

Clewer Green CE Aided First School

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"The more that you read, the more things you will know. The more that you learn, the more places you'll go." -Dr Seuss



Inspiring Children'

Vision: Every child has been blessed by God with unique potential. Our vision for Clewer Green is to inspire and nurture children in a safe, happy and caring Christian community, where everyone is valued and enjoys learning.

'I can do all things through him who strengthens me'

Philippians 4:13

READING POLICY

AIMS

Our aim, in line with our distinctively Christian values, is for every child to have the support that they need and, by example and direct teaching, promote a Christian ethos within the school, whilst recognising that not all of its members will be practising Christians.

At Clewer Green C.E First School the teaching of reading is given the highest priority so that we enable children to read fluently with confidence and with understanding; we want pupils to develop enjoyment and foster a love of books. We endeavour to immerse the children in the written word and allow them to use their creativity and ideas, inspired by the material read to them, to develop their own writing.

TEACHING AND LEARNING

The processes by which children comprehend spoken language are the same as those by which they comprehend the words on the page; the difference being that the first relies upon hearing the words and the second upon seeing the words in written form. Obviously, in order to comprehend written texts children must first learn to recognise, that is decode, the words on the page. Therefore our phonics and reading teaching strategies are intertwined.

All classes provide:

- a language rich environment to promote acquisition and reinforcement of new vocabulary; displays of phonics, common exception words, children's work and labels and teachers modelling good practice of reading, regularly reading aloud and emphasising correct enunciation.
- well-stocked book areas and activities to encourage children to read daily and foster a love of reading.
- opportunities to talk about books, their favourite books, recommendations for others etc.
- uninterrupted reading time to allow children to choose and enjoy books, in which they read to themselves or share books with others.
- materials from a wide variety of printed reading programmes as well as those available on screen, making use of digital technologies including e-books.
- regular opportunities for children to use the main school library.
- regular 1-1 reading with adults in class.
- reading scheme books to take home daily to read with their families.
- an online library of books to support the reading scheme whilst developing comprehension skills..

In addition, books are celebrated with special events organised on World Book Day and other national literacy events. Visiting authors, theatres, storytellers and poets are invited to Clewer Green C.E First School adding to the rich reading experiences provided by the school. We have story swap sessions throughout the year, where

members of staff decide upon a book to read and children can sign up to their preferred book; this gives further opportunities for children to be excited about reading. Year four children are assigned roles of storytellers and librarians; the storytellers visits their assigned class weekly to read to other children to pass on their pleasure of reading, librarians ensure our communal book areas are tidy modelling the respect we must show for books, get to know our library collection so can pass on information about books and authors and organise engaging reading events throughout the year.

TIME, ORGANISATION AND TEACHING METHODS

Formal reading skills, including synthetic phonics, are taught from the Foundation Stage upwards. Children learn songs for performances, poems by heart and are encouraged whenever possible to perform or read to audiences.

Reading permeates every subject; teachers use high quality texts across the wider curriculum and children have a wide access to books throughout the school day. Teachers are clear about which activities are designed to teach children to acquire word recognition skills and which will help children develop high-level comprehension skills. Additionally, teachers ensure there are frequent opportunities for children to read or be read to for the purpose of enjoyment.

Foundation Stage

When children start at Clewer Green C.E. First School they enter a literacy rich environment; surrounded by resources to support their literary development – in particular enjoying and reading books. Continuous provision includes rhymes, songs, magnetic letters, class library books and phonic games. Reading is modelled to them every day as they are "drowned in stories," including shared reading with an older child later in the year.

All children start by reading wordless books, telling the story through the pictures, building their vocabulary, story language and sentence structure. Reading books are sent home 2-3 times per week and children are expected to read to an adult at home as well as to a member of staff at school. Information is provided to parents 'how to hear your child read' along with a guide to pronunciation and phonic game suggestions to support blending skills.

We provide daily discrete phonics sessions introducing all the first sounds, progressing to blending sounds together to read and subsequently segmenting words to write. Children are also supported to memorise tricky words to aid their fluency. Once reading, children are encouraged to discuss their books to aid comprehension and this is supported by small group guided reading sessions with an adult.

Key Stages One and Two

It is important at Clewer Green C.E First School that no children are held back or unduly pressured to move on before they are equipped to do so. Therefore when appropriate, children are streamed into high quality, phased phonics groups (within year groups), informed by their termly assessments; they are taken through a series of activities which require the children to practise their reading, comprehension, spelling and writing skills. It also enables children to develop their speaking and listening skills and enhances and extends their vocabulary. All children who struggle receive the appropriate support.

Guided reading is continued and suitable comprehension skills are developed alongside their phonic skills. Guided reading is based on structured questions around skills such as inference and prediction and encourages children to unpick a variety of texts and use evidence to support their points of view.

ASSESSMENT

All teachers should ensure that they are aware of the individual children's needs through formative assessment which will be formally kept in a summative termly assessment record. All planning should be informed by the most recent assessments to ensure progress.

Regular and accurate assessment of pupils' progress informs the teacher of the children's changing needs in their reading. Assessment continues to ensure that children who are falling behind are targeted with the appropriate intervention. *Intervention in phonics is delivered by teaching assistants and tracked by the SENDCO.*

Reading ages will be tracked and monitored for all children and tracked alongside their progress statements. Additionally, children are assessed on their knowledge and fluency when reading graphemes, including digraphs and trigraphs, and their sight vocabulary. Furthermore, children are encouraged to choose books that they enjoy

within their ability, developing their own internal self-assessment. Additional diagnostic assessment are carried out for the children whose skills are not measured by the comprehension assessments, either unable to access or significantly exceeding their age expectations.

LEADERSHIP AND MANAGEMENT OF READING

All staff are involved in moderation to maintain a consistency of standards throughout the school and to ensure progression. The monitoring of reading will ensure that all staff follow this policy and teaching practice is always being inspired and continually improved.

Any necessary training will also be reviewed to check that it has achieved the desired impact. We will ensure that there are rigorous approaches to the assessment of reading to be used alongside the class teacher's assessment.

Reading books will also undergo monitoring to ensure that a wide range of Literature, to include diversity, is being explored by each child and that every child is reading at their level.

THE SCHOOL LIBRARY

We are proud of our school library; it houses a wide selection of reading material, covering different genre, both fiction and non-fiction books. It is regularly replenished to hold classic favourites, award winning books and books the children have requested. We have a computerised lending system and can track lending habits, spot popular books and encourage children to read a wider variety of texts or advise of similar style books to their most read authors. If classwork is made into a 'book' it will often have a place in the library for other classes to enjoy, giving children opportunities to contribute to the reading environment.

We have comfortable cushioned pads which allow books to be taken and enjoyed outside in dry conditions or within the warmth of the library. Our 'Summer House' is also stocked with books to be enjoyed during play times.

We have a community library box, where parents and children can pick up and drop off our books to ensure access to choose a library books outside of school hours.

OUR READING SCHEME

Our reading programme is centered on the Read, Write, Inc. Book bag books especially for early reading, but is heavily supplemented by a wide variety of other materials such as Oxford Reading Tree and Dandelion Readers. The books are based on colour banded levels to target individual needs at different stages of learning. Children progress through the reading scheme at an appropriate pace for them; it is not a race! When the children have acquired and consolidated their early reading skills, they begin to choose their own reading material at a suitable level. Children understand and follow the strong routine established for returning, changing and collecting their book bags.

Early readers are given phonetically decodable books which are linked to their stage of acquisition of sounds. Books with the most common words will be introduced as deemed appropriate. Early readers will read their book twice, once for decoding and other appropriate reading skills and the second read to discuss their understanding and other comprehension skills. These children have the opportunity to change their book twice a week. Longer, more challenging texts offer the opportunity to practise both skill sets without a second read. Children at this stage will be given the opportunity to change their book when required.

Parents have a role and responsibility to support their child's reading by allocating time to read with them. Reading stories to children is a valuable activity that parents can do at home, perhaps at bedtime. Listening to children read, helping them break words down, sound words out, work out words from the context of the sentence are all valuable strategies parents can employ as well as asking children for a recap of the story or prediction or asking questions to check they have understood – reading is not just about decoding words.

Parents are encouraged to read with their children every day. Information about our reading scheme and its management are on the school website and in the printed pages of the reading records. Parents are supported in helping their children read through interaction with staff and our out of school workshops which educate the parents in reading. Any parent who needs extra help will be supported by the class teacher.

Reading records form a line of communication between school and home; a coding system is used to communicate to parents areas of reading that have been discussed during the school reading session, this is a manageable method yet offers useful insight into what skills the children are currently working on. Parents are

expected to indicate when they have heard their child read at home; if parents do not indicate that the book has been read in the reading record then books may not be changed immediately.

We are committed to providing a rich reading experience for the children and aim to ensure that each child reads in school a minimum of twice a week, the class teacher should read with each child at least once every three weeks. It is with regret that some times of the year, and other periods of unforeseen occurrences, we are unable to maintain our frequency of reading the reading scheme books in school time. During these periods we will endeavour to ensure books are changed, however, children are welcome to read other material at home and record these in their reading records.

All children are provided with login details to access an interactive online library of books, Oxford Reading Buddy. This offers a source of books at home at their current stage of reading. Additionally, it models and reinforces reading behaviours and skills such as inference and provides comprehension activities.

INFORMATION AND COMMUNICATION TECHNOLOGY

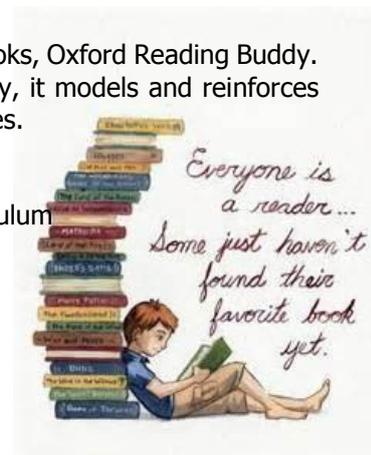
Use of the information technology is encouraged when appropriate across the curriculum

HEALTH & SAFETY

Staff undertake to make sure that health and safety procedures are observed.

OTHER RELATED POLICIES

The Reading policy should be read in conjunction with other relevant school policies.



Revised July 2023
Reviewed July 2021
Review date July 2023

_____ Date _____

Sarah Langley, Chair of Governors