

Millfield Primary School

Reading Policy



Our Mission

At Millfield Primary School we inspire our learners; we promote and develop a love of reading. Reading is explored in exciting and meaningful ways. The reading curriculum that we foster is varied, motivating and incorporates:

- teachers reading a class book regularly, which allows all children to listen and respond to texts beyond their own reading age and to expose our learners to the vast array of book types, authors and genres that will tempt them to become lifelong readers;
- daily guided reading where the teacher explicitly explores texts with learners each day where our learners read and respond to the text;
- whole class shared reading as part of English learning which aims to engage learners in to a specific text or genre which is enhanced through text marking/exploration as well as incidental writing and linked writing to the text;
- planned and incidental reading throughout the day such as: topic research, including iPads/internet and books, independent reading, paired reading, buddy reading;
- Daily teaching of phonics from Foundation to Year 2.

Early Reading and Phonics

Our primary approach to the teaching of early reading is through daily phonic teaching. In September 2016 we started to use Read Write Inc (RWI), which is a cohesive reading and writing programme. All children, up to Year 2, take part in a 45 – 60 minute daily phonic/ reading session. Children will learn the first 30 sounds in short daily sessions in EYFS. They will then progress by reading storybooks and non-fiction books closely matched to their developing phonic knowledge; develop their reading fluency; learn to spell using known sounds and write confidently by practising what they want to write out loud first. Phonic skills and strategies are constantly referred to and applied throughout the day to support learners with reading and spelling. Resources in the classroom support the application of phonics to reading/spelling with word mats, speed sound charts and displays being used to enhance this further.

All children on the RWI programme will take home and have access to the following texts:

- A RWI book matched to their ability (they will have already read this text during the week with their teacher).
- If the child has access to **to an online reading platform. The platform allows children to navigate through an E-Book and complete activities related to the text.** <https://www.oxfordowl.co.uk/for-pupils/pupil-home>
- A home reader book, available from their class teacher.
- A free choice library book.

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We never hurt others with words or actions.

We listen carefully, work hard and try to do our best at everything.

We respect each other, our school and the world around us.

Developing and More Able Readers

In addition to phonics, we also recognise and support learners in developing other reading strategies which include instant sight recognition, context clues, picture clues and visual understanding of words. Throughout the school, learners are encouraged not only to decode words but to explore and understand texts. This is achieved through whole class reading, guided reading and paired reading activities as well as written comprehension. Across the school, from Year 2 up to Year 6, Bug Club reading books are used, these books identify tricky words and support the development of comprehension skills. The Bug Club scheme implemented and delivered develops eight key strategies to build children's comprehension skills; clarifying, summarising, activating prior knowledge, visualising, connecting, predicting, questioning and evaluating.

Ongoing teacher assessment during guided reading ensures that planning is specific and precisely matched to learners' needs and next steps. The reading curriculum that we offer is varied. For example, children have a scheme book (online resource through Bug Club) as well as a free choice of books from our school library.

All developing and more able readers will take home and have access to the following texts:

- If the child has access to the internet, they will have an online text allocation through Bug Club closely matched to their ability (www.activelearnprimary.co.uk).
- A home reader book, available from their class teacher, if they cannot access the online portal.
- A free choice library book.

Assessment

Pupils in Year 1 to Year 6 will complete a standardised reading test (PIRA) every half term (assessment to be completed every term in the week before half term).

Progress in phonics is assessed and tracked each half term. Pupil's phonic knowledge is tested at the end of year one with the Year 1 Screening Test.

Year 2 learners undertake end of KS1 assessment in the summer term, this along with teacher assessment gauges their comprehension and understanding of text.

Year 6 pupils also complete a reading end of KS2 assessment paper in May. They will receive a standardised score from the test and a Teacher Assessment mark against the year 6 objectives.

Across the school teachers will use other comprehension tasks, along with termly Reading tests (PIRA), which will give children reading ages.

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School Library

Our school library is well stocked with a wide range of authors and genres to tempt our readers. Older children take ownership of a library rota where children are invited to read, share and talk about their books. Library access is given to children in Key Stage 2 at lunch times throughout the week.

We have parent helpers and volunteers in our school, they are always on hand to support and direct the children to age appropriate books. They also have access to their child's reading challenges so will also support them with their choice there too.

Home Reading

We encourage parents to read to and with their children.

All parents are kept up-to-date with their child's progress through parent consultations, open evenings and newsletters.

Children are also given regular reading challenges. This year children will be given reading bingo challenges. The reading bingo challenge encourages children to take responsibility for their reading but also gives clear direction for texts which should be read for their age. The expectation is that all children in KS1 and KS2 should complete their bingo card over the term, and then hand their completed card to their class teacher in return for a celebratory certificate. They will also be entered into the termly reading competition, prizes will be given and reading success will be celebrated regularly in assembly.

All children are also given a reading diary where they can record any additional reading which they have done. We encourage all parents to record any comments about their child's reading in the diary, which will be seen regularly by a member of staff within the child's year group and recorded in by their class teacher when appropriate. We also encourage children in Key Stage 2 to be responsible for their own learning, therefore encouraging them to use the reading diary as a useful reading resource.

Mrs K Smith – September 2018

This policy will be reviewed annually - Date of next review: September 2019

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