

Reading Policy

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17.09.2020	0.1	Scheduled Review by Internal Lead	Name change update. Update of Reading Spine and schemes. R Mills	Existing TSSMAT policy
05.10.20	0.2	Scheduled Review by Board Lead	No changes	
16.10.20	1.0	Scheduled Review	Ratified by Board	

Reading Policy

Here at The Staffordshire Schools Multi Academy Trust, we believe that reading is the foundation of all learning; the key to scholarship; and is a vital life skill. It is our aim across the academy to promote and nurture a life-long love of reading.

Reading contributes directly to the central aim of education: the personal development of the individual into an informed and sensitive participant in society. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. English contributes to the curricular experience to which every pupil is entitled by helping to foster:-

Linguistic Development: the ability to use and respond to language in a wide range of contexts and for the variety of purposes and audiences that modern living demands.

Aesthetic Development: the capacity for creative and imaginative participation in the production and reception of literature and other media.

Social and Moral Development: the ability and willingness to respond in sensitive and informed ways to issues within school and in the wider school context.

Inspiring Life-Long Readers

At TSSMAT, we are committed to inspire and ignite our learners so that they develop a love of reading. Throughout all aspects of learning, reading is explored in exciting and meaningful ways. The reading diet that we promote is varied, motivating and incorporates:

- teachers read a class book daily to explore books beyond a child's own reading age and to open the eyes of our learners to the vast array of book types, authors and genres that will tempt them to become lifelong readers;
- shared reading during English lessons of a text encourages all learners to read out loud with appropriate fluency and expression as modelled simultaneously by the class teacher;
- comprehension skills teaching to promote learners understanding of the text read in both an oral and written form;
- incidental writing and linked writing to the text, incorporating the variety of features use by differing authors from our MAT Reading Spine;
- reading sessions where the teacher explicitly explores texts in depth with a group of learners and learners have the opportunity to read and respond 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 and daily Stop and Read;
- using high quality texts from our Reading Spine to stimulate and promote children's writing skills;
- daily teaching of systematic synthetic phonics from Nursery to Year Two;
- allowing children in EYFS access a reading-rich environment. (See EYFS policy for further details)

Phonics and Reading

Our primary approach to the teaching of early reading is through daily phonic teaching using Monster Phonics as a planning tool to ensure progression and pace. All children up to Year Two take part in a daily phonic sessions. 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 and displays used to enhance this further. All pupils in EYFS and KS1 have access to phonetically decodable texts which develop their application of phonics. Progress in phonics is assessed and tracked half-termly using the Phonic Phase Sheets assessment and half-termly using past Phonic Screening papers. Learners' phonic knowledge is tested at the end of Year One with the Year One Screening Test. Year Two learners undertake reading SATs in the Summer Term. This along with teacher assessment evaluates pupils' comprehension skills.

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.

Comprehension and Assessment

Throughout the school, learners are encouraged not only to decode words but to explore and understand text. This is achieved through whole class reading, guided reading and paired reading activities as well as written comprehension. We use the Early Years Curriculum and National Curriculum programmes for study to plan and teach reading effectively. Progress in reading is assessed and tracked through half-termly teacher assessments against the year group Reading Building Blocks. In addition to this, learners are assessed at two data points during the year using the NFER standardised reading assessment. NFER provides learners with a standardised reading assessment age. Pupils are allocated a book banded reading level to match their reading age. Ongoing teacher assessment during guided reading ensures that the needs of all learners are met and gaps are addressed.

The TSSMAT Reading Spine

The reading spine that we offer learners is varied, motivational and enhances all areas of the curriculum. Each phase has an English Spine, which comprises of fiction, non-fiction and poetry. It also promotes reading for pleasure books that are specific to each phase. Every child takes home at least one banded reading scheme book unless they have free choice of books from the library if they are a free reader. Children are encouraged to read a selection of books from our Recommended Reads (available on the school website). We also use texts such as comics, newspapers, eBooks, information leaflets and brochures to add depth to the reading, which our learners experience. Our school and class libraries are well-stocked with a wide range of authors and genres to tempt our readers. We encourage parents to read to and with their children and for all reading outside of school to be recorded each day in pupils' reading records. This is checked weekly by teachers and children enter into the 5 Times Reader Challenge each week in the hope of winning a book of their choice.

The following list is a summary of the reading schemes that we use in school

Monster Phonics Scheme including reading books

Reading Spine including whole class texts and reading for pleasure (see Reading Spine)

Recommended Reads - <https://www.booksfortopics.com/>

Oxford Reading Tree (Reception to Year 6)

Rigby Star

Library/Library Bus books