KS2**

In KS2, the children use 'Accelerated Reader.' The aim of this scheme is to motivate children to read for enjoyment, improve their literacy and comprehension skills and to give them access to quality texts which will increase their enjoyment of reading and emphasise the importance of reading. Accelerated Reader sessions run four times a week, each session lasting 30 minutes in length. During these sessions the children are reading to themselves, taking online quizzes (based on the book that they have just read) or discussing their reading with the class teacher. All children will be reading AR books which are 'levelled' to ensure that they are reading within their own ability.

In KS2, pupils have more freedom to choose books themselves within their 'level', encouraging the development of their own reading preferences, awareness of genres and responsibility for their own learning.

### **Reading incentives and rewards:**

Just like the Japanese Martial Art, Reading Karate is about practising a skill and working your way up through a series of bands/belts. We hope that it will encourage our pupils in KS1 to read and help them to achieve all the different coloured wristbands, developing the pace and enjoyment of reading at home.

1:1 Reading sessions with Teacher/TAs/other adults can be counted as 'reads' for Reading Karate for children who are not supported with reading at home. Therefore, every child has a chance to get a band. Progress might be slow but they will be included and will have the opportunity to achieve. Every class in KS1 will have a Reading Karate display to show children's progress through the bands and will receive certificates in the whole school celebration assembly.

Similarly, in KS2, the children are encouraged to make progress within their own reading range. They are given a point's target that they will work towards throughout the year. Progress is shown through visual displays within each classroom. Children's targets are tailored to them as individuals so that readers of all abilities have an equal chance of reaching their points targets. Children are presented with certificates when they reach their 'points target.'

### **Reading Environment:**

Classrooms and all school areas should provide a print rich environment. Reading displays should form a part of that environment – book corners, favourite books, book reviews, 'Teacher Tales', author displays and collections of books on a similar theme will help to develop enthusiasm.

Children have regular access to the range of fiction and non-fiction texts in our vibrant and well resourced library, which is at the heart of our school. They are encouraged to choose books to take home to read for pleasure and enjoyment. Each class teacher has the opportunity to borrow books related to their class project to support immersion and enjoyment. The library is also accessible during the lunchtime period, to enable children who prefer a quieter reading space and to encourage reading for wellbeing.

Parents are requested to listen to their children read and discuss the text as homework, recording together the book read and commenting in their reading diary. Co-operation and support from parents is paramount if a child is to become a successful and competent reader. We strive to develop and encourage a strong partnership between home and school. It is our policy to send reading books home regularly and to encourage parents and carers to contribute to their child's reading development.

Regular Read Write Inc workshops are run throughout the year, these are tailored not only to our new starters, but to all parents as their child moves through the developmental stages of reading. They also give parents the knowledge they need to support their child at home.

### **Reading aloud to the class:**

Teachers should match the children's interests, age and class project to a range of books throughout the year to be used to read aloud to the class. Reading aloud should be used by the teacher to encourage the children's own reading interest, and to model reading with intonation and expression.

This will also allow for the discreet teaching of speaking and listening skills and oral comprehension.

Children will have the opportunity to share their written work by reading it aloud to the rest of the class and read sections of shared text. They will also develop their understanding and vocabulary of a range of text types through Storytelling and Talk for Writing techniques (see Writing Policy).

A 'Reading Journey' of carefully chosen texts is planned alongside the new curriculum and is used to ensure children experience a wide range of quality texts in each year group to further develop their reading attitude and promote reading for pleasure across the school.

### **Reading Events:**

Whole school reading based events take place throughout the school year to promote reading across a range of text types, historical eras and for pleasure. These include celebrating World Book Day, Shakespeare Week, National Storytelling Week amongst other reading events. These will encourage the children to see reading as a global skill and give them opportunities to explore their literary heritage.

We host a Scholastic Book Fair annually to give all families an opportunity to view and purchase new books.

We welcome guest authors and regularly run our 'book and a bagel' sessions for parents in EYFS and KS1.

### **Assessment:**

The children are assessed and records are kept in line with the school's Assessment Policy. Pupils' reading should be assessed informally by the teacher on a daily basis through observation and assessment etc.

Children are carefully monitored and tracked through a range of assessments (e.g 1:1 reading, RWI assessments in Year 1, Star tests in years 2-6 and weekly AR summaries for KS2) to ensure they are choosing books at the appropriate 'level.'

Timescale	Assessment Opportunity
Daily/Weekly	Individual reading discussion, observation etc. guided reading comprehension (Novel Study), observation etc. and completion of work in Reading Journals. Shared Reading discussion, observation etc. Weekly meetings with RWI teachers to ensure changes to RWI groupings are monitored and children's grouping are accurate.
Half Termly	RWI Assessment Star Tests in Years 2-6

Annually	Year 2 & 6 Reading SATS Year 1 Phonics Screening Check
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The data from these assessments is used to:

- Identify SEND needs or Gifted and Talented provision/intervention.
- Track the progress and attainment of pupils across the school.

Teachers will discuss reading progress and attainment in Reading Progress Meetings with the Headteacher and SLT.

Please see Phonics Policy for detailed assessment for Phonics.

### **Equal Opportunities:**

The teaching of reading will be in accordance with the present policy for Equal opportunities. We aim to provide equal access to reading for those children with Special Educational Needs, EAL and those pupils who are very able and require extension activities, through small group interventions, targeted 1:1 tutoring for phonics, through carefully differentiated activities and thorough planning.

### **Monitoring and evaluation:**

The standards of teaching and learning in reading are regularly monitored and reviewed. Evidence gathered is used to form an action plan, which the Reading Leader will implement.

The monitoring of this policy will be the responsibility of the Reading Leader in conjunction with the Leadership Team.

This policy will be subject to a formal review annually or sooner if significant changes occur.