

Brough Primary School



Reading Policy

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Lead Person	T Gillibrand

Aims of this Policy

We would like children to become life-long readers and we aim to foster a love of reading which will continue through to adulthood.

Reading is one of the most effective ways for children to observe and absorb the best language, so whilst we understand the importance of teaching grammar and vocabulary, we will aim to teach them in a contextualised way as much as possible through the enjoyment of shared reading.

To promote a love of reading we will:

- Read aloud to children up to and including Y6 (introducing them to new authors, classic texts from our literary heritage and new styles of writing)
- Encourage and model reading for pleasure and aim to establish a love of reading and the relevance of reading in today's world
- Focus on book corners and displays in the central library area and in classrooms
- Hold whole school reading events (World book day, Readathon etc.)
- Host book fairs
- Encourage links with the local library (Summer reading challenge)
- Encourage children to visit our school book shop

In addition to the above, we will ensure that reading has a high priority in our school development planning. We will ensure that we have a wide range of books available for the children to read and that these cover a range of genres, authors, themes etc.

We will listen to and take on board the views of children and parents in terms of the books we use and have in school and will make sure that we replenish and replace as necessary.

EYFS- Phonics and Reading

It is vital that we set the habits for effective and enjoyable reading from the start and this means that what we do in EYFS can significantly impact on learning throughout the school.

The teaching of early reading skills is paramount in ensuring children are able to access the curriculum effectively throughout the school and develop as effective readers.

In EYFS children will have:

- Regular phonic sessions across the year, teaching them 'how' to read, deciphering symbols on the page (see phonics and spelling policy)
- The opportunity to read and share a range of different books
- A language and print rich environment to support the development of early reading skills and an understanding of 'stories'
- A home-school 'reading' book (when they are ready) which they will change regularly

In addition to the above, there will be regular work based on stories and texts incorporating reading skills.

KS1- Reading

Reading in Years 1 and 2 builds on the firm foundations established in EYFS. Over KS1 the children continue to develop their phonic skills and understanding and develop their comprehension skills. In many ways KS1 is where learning to read becomes reading to learn.

Reading, language and books will form a key part of the children's everyday diet at school, through English lessons and across the wider curriculum.

Children will be assessed at the beginning of Y1 to place them on the appropriate book band (see appendices) and they will read regularly at school. Home/School reading continues to be a big focus and these books will be changed regularly.

- Children will have a weekly guided reading session with the teacher to read an age appropriate text (one book band above their home reading band) and comprehension questions will be the focus of these sessions.
- Guided reading records should be completed for each session. These should include an overview of the session and pertinent comments recorded for specific children – these help teachers to make assessment judgements for individual pupils
- From year 2 there will be an emphasis on building reading stamina and preparing children for answering test type comprehension questions. Children will be given regular practice to prepare them for the end of KS1 assessments.
- Children are encouraged to explain their comprehension answers using the word 'because' and in year 2 answers should include 'one clue in the text is / another clue is'.
- Children will complete a range of independent reading activities within a guided reading 'carousel' of activities or during whole class sessions. Phonic based activities and handwriting practise will be the focus of many of these activities in year 1 (and for some year 2 children). When phonic understanding is more secure in year 2, reading comprehension activities will be the focus for many children. This supports the journey from learning to read to reading to learn.
- Follow up work will be recorded in a reading journal (from mid Y1 onwards)
- A text may also be shared with the whole class to teach necessary comprehension skills as modelled by the teacher. This may be carried out on a stand-alone basis when necessary or as part of the English lesson.
- Children will be encouraged to 'read for pleasure' at regular opportunities to promote our school vision of getting children to actively want to read and enjoy reading. This will include access to a range of texts including non-fiction and using a dictionary / thesaurus correctly.

KS2- Reading

Children continue their reading journey as they move into KS2 and the emphasis moves to developing a greater understanding of a text, what the author was trying to achieve and the overall use of language in the text. Classroom environments continue to be language and text rich and reading plays a significant part in the English and wider curriculum.

- Children will have the opportunity to read a range of age-appropriate texts within a whole class and guided groups.
- A whole class text may be shared to teach necessary comprehension skills as modelled by the teacher (moving towards using Point, Evidence and Explain). This session can also be used to build up reading stamina and familiarise the children with answering the different question types they will come across in KS2.

- Children will also access a regular guided reading session with the teacher either in a group or whole class situation. Children will read an appropriately challenging text and be asked questions throughout to check their understanding. The text will then be supported by a comprehension based follow up task that the children will have to complete independently. There may also be GPS based tasks to complete and handwriting (depending on the need of the child).
- There should be at least two written responses per week in Y3/4, and at least three written responses in the journals in Y5/6. These may take the form of comprehension questions or may be activities focused on developing wider comprehension skills such as 'justify the actions of the villain in the story' or 'rank from 1-5 the feelings of a given character at different points in the story and justify your score'.
- Y6 children will be given regular test practice papers to prepare them for the end of KS2 assessments.
- Children will continue to have a home/school reading book however as their reading preferences develop, these will become less 'reading scheme' based and more tied in to their personal reading preferences – after all we all choose books based on what we are interested in.

Reading at home- Whole School

- The book banded boxes are kept in the school library area at the entrance to the school. Children are encouraged to choose a book of interest to them to give them more ownership of their reading and develop reading preferences. As long as they choose from the correct coloured box, we try to let them have developing autonomy over their choices.
- Children will have a home/school reading book which will go backwards and forwards each day. These will be changed in school regularly, when the teacher feels it is appropriate.
- The children's reading record will be their KS1, Y3 and Y4 home reading diary. In Y5 and Y6 the reading record is kept in the Homework Diary.
- Teaching staff will monitor the frequency with which children are reading at home.

In addition to the home/school reading book, we encourage children to read widely out of school. It does not have to be a 'school' book, any story, information book, magazine etc. will do – reading is reading and it is vital that children are immersed in language and texts from an early age.

Guided Reading

Guided reading will be based on the principles of Reciprocal Reading.

In Y1 this will be done through a 'Reading Squad' approach, which enables each group of children to have adult support during the reading session.

In Y2-Y6, guided reading will take the form of a 'carousel' of activities, many of them reading based, with one group working with a teacher. The other activities may be reading based or comprehension based, or even focus on wider 'English' skills, dependent on need.

Reciprocal reading focusses on the four strands of Prediction, Questioning, Clarifying and Summarising. Each session includes aspects of these four strands to develop skills within each.

Assessment of Reading

In school we have to monitor how effectively children are learning to read.

In EYFS and early KS1 there is a heavy emphasis on the 'mechanics' of reading – phonics. Can the children make sense of the marks on the page and assign these marks to sounds which form? There are also observations of children's understanding of the sequence and structure of story to ensure that they understand what they are reading or having read to them.

At the end of Y2 and Y6, children will sit SATs tests in reading. These are comprehension tests where the children answer questions about the texts they have read. In Y2 these are used to help inform the teacher assessment judgement and in Y6 the results are used to assess whether they have met, are working towards or have exceeded the expected standard.

From Y1-Y6 we use the PIRA tests to monitor ongoing reading achievement (Progress in Reading Assessment).

Guided reading, and the records kept through this, form a significant part of ongoing teacher assessment of reading and are used, along with the results from termly PIRA tests to form overall assessment judgements.

Interventions and SEND

Close monitoring and assessment will inform any intervention requirements, highlighting gaps early on for intervention at the earliest opportunity. A range of phonic, small group and 1:1 reading interventions will be selected to meet children's needs.

Equal Opportunities

This policy applies to all children irrespective of race, gender, ability or disability. Children are given access to a broad range of reading and writing activities including texts from other cultures and texts that explore a variety of issues.

Monitoring, Review and the Governing Body

At Brough School we routinely monitor and evaluate the effectiveness of our policies and procedures and where there are indicators for change or improvement, we act accordingly. Governors are also consulted at each stage of the review process and changes to the policy are discussed and agreed by them.