



Reading Policy

'Hand in hand together with faith we will strive to achieve all things'

'I am able to do all things through him (Jesus) who strengthens me'

Philippians 4:13

"For whatever was written in former days was written for our instruction, that through endurance and through the encouragement of the Scriptures we might have hope."

Romans 15:4

Rationale

At Bilston Church of England Primary School we believe that reading is fundamental in gaining access to areas of knowledge and information. Success in reading has a direct impact on the progress made in most areas of the curriculum. It is crucial that we help children to develop the skills, of independence, self confidence and motivation when developing their reading.

Aims

The whole ethos of our school is to allow all children to achieve to their full potential in a learning environment that is happy, caring and rich with print.

To place understanding and enjoyment at the heart of reading, fostering a delight in literature and love of reading.

Objectives

- To provide a rich and stimulating environment in which children have access to a wide range of books presented in an attractive and inviting way.
- To encourage parents to participate and share in their child's reading.
- To provide individual children with support to help develop their confidence and independence.
- To ensure there is a structured approach to the teaching of reading.
- To ensure there is regular and ongoing assessment to identify individual needs through STAT Sheffield.
- To provide opportunities for children to hear stories read aloud and to allow them to reflect upon their own experiences and the language of the text.
- To provide opportunities for children to ask questions about the text, retell the story and predict what will happen next. Using the bank of questions linked to 2014 National Curriculum.
- To help children to develop successful strategies for tackling print independently.
- To ensure that children have opportunities to discuss books they have read, express simple preferences and compare authors.
- To provide opportunities for children to read their own and other children's texts aloud to the class.
- To ensure that children have opportunities to read silently and to reflect critical upon their reading.

- To provide opportunities for children to find information in books and data bases and are able to pursue an independent line of enquiry, sometimes drawing upon more than one line of enquiry.

Role of the Teacher

To create an environment where books are valued and treated with care and respect.

- To share with children their own enthusiasm and love of books.
- To recognise the developmental stages in reading and support individuals in their development.
- To ensure that children have access to the resources they need at each developmental stage.
- To identify those children with special educational needs as soon as possible and supply the necessary support.
- To monitor reading development and record progress through the use of STAT Sheffield.
- To act as a good role model by reading aloud to children on a regular basis and by being a responsive and interested listener.

Assessment

When hearing children read it is important to notice the strategies the child uses to identify unfamiliar words. This should help us to focus our teaching to plan for children's continued progress.

Assessment should be continuous and based on structured observations by the teacher. Comments and evaluations should be informative and should focus on strategies and skills the child has and where they need to go next.

Formal assessment of reading should not only focus upon strategies and skills but should also look for the children's growing confidence and independence as readers, the way in which they read aloud, information retrieval strategies and their personal and critical responses to the text. The reading scheme of work is helpful in identifying the level at which the child is operating and what the teacher needs to do next to help the child progress.

Classroom Management

As part of the Accelerated Learning process, each teacher is dedicated to providing stimulating displays, which can be interactive. There is always plenty of varied material for children to read within the classroom. These displays may be interactive, informative or celebratory but they all aim to ensure that the child has an active part in the classroom environment whether it is reading alone; showing work to friends or celebrating achievements with parents.

In each classroom, there is also a variety of class books, which the children can choose and read from during independent reading times. There are also non-fiction books, which are related to the current IPC topic supplied by the Education Library.

Whole class, individual and guided group reading sessions will take place weekly, sometimes incidentally, at other times structured in order to complete a given task and aid progress and skills. The guided session should be once a week and the independent session should be at least twice a week. For SEND pupils there should be as many opportunities as possible within the week. Independent reading assessment will link strongly with group reading, enabling the teaching of skills. We regard both as worthwhile tasks and therefore maintain a balance of individual and group reading sessions.

It is essential that the teacher creates a literacy rich environment which encourages children to want to read from a wide range of texts. Reading experiences are carefully planned so that they meet the needs of the children and classrooms should be well organised and resourced to promote and support independent learning.

Developing Reading

Bilston Church of England Primary School believes that successful reading depends upon learning to use a range of strategies. The reader uses these as 'cues' to get the meaning by predicting the text, checking and cross-checking, identifying and correcting errors. We believe that reading is not a passive process and aim to produce interactive lessons where children are involved in the learning process: this may involve searching, problem-solving, active prediction, and an ability to bring past knowledge and experience to bear.

Children with the necessary reading skill to tackle any unfamiliar text.

This model consists of:

- Phonics (sounds and spelling)
- Grammatical knowledge
- Word recognition and graphic knowledge
- Knowledge of context

THE TEACHING OF READING.

At Bilston Church of England Primary School, we follow the New National Curriculum and deliver the reading objectives specific to each class or set. We believe that children do not learn to distinguish between the different sounds of words by merely being exposed to books. Therefore, we aim to teach the reading and phonics skills needed to become independent readers.

In Foundation and KS1, we aim to teach the children a range of strategies with a big emphasis on phonics following the RWI schemes of work.

Phonics

In the Foundation Stage and KS1, there is a strong and consistent emphasis on the teaching of phonics and other words skills. Our pupils are taught to:

- Discriminate between the separate sounds in words
- Learn the letters and letter combinations most commonly used to represent these sounds
- Read words by sounding out and blending their separate parts
- Write words by segmenting the phonemes and using their knowledge of letter-sound correspondence to represent the sounds.

It is an expectation that most children in the Foundation Year unless on the SEND register will be secure at RWI green level book and working within RWI purple books before entering Year1.

It is an expectation that all children in Year1 unless on the SEND register will have completed the RWI grey level books to meet ARE before entering Year 2. Any children failing to complete RWI grey books at the end of the summer term in Year 1 should continue to work on RWI grey books through interventions in the Autumn term of year 2. At the end of Year 1 all pupils take a phonic screening test. Children who fail the test will have interventions put in place in Year 2 to support their individual needs. At the end of Year 2 the pupils retake the phonic screening test.

This ensures that the essential skills, knowledge and understanding in phonics is established by the start of Year 2.

In KS2, we aim to provide more complex and extended texts once the foundations of reading are secure. As the pupils gain fluency, our teaching shifts to emphasise the advanced reading and comprehension skills at text level and pupils are ready to use the skills of 'Search Light Model'.

READING ROUTINES IN KEY STAGE 1 AND 2.

Shared Reading.

All teachers plan **units** of work in English following the New National Curriculum. Within the units teachers plan for Shared Reading activities in which the class uses a common text or texts.

At both Key Stages the lesson objectives for reading are: to read accurately or to understand texts. As the teacher is supporting the reading, we believe that the texts can be beyond their independent reading skills. We feel that this is particularly valuable for less able readers who gain access to texts of greater richness and complexity than they would

be able to read independently. We hope this gives children the confidence to tackle texts and learn advanced skills which they can then use in their independent reading.

The amount of times Shared Reading is covered and the specific objectives, activities and text-types are written on our weekly English plans. The reading materials which are used to cover specific genres and text-types can be found in individual classrooms.

Guided Reading

We believe that Guided Reading is a valuable counterpart to Shared Reading where the teacher can focus on independent reading.

Guided Reading takes place within the English lesson. Guided reading runs alongside the children's independent reading. We believe that we gain sustained teaching time from carefully structured group activities.

In KS1, the teachers introduce the text to the group, reinforcing reading skills and phonics teaching that has taken place throughout the literacy lessons. The teacher helps the children to tackle unfamiliar words before reading the text. The pupils then read independently while the teacher assesses and supports each child in the group. This assessment is part of STAT Sheffield.

In KS2, the teachers also reinforce reading objectives covered within the English lessons but there is more silent reading with questions to direct and challenge their reading ability. All Guided Reading groups are ability-set and the texts are carefully chosen to suit the reading ability of each group.

There is usually Guided Reading follow-up work which is used as an assessment of the Child's understanding of the text read. The objectives for each session and the specific activities are written on our Guided Reading plans.

Guided Reading Books.

The entire guided reading scheme is organised and colour-coded according to the book band levels. See separate English audit of Guided reading materials. The guided reading scheme is located in the linking corridors.

Independent Reading Scheme.

Independent reading books are also banded using the book banding system. There are a variety of books from different reading schemes but the main core is Oxford Reading Scheme and Collins Big Cat Reading Scheme.

These books are taken home by the children and are read with parents or carers. Each child is given a Reading Record which allows the adult to write a comment about their child's reading at home.

In school, teaching practitioners and volunteers hear the children read their independent reading books. Class teachers and Teaching Assistants monitor the progress of the children on the reading scheme, recording children's progress in the group reading folder. This supports judgements made in guided reading sessions.

We operate a whole school reading incentives scheme to encourage children to read at home; Reading Around the World. The achievements of individual children are shared with parents and in whole school achievement assemblies. The independent reading materials are located in the linking corridors.

Reading and Assessment

Each class has ability group reading folders that are a collection of evidence to support formative assessment of reading and writing using STAT Sheffield.

All children are assessed for a Reading Age using the Salford Reading Tests on a termly basis.

In Year 1; a phonic screening test is taken by each child in June.

In Year 2 and Year 6, the children take National Reading SATs test in May from which each child receives a Age Related Score for reading.

In Year 3, 4 and 5, the children sit Optional SATs tests in May from which each child is given a score related to Age Related Expectations for reading.

All these results are analysed to inform the Pupil Data Tracking System alongside the evidence gathered in STAT Sheffield. This data is monitored closely throughout the year and groups not on track are provided with appropriate intervention. Higher Achievers are also provided with opportunities to Master Skills within reading.