



Banks St. Stephen's CE Primary School "Belonging, Serving, Succeeding"

Reading Policy

"I have a passion for teaching kids to become readers, to become comfortable with a book, not daunted. Books shouldn't be daunting, they should be funny, exciting and wonderful; and learning to be a reader gives a terrific advantage." Roald Dahl

Intent

- We aim to enable our pupils to read confidently, fluently, accurately and with understanding
- We aim to encourage a love of reading and an appreciation of books from a variety of genres and to foster an interest in words and their meanings
- We aim to enable the children to read with discernment and to evaluate and justify their preferences.
- We aim to develop a suitable technical vocabulary through which to understand and discuss their reading
- We aim to develop reading skills in tandem with those of writing, so that they may function in society, as literate adults and readers for life
- We aim to create reading opportunities across all areas of the curriculum, to make it more meaningful and relevant to the children

Implementation

Children at Banks St. Stephen's Church of England Primary School are taught to read using a range of reading resources, including phonetically decodable books. Books are finely matched with our children's reading levels, which are continuously assessed and refined based on teacher observations and assessments. We plan to meet the objectives outlined in the 2014 National Curriculum in each year group. Staff ensure that all children are given opportunities to study a range of high quality fiction and non-fiction texts from a variety of genres.

Strategies to support implementation of the teaching of reading

Reading is taught alongside the daily teaching of phonics using “Letters and Sounds”. As part of this scheme the children will be taught to:

- Discriminate between the separate sounds in words;
- Learn the letters and letter combinations most commonly used to spell sounds;
- Read words by sounding out and blending their separate parts;

Reading is taught through guided reading and shared reading. Opportunities to practise and consolidate skills through independent reading are also planned for and provided. During these sessions, teachers and learning support assistants will use a wide range of strategies to enhance the teaching of reading. Some of these are outlined below:

- Discussing the features, themes and structures of written texts through shared and guided reading of texts
- Giving targeted praise and feedback in order to focus on reading skills and “reading domains”
- Modelling, e.g. how to use punctuation when reading out loud, using a shared text
- Questioning to probe pupils’ understanding of a text, with a focus on both literal and inferential question styles
- Discussion and argument to justify a preference; supporting children to take direct references from the text to explain and justify their point or preference.

Children are always informed of the learning objective in guided reading and will have a clear understanding of what the teacher or teaching assistant is looking for in their independent reading/analysis of the text.

Children will be given oral praise and feedback during guided reading, in order to help them develop specific aspects of it further, aiding progression.

Reading tasks/books will be appropriately matched to individual abilities and needs in the classroom. This is determined through teacher observation and teacher assessment. We use phonically decodable books, where appropriate.

Teaching staff follow a whole school agreed format for guided reading sessions, using the John Murray reading scheme, which is consistent in each year group and with all members of staff. The scheme may be supplemented by additional texts and resources to ensure that the children’s needs are met.

All children from Reception to Year 6 participate in three guided reading sessions per week. All staff teaching guided reading have received training and have access to continuous professional development.

The teacher or teaching assistant shares the learning objective(s) for the guided reading session, assesses pupils’ progress within the session and uses this information to inform book selection and tailor learning objectives specific to the needs of pupils for the next guided reading lesson.

Other activities during guided reading sessions:

Guided Reading is planned for on a weekly basis meaning that children have access to two adult led sessions and an independent activity to apply their new learnt skills.

A range of activities reinforce reading skills. All independent learning activities have a reading focus and are designed to extend or consolidate prior learning.

They may include:

- Comprehension activities based on the text

- Reading for pleasure using a book which is accessible to children
- Follow up activities based on the text
- Pre-reading activities/tasks
- Inference activities

Opportunities for reading beyond guided reading lessons

Shared reading across the curriculum:

The whole class shares a text, which is beyond the independent reading level for that age group, often using an enlarged text (paper or ICT based). Shared reading provides a context for teacher modelling, teaching and applying reading skills. Shared reading is planned for in English lessons as well as across the curriculum so that reading skills can be applied in other subject areas.

Story Time:

We believe that giving children the opportunity to hear an adult read to them, develops a child's ability to comment on and respond to events and experiences within a text and also to hear what good reading sounds like. These sessions also allow the teacher to check a child's comprehension, by asking literal and inferential questions, which aid deeper understanding of the plot and themes of the story, also increasing their vocabulary. It also provides an essential opportunity for children to listen to an adult role model who has developed skills in expression, phrasing, intonation and reading for effect. In addition, the subject leader for English works closely with parents to support story-time at home. This is facilitated through reading workshops, targeted homework tasks and our Bedtime Story Sacks.

Initiatives to promote reading:

- Class novels, which are quality texts
- Story time in the school library
- World Book Day events
- Book quiz
- Performance poetry competition
- Whole class poetry out loud in assemblies
- Book swap events
- Reading buddies link up with younger children to promote a love of reading through sharing stories
- Visitors such as authors and illustrators
- Parent and Toddler Story Times
- Book Swap
- Book Club
- Bedtime Story Sacks

Our school library

We are very fortunate to have a spacious, welcoming and well-stocked library. We buy into the Lancashire Library Service, who ensure that our book selection is of a high quality and meets the children's needs.

Each class has a weekly session in the school library where they hear a story being read out loud by an adult and also have the opportunity to browse and choose one or two books to take home to read. A teacher or teaching assistant is available to assist those children who require support in making an appropriate selection. The library books are in addition to their banded home readers. The library is open to the wider community where children can come with their parents after school and toddler story time sessions encourage younger members of our library to benefit too.

We participate in reading initiatives such as Lancashire County Council's Brilliant Book Award, which encourages children to read more widely and respond to texts and in March 2020 our Year 2 class won first prize.

Home/School Reading:

All children take home a reading book directly linked to their level of reading to support their learning at home. The reading scheme starts in nursery with picture books to encourage a discussion and vocabulary focus moving onto 100% decodable books to support the teaching and learning of phonics. Initially, children take home Book Banded reading books of a level which is lower than they are currently working on with their teacher or teaching assistant. (These books are from a range of reading schemes). When children have progressed through the Book Bands, they move onto 'Free Readers' ('real', non-scheme books, suitable for their age).

Books are changed at least weekly for the children throughout the school. This is rigorously tracked to identify children who are not reading enough at home. The children also select a library book to take home during their weekly library sessions.

Parental Involvement

Parents and carers are urged to share books with their children and hear their children read at home. They are encouraged to make a written comment in their child's home-school reading record and are welcome to seek advice and support from their class teacher with regards to their child's progress in reading and ways that they can support at home. We hold regular parent workshops where parents can find out more as to how they can support their children at home. We have volunteers who support with reading across the school to assist us with our intent for every child being a reader.

Special Educational Needs

Children with special educational needs are encouraged to take full part in reading sessions, both inside and outside the English lessons. All pupils with special educational needs will follow the same educational curriculum as their peers, differentiated where necessary to meet their individual needs. Pupils who need it, are withdrawn for short periods, to participate in individual and small group programmes, based on their needs as written in their Individual Education Programmes (IEPs) and as recorded on the school's provision map. Care is taken not to disadvantage pupils by this withdrawal. This may consist of an intervention such as Toe By Toe.

Assessment of reading

At Banks St. Stephen's Primary School, we understand that regular reading and being read to, is key in enabling pupils to achieve age related expectations. Therefore, we rigorously track pupil assessment, to identify which pupils need additional support. In Years 1 and 2 we use the PUMA and PIRA reading tests and in Years 3, 4 and 5 the NFER reading tests to inform teacher assessment of reading.

Strategies to ensure progress

Long term, medium term and short term planning (reflecting the National Curriculum), shows progress in knowledge, skills and understanding and ensures the continuity of and development of a range of text types. Children's reading development is evaluated on an ongoing basis, which informs future planning. At the end of each term, the children's reading will be assessed and standards and progress are tracked and discussed during Pupil Progress Meetings. Additional support is identified and put in place for children who are not achieving age related expectations or not making expected progress in reading.

Use of resources

Teachers provide a language rich environment with an inviting and well- resourced reading area, in order to promote and create an enthusiasm for reading. Reading resources (for shared, guided and home reading) will be updated yearly, as necessary, following an audit of need by the subject leader for English.

Reading areas must adhere to the Book Corner Checklist:

- Book corners are of a high quality- accessible, owned and loved by children
- The book corner is inviting e.g. cushions, throws, fabrics, soft toys, plants, mobiles etc are used to enhance
- Books are up to date and appeal to children's interests
- Non-fiction books and poetry books are valued alongside fiction
- Staff model use of the area and share their excitement of books with children
- Books are available in all areas of the classroom linked to topics
- Story props, sacks and boxes are used to enhance core books
- There are opportunities for children to learn 'reading behaviours'
- Reading display must show photographs of the children in the class reading
- There is an organised way of displaying the books that children can understand and use effectively. For example:
 - 'Picture books' with clear label on the shelf
 - 'Chapter books' with clear label on the shelf
 - 'Non-fiction' with clear label on the shelf
 - 'Poetry' with clear label on the shelf
 - 'Dictionaries' with clear label on the shelf
 - 'Thesauruses' with clear label on the shelf
 - 'Children's Classics' with clear label on the shelf in Y2-Y6
 - 'Newspapers/ magazines' with clear label
 - 'Teacher's Choice' basket
 - All book spines must be displayed up the correct way.