



Reading Policy



READING
FOR PLEASURE



Bug Club



BLACKPOOL
RESEARCH
SCHOOL



Park Community Academy

February 2022

Our Vision

Our aim at PCA is for pupils to be able to experience language through verbal and written forms and be able to become effective communicators. Our pupils will strive to develop their ability to apply their written, spoken and comprehension skills to enable them to interact successfully within the community in adulthood.

AIMS

The school aims to:

- Provide the children with the skills and strategies necessary to fulfil their potential in reading and to become competent and fluent readers.
- Encourage the enjoyment of books and reading so that the children develop a life-long enjoyment of books through Reading for Pleasure
- Develop critical appreciation of what they read
- Develop study skills so that the children can find appropriate fiction and non-fiction books from the reading boxes.
- Develop research skills, using library and class texts
- To develop a critical appreciation of the work of authors, poets and illustrators in order to emulate these skills in their own writing
- Encourage care and ownership of books.
- Work closely with parents and external agencies for the benefit of the pupil.
- Develop 'Book Talk' amongst pupils and staff

Our ultimate aim is for the children to become confident and independent readers with high levels of enjoyment, understanding and comprehension wherever this is possible. We view reading as an essential life skill which allows children to access and fully participate in many other aspects of learning and to become competent and independent adults.

To promote reading for pleasure and the understanding that reading is a life-long skill, we aim to provide the children with a variety of stimuli, including an annual World Book Day, visits from authors and illustrators as well as email communication with authors. We also regularly read to our pupils to support our Reading for Pleasure ethos in our school.

At Park Community Academy there is an understanding that reading and writing are closely linked and reinforce each other. They can be taught through most curriculum subjects, not only during English lessons. Children are taught to use a range of strategies in order to read and make sense of a range of texts. These strategies are taught through activities at word level, sentence level and text level. We aim for our readers to:

- Formulate, clarify and express ideas through reading and symbols.

- Read with confidence, fluency and understanding
- Be taught the full range of reading strategies including:
 - phonic knowledge
 - grammatical knowledge
 - word recognition and graphic knowledge
 - contextual knowledge
- Experience shared, guided and independent reading.
- Use reading as a tool to access all other areas of the curriculum
- Have an interest in words and their meanings, developing a varied and rich vocabulary
- Read a range of genres in fiction and poetry
- Understand, use and be able to read a range of non-fiction texts
- Become familiar with the conventions of library organisation
- Through reading and writing, develop their powers of imagination, inventiveness and critical awareness
- Discuss books with reference to author, illustrator, genre, theme and characters; to express personal responses with increasing fluency
- See the reading process being modelled by their teacher and take part regularly in activities with the whole class, as a member of a smaller group, or individually
- Understand the sound and spelling system and use this to read and spell accurately
- Be interested in books, read with enjoyment and evaluate and justify their preferences

TEACHING STRATEGIES

The teaching of reading and the strategies used by the teachers in each year group varies as the children progress through the school. However all teachers will use a wide range of teaching strategies to ensure that the children are equipped with a range of decoding skills which will allow them to develop fluency and comprehension. The teaching strategies used will be;

- Discursive – providing children with frequent opportunities to engage in high quality oral work
- Interactive – children to be involved and engaged in the teaching process in order to stimulate and maintain interest
- Well paced – each teacher will set the pace of their teaching depending on the needs and abilities of the children in each class or group.
- Confident – it is important that each teacher has a good knowledge and understanding of the objectives
- Ambitious – the teachers will set ambitious yet realistic targets for the children.
- Varied – teachers will use a range of styles (VAK) in order to meet the wide range of needs of the children in each class.

Other strategies to ensure high quality and effective teaching will include:-

- Demonstrating and Modelling – teachers will regularly model reading aloud to children during shared reading sessions

- Scaffolding - providing structured and differentiated activities to
- facilitate learning
- Direction - to ensure children know what they should be doing, to draw attention to points, to develop key strategies in reading
- Vocabulary enrichment – to expose pupils to a richness and variety of words with which to extend their vocabularies
- Recommendations from EEF research through the Blackpool Research school project and Reading for Pleasure (Open University)

READING IN FOUNDATION STAGE AND KS1

There are procedures followed by each member of a key stage to ensure equality of provision, continuity and progression.

The children's abilities and needs are assessed at the beginning of each term (and at other times if necessary) and each child follows a reading program appropriate to their needs. When the children join Park Community Academy at the beginning of Foundation they are gradually introduced to letters and sounds through a wide range of planned and structured play based activities. When the teacher feels the children are ready they are taught the letters of the alphabet through a range of formal and informal activities. The children gradually progress from letter naming/recognition to blending and decoding through a carefully planned program which suits their individual learning style and needs. This program will include:-

- Shared reading books – the children will be given books from a selection of popular children's fiction to take home and to share with an adult. At this stage the children **are not** expected to read the book but to enjoy listening to stories and to become familiar with the layout of a book, page turning, reading from left to right, looking at pictures and answering questions and making predictions etc.
- Individual reading - children heard by teacher or SSA. This may involve listening to the child read a reading book or reading key words, naming letters etc depending on the stage the child is at. Liaison is maintained with parents through the reading record - to be completed by parents and school. If the child has an individual reading book it will be chosen for them by the teacher or SSA from a selection of fiction and non fiction books.
- Phonic based activities – at this stage the children are taught phonics through a very wide range of activities based on the Rapid Phonics. Many children will have a Phonic Book to take home in order to learn and practise the sounds and actions for each phoneme.
- Key Word Book – words are introduced to children at an individual and appropriate rate. This book can be taken home or kept at school

- Library books – children are encouraged to look at a range of fiction and non-fiction books which can be exchanged weekly at a regular timetabled slot.
- Shared reading - using big books, enlarged texts, inter-active white board programmes (These may be either small group or whole class) as well as print books and bug club interactive texts
- The teacher will complete an individual reading record each time they hear the child read and they will record any strategies the child is using, the difficulties they are experiencing and the progress they are making. Parents are requested to encourage the children to read and to write positive comments in the reading diary.

READING IN KEY STAGE TWO

Most children entering Key Stage 2 have a good phonemic knowledge and have reached a certain level of 'reading readiness'. There may be children who do not know all or even any of the letters of the alphabet. It is therefore necessary to treat each child individually and to ensure they have the correct activities and resources to enable them to make optimum progress. Reading programs will usually consist of one or a combination of the following:

- Individual reading – most teachers in key stage 2 aim to hear children read individually 2 or 3 times a week. The children are encouraged to choose their own reading books from a wide range of literature which has been 'book banded' according to PM Benchmark. Each child has a reading record which is completed by staff and parents. This highlights the strategies that each child uses and allows staff to track progress and to focus on what the child needs to do next
- Phonic Books/Key Word Books – most children will have one of these which they can take home and practise with parents and carers
- Shared Reading – There are numerous opportunities throughout each school day for shared reading, either during literacy lessons or topic lessons. Teaching staff use these opportunities to highlight the relevance and importance of reading as a key life skill. During shared reading sessions key reading strategies and skills will be taught.
- Guided reading – a small group of children at a similar level may read and discuss a text with an adult. This happens more often in the upper key stage 2 classes but lower key stage 2 may also use guided reading as a way of teaching key reading skills to a group of children.
- Library for classes to access a wide range of books and free reading.

READING IN KEY STAGES 3 4 AND 5

- Most children entering Key Stages 3, 4 & 5 will be ready to build on an already good phonemic knowledge and will have reached a certain level of 'reading readiness'. However there will also be a small minority, usually with significant memory or processing difficulties, who will still not know the phonemes for all letters of the alphabet. It is therefore necessary to treat each child individually and to adapt approaches to ensure they have the correct activities and resources to

enable them to make optimum progress. Reading programmes will usually consist of one or a combination of the following:-

- In Keystage 3 termly topics will be used as a vehicle to encourage and extend pupils' reading skills and vocabulary.
- In Keystages 4 & 5 pupils will work towards external accreditation through WJEC and OCR and ASDAN in the areas of Literacy and Communication.
- In addition to English lessons, class novels are read to foster the enjoyment of reading and greater comprehension of the text as well as increasing the breadth of quality texts that children will experience to support Reading for Pleasure and Book Talk.
- Pupils will have 2 timetabled reading lessons weekly.
- Pupils in Keystages 3 & 4 who are unable to access the decoding of print will use age appropriate picture books, audio books, interactive stories and other ICT equipment during reading.
- The teaching of phonics uses the synthetic Rapid Phonics scheme continued into Keystage 3, 4 and where necessary KS5. It is taught within twice weekly timetabled phonics slots and pupils are assessed every term to monitor progress and pupils in KS3 are placed in phonics groups according to their ability. Phonics will be taught at the level of the individual pupil and in a systematic way using a varied range of strategies.
- Resources for reading are stored on the senior corridor and are levelled appropriately. KS5 resources are stored in Westbury. These resources include a range of high interest/low reading level resources which are age appropriate as well as class sets of novels and a selection of guided reading materials.
- Each classroom has a designated book corner/area or book box depending on the logistics of the classroom and appropriateness of the keystage which is regularly refreshed with different reading materials including newspapers and magazines as well as fiction and non-fiction books.
- Access to Bug club (Active primary) all teachers set electronic books for pupils to access. This programme also regularly requires a variety of comprehension questions to be asked throughout the text.
- KS3 and 4 pupils have weekly access to the Firstnews newspaper
- KS5 have weekly access to The Week Junior publication
- There is a reading tab on the school website where links to bug club and suggested reading sites can be found as well as a wide variety of quality audio books.
- The school has recently restored its school library and new books are being added to ensure that there is a range of quality texts across all areas of the curriculum as well as award winning texts and books which represent the expanding cultural diversity needs of our pupils, providing quality and relatable texts for all of our pupils to engage with.

RESOURCES FOR READING

Foundation and Key Stage One to ensure a variety of choice is available of fiction, non-fiction and poetry as well as book resources to support topics studied in school lessons.

- Phonic resources kept in each class
- Phonic tubs kept in Jubilee Building
- Wide selection of popular fiction and non-fiction books
- Banded Reading
- Lexia reading games
- Bug Club e-books reading scheme

Key Stage 2

- Rapid Phonics
- Bug Club e-books reading scheme
- Phonic resources
- Library to access a range of books.
- Boxes of reading books – banded from pink to black
- Each class has a reading area to choose books from
- A large selection of sets of guided reading books (banded).

Key Stages 3, 4 & 5

- Phonic games – letters and blends
- ‘Toe by Toe’ Reading Intervention Programme
- Boxes of reading books – banded from pink to black & ‘free reading’ books.
- A selection of sets of guided reading books (banded).
- Bug Club e-books reading scheme
- School Library
- Class reading corners/areas/boxes
- Firstnews newspaper – online digital copies and weekly newspaper delivered to school
- The week Junior weekly publication
- Rapid Phonics teacher books 1,2 and 3
- English folder available on google drive for all teachers to access

PHONICS IN KEY STAGES 1 AND 2

Park Community Academy uses the Rapid phonics scheme throughout key stages 1 and 2. However this is adapted to suit the needs of the children and the rate at which they learn. The children are assessed at the beginning of each term (using the rapid phonics assessments) and grouped accordingly so they are working at the correct step in phonics rather than working in age related groups. Rapid phonics lessons are taught 3 times a week. Targeted interventions are also taught within class throughout the week. Annual training sessions are offered to parent to support with the understanding and teaching of phonics and reading at home. Cued articulation has been introduced to support pupils in embedding phonetic knowledge.

PHONICS IN KEY STAGES 3 AND 4

Pupils are assessed using the Rapid phonics every term. We aim for children to be able to read for meaning and in a functional way when they leave Keystage 4 although some children will be far in advance of this and others will not reach this goal. Most classes are taught phonics twice weekly as a discrete lesson. Additional phonics teaching may also be included in English lessons. The children are assessed at the beginning of each term and grouped accordingly. Intervention in terms of Toe by Toe is used for any pupils who are not making expected progress in their reading alongside additional reading time and support group teaching when necessary.

ASSESSMENT AND RECORD KEEPING

- All children are assessed at the beginning of each term. Each teacher uses Rapid phonics assessment in order to assess the children in their class.
- Once the children have reached the required level they are assessed using PM Benchmark termly. This ensures that they are then reading within the correct book band. This may be repeated more than once a term if a pupil is making greater progress to ensure they are being suitably challenged
- Pupils results are entered into a whole school assessment spreadsheet tracker where they are closely monitored by the English co-ordinators.
- Pupils are assessed and levelled using BSquared twice a year
- Each child has a reading record for their independent reading book in which comments on progress are written in KS1,2 and 3
- In KS4 and 5 to support reading for pleasure, a class reading journal is used and pupils add comments and freya models to enrich vocabulary and concepts they come across in their reading
- Benchmark records are kept for each child

THE ROLE OF THE ENGLISH CO-ORDINATOR

The English Co-ordinator is responsible for:

- Liaising closely with the Headteacher and Senior Leadership Team on the standards and progress of English throughout the school.
- Writing the English Subject Development Plan Action.
- Supporting and advising staff with all aspects of reading.
- Facilitating professional development in the teaching of reading.
- Monitoring the quality of Teaching and Learning in reading throughout the school.
- Ensuring the provision of a wide range of good quality books and other
 - resources are available for children at all levels of reading.
 - Expanding the school Library
 - Liaising with additional agencies such as the Better Reading Partnership for Blackpool
 - Work in partnership with the Blackpool reading Hub based at St John Vianney

- Group children appropriately into phonics group with collected assessments and re visit each term
- To identify and support pupils not making expected progress in reading and track and monitor the effectiveness of any interventions that are set.
- Develop Reading for Pleasure across the whole school
- Use EEF research to embed practice to support the quality of English provision in the school
- To work alongside The Blackpool Research school project

WORKING IN PARTNERSHIP WITH PARENTS

Staff at Park Community Academy strive to maintain a close working partnership with parents and to keep them informed and involved whenever possible. Parents are invited to an informal Reading Workshop when they will be informed of the strategies used by staff and of what they can do to help their child at home. Parents are encouraged to be involved in their child's reading and to liaise with teaching staff about their child's progress or if they have any concerns or would like advice and support.. A reading record is also sent home with the child's reading book and parents/carers are invited to make comments in this and to record when they have heard their child read to pupils in KS1,2 and 3.

ONLINE-SAFETY

Park Community Academy is committed to ensuring the e-safety of all our pupils throughout their learning across all areas of the curriculum. ALL staff are responsible for ensuring the 'e-safety' of the pupils in their lessons and should report any concerns to the named people as outlined in the e-safety policy. Pupils should also be encouraged to report any concerns they have, in order to allow academic and social learning to take place in a safe and happy environment.

LEARNING OUTSIDE THE CLASSROOM

Park Community Academy is committed to ensuring all pupils have the opportunity to experience learning outside the classroom. Our vision is to provide all our children with rich and varied learning experiences through which they can reach their full academic and social potential, develop their self-esteem and also to encourage a commitment to life-long learning. As a staff we strive to ensure all pupils have at least one learning outside the classroom experience per half term and that LOTC progressively develops knowledge, skills and understanding depending upon a pupils' individual needs.