

# Reading Policy Summer 2020

## Introduction:



Reading is a complex skill with many components. Successful approaches to the teaching of reading should encourage children to use a variety of strategies in their pursuit of meaning.

It is important to lay firm foundations in this crucial area of the curriculum and establish a consistent whole school approach to the teaching of reading.

We believe that success in reading opens doors to a world of knowledge.

## Aims:

- To develop a love of books and reading.
- To develop reading strategies and skills: fluency, accuracy, understanding and response to different texts.
- Develop children`s experiences through a variety of text including the use of libraries, ICT and other available media.
- Develop the ability to use and manipulate a variety of texts, both fiction and non-fiction.
- To create a strong, embedded reading culture through a rich language environment within classrooms and the wider school environment.
- To deliver a structured and consistent whole school approach to reading.
- To recognise the value of parents / carers as essential components in supporting and developing children's reading skills and love of reading.
- To rigorously monitor and assess children's progress in reading and identify those who require extra support and intervene at an early stage.

## Early Reading and phonics:

At Delph Side we aim to teach the children to read fluently and accurately and to develop skills that promote understanding and interpretation of texts to support the curriculum. The importance of having secure phonic knowledge is essential for these skills to develop. We teach the children to apply their phonic knowledge as their first approach to reading and spelling, even though all words do not conform to regular phonic patterns.

Our aim is to ensure that children have opportunities to read texts and words that are within their phonic capabilities as early as possible. Children are taught how to blend and segment words and are encouraged to attempt to spell words for themselves, within the range of their phonic knowledge, by building the confidence and strategies to attempt the unfamiliar. Within the teaching of phonics, we ensure that children are also taught an increasing amount of 'Tricky Words' which need to be learned by sight. Through teaching all the skills required, we are enabling the children to read and write with confidence, for a range of purposes in everyday life.

In the Foundation stage and Year 1, daily sessions of Read Write Inc are taught. Children are taught in small groups, either by a teacher or trained teaching assistant, which reflect their phonic knowledge and reading fluency. We regularly assess children so that they are taught in a RWI group which matches their phonic knowledge. In Year 2 and Key Stage 2, daily phonics/spelling sessions are timetabled into the curriculum to ensure continuity and progression. Regular homework and weekly spellings are set to reinforce and develop phonics skills taught in school. Read, Write, Inc. Phonics is an inclusive literacy programme for all children learning to

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read. It is a full teaching programme proven to develop: fluent, enthusiastic readers, confident speakers and keen writers.

Children are taught to:

- learn to read and write letter-sound correspondences quickly
- decode effortlessly
- apply skills of phonemes in order to read words
- read high frequency words that do not conform to regular phonics patterns
- spell and handwrite easily
- comprehend what they read
- read with fluency and expression
- write confidently using oral rehearsal
- work effectively with a partner to articulate their learning at every step

Any pupil who is identified as not making expected progress within Key Stage 1, receives additional support and intervention using the Read, Write Inc. phonics programme. This includes one-to-one support addressing identified misconceptions to differentiated groups for daily phonics sessions. To ensure all pupils' within Year 3 make appropriate progress in reading and writing we use the Read, Write, Inc. One-to-one tutoring intervention programme. The emphasis on this programme is placed on regular practice of assisted blending to support children from reading isolated sounds to blending words.

### **Key Stage 1**

#### **Guided reading:**

Pupils will have weekly guided reading sessions alongside their RWI lessons. Guided reading books will be chosen by the class teacher to match the groups reading ability and provide them with access to a range of texts including fiction, non-fiction and poetry.

#### **Class Novel:**

Children in Key Stage 1 will have access to sessions where the teacher reads to them each day. This may be a picture book or class novel as plotted on the whole school map.

#### **One to One Reading:**

Children will be heard to read their own reading book individually by the class teacher or teaching assistant each week. Some children who are identified as needing additional reading intervention will be heard more frequently on a one to one basis.

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## **Key Stage 2**

### **Guided Reading:**

All groups of children will access guided reading with the class teacher each half term. Guided reading will focus on spending a week each half term on a focused guided reading text. Teachers will plan for, and deliver these sessions. Teacher led guided reading will take place first thing in the morning 4 days a week. Additional guided reading intervention may be timetabled with teaching assistants if necessary.

### **Whole Class Reading:**

In Key Stage 2, whole class reading is taught outside of the week's English lesson. This takes the form of two 20 minute sessions. Whole class reading aims to expose all children, regardless of ability, to high quality age appropriate texts. Questioning around that text can be differentiated in line with the class teacher's assessments.

### **Class Novel:**

Children in Key Stage 2 will have their class novel read to them by the class teacher each day for 10 -15 minutes. These novels have been plotted onto the whole school reading map and are aimed to expose the children to a variety of high quality texts by different authors.

### **Independent Reading:**

Pupils are encouraged to read independently and read for pleasure. There are times in the school day designated for children to read quietly and independently, where there is no pressure for them to read aloud to an adult or peer.

### **Reading at home**

All children are encouraged to read at home on a daily basis along with physical hard copies of books, school subscribes to Bug Club where pupils can access online books in their book band. Teachers are in control of this virtual platform and can monitor which books children have read at home. School actively promotes reading at home with competitions, weekly reading awards and weekly posts to parents encouraging it and explaining the importance of reading together.

### **Library**

Our refurbished library is stocked with books suitable for Key Stage 2 children. Key Stage 1 have class libraries that they can access on a daily basis. Key stage 2 children have individual lending accounts where they can take books home. There are junior librarians trained to

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### Assessment and Record keeping

Teachers assess their classes on a half termly basis and plan to their assessments accordingly. Benchmarking is used across the school to monitor children's progress through the bookbands, using phonetically decodable books on Bug Club (up to orange band) and PM benchmarking kit (Turquoise band and above)

RWI assessments are completed half termly also and groups adjusted accordingly. In Year 1, pupils undertake the national phonics screening check in June each year. In year 2 and Year 6 SATs are completed in May each year.