

Fonthill Primary School Reading Policy

'The best primary schools in England teach virtually every child to read, regardless of the social and economic circumstances of their neighbourhoods, the ethnicity of their pupils, the language spoken at home and most special educational needs or disabilities

(Reading by the Age of 6)

Rationale

At Fonthill we believe that all children will learn to read. Reading is the key to independent learning and at Fonthill we have a clear, consistent whole school approach that is committed to developing successful readers in both primary school and beyond. We make reading a priority so that our children not only learn to read but to read to learn

Aims

- To meet the ECaR standard every year
- To develop children's full range of reading strategies including phonic, grammatical and contextual knowledge and word recognition
- To develop children's ability to read with fluency, confidence and understanding
- To read a range of genres both fiction and non-fiction across the curriculum
- To foster a life long love of reading and appreciation of literature
- To meet or exceed National expectations for reading with no significant difference in attainment between groups
 - End EYFS 6+ in Reading and CLL
 - Reading by 6 Book Level 18+
 - End KS1 Book Level 24+
 - End KS2 Black colour band

Guidelines

At Fonthill

- High Quality Leadership demonstrates a commitment and determination that all pupils will learn to read.
- All staff understand what children need to learn to be successful readers. They promote and model positive attitudes towards reading.
- There is a systematic whole school approach to teaching phonics which follows the structured Letters and Sounds programme .
- High frequency words are taught in the Letters and Sounds phase bands.
- All of our reading scheme books are organised according to book bands and Reading Recovery levels .
- All teachers and support staff are trained by the ECaR teacher to hear children read, to take and analyse running records and to provide a deep analysis of each child's reading and the prompts/strategies needed to support the child's next steps.
- All volunteers are trained to hear children read, either through an external course or by the ECaR teacher.
- The curriculum is linked to the Power of Reading project to promote a love of reading through engagement with a wide variety of high quality texts in a range of contexts.
- There is a visible culture for reading that promotes enjoyment, engagement and personal motivation at all ages.
- The school has a well-stocked library which is used by all children.
- Classrooms are print rich, well stocked with attractive and appropriate books that reflect the topics being taught, different cultures, genders and languages both in fiction and non-fiction, ensuring provision is made for those with English as an additional language.
- Developing knowledge of books and authors is a high priority.
- There is a book area in each classroom.
- The teaching of reading is planned to meet the needs of every child.
- Rigorous and regular assessment of every child allow early identification of difficulties and timely appropriate interventions.
- All teachers hear five readers a day ('FONTHILL'S 5 A DAY')

- Parents are encouraged to support their children's reading at home. Reading information workshops are offered throughout the year to help parents with the reading strategies used at the school and how best they may help their children.

Teaching strategies

- All children will bring a book bag into school each day; all new children are given a book bag as part of their induction.
- In every classroom there will be a designated place where book bags are kept tidily.
- Children who do not regularly bring in a book bag will have a 'folder' to be kept in school (as well as attempts to send books home).
- The teacher will provide every child with a reading book and a reading home/school diary.
- Reading books should be changed regularly (independently from Y1).
- There will be a daily discrete Letters and Sounds phonic session.
- Individual reading – all children at or above age-related expectations will read once a week to the teacher or another adult.
- Individual reading – all children below age-related expectations will read to an adult at least three times a week (daily for children significantly below age-related expectations), one of these must be to the teacher.
- Children will be given opportunities to read through: book talk, daily whole-class reading lessons, shared reading, role-play, reading aloud, daily class story time, 1:1 reading to teachers and other adults. Children should be also helped to develop sustained independent reading skills through well designed reading opportunities.
- A range of reading resources such as big books, enlarged texts and interactive white boards are used by the teacher to support reading development.
- Comprehension is taught through whole class reading lessons.
- Library – fiction and non-fiction books are chosen by children and exchanged at regular timetabled slots.
- The class reading folder contains all class and individual reading records.
- Teachers / TAs complete and analyse running records at least three times per year for each child.
- Reading data is submitted to the ECaR Teacher at the end of every term.
- Parents are encouraged to read with their children and write positive comments in the reading diary.
- Better Reading Partners ask questions about the book to check comprehension.
- Children identified as needing support may receive:
 - Reception Literacy Programme (Reading A-Z)
 - KS1 and 2 phonic booster groups
 - Boosting Reading at Primary (BRP) – targeted support, early intervention, 1.1 with volunteers or LSA
 - Reading Recovery – personalised provision, early intervention, 1.1 with qualified Reading Recovery Teacher (for children in Years 1 and 2)
 - Other reading interventions selected to match their needs

Assessment

The national curriculum expectations are used to assess reading in KS1 and KS2 and Development Matters are used in EYFS.

To support this judgement a range of tools are used:

- Benchmark running records 3 x a year for all children in the class
- Teachers assess children against National Curriculum objectives using Target Tracker
- Children who arrive during the year will be benchmarked within 2 weeks by the class teacher
- Progress of book levels are recorded on Target Tracker at the end of every term
- Letters and Sounds assessments are carried out at the beginning of the year in KS1 and then as needed
- Comprehension is assessed through whole class reading lessons, in class comprehension activities and formal comprehension assessments

- No child should progress beyond book band 24 in KS1 unless they have completed a standardised formal comprehension assessment. They will then become a Rainbow Reader in order to experience breadth and to develop comprehension skills.

Role of the ECaR Teacher

- Liaise with Head teacher, Literacy Leader and SENCO on standards and progress
- Lead the school towards achievement of the ECaR Standard every year (with formal application for renewal every five years)
- Co-ordinate and manage reading interventions throughout the school
- Facilitate professional development in the teaching of reading
- Ensure all staff have watched a live Reading Recovery lesson
- Monitor the quality of teaching, learning and assessment of reading throughout the school
- Ensure provision of a wide range of good quality books and other resources for children at all levels of reading
- Audit books on an annual basis and replenish those needed in the classroom and library

Agreed by SLT	13/3/18
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