

Reading Policy

Chingwe

Headteacher
January 2023
Review 2026

Trinity St Stephen Reading Policy

The purpose of this policy is to support the continual school improvement and the raising of standards in attainment and achievement for all our pupils. In line with the school vision we strive to ensure that all are able to 'Thrive and achieve in a caring Christian community'.

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. This policy should be read in conjunction with our Phonics and Spelling Policy.

1. Aims

At Trinity we aim to

- Develop an interest and a love of books, encourage children to become attentive listeners, independent and reflective readers.
- Develop reading strategies and skills, accuracy, fluency, understanding and response to texts.
- Develop the ability to use and manipulate a variety of texts, both fiction and non-fiction.
- Develop children's experiences through a variety of text including the use of libraries, ICT and other available media.
- Set out ways in which the community can support every child to become a reader.

2. Importance of reading

The ability to read is fundamental to pupils' development as independent learners. In order to read across the curriculum with fluency, accuracy, understanding and enjoyment pupils need to orchestrate the range of strategies, depicted in the National Curriculum drawing on knowledge of context and grammatical knowledge; applying phonic knowledge and skills; applying graphic knowledge and developing word recognition.

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as having extreme importance in the curriculum and is split into three main dimensions:

- Word reading
- Fluency
- Comprehension (both listening and reading)

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education. Reading development is closely related to that of writing, for it is by reflecting upon and talking about the texts they encounter, that pupils come to understand how writers write and the special relationship which exists between author and reader. It is through their critical and imaginative engagement with texts that pupils' reading of fiction, poetry and non-fiction texts enables them to make sense of the world and their place in it.

3. Strategies for implementation:

Phonics

All children are taught phonics through Monster Phonics. This takes place through dedicated phonics lessons every day in EYFS and Key Stage 1.

In Key Stage 2 spelling sessions will happen 3 times per week. The children will learn the spelling patterns as set out in the National Curriculum 2014 programme of study for English. Please refer to our Phonic and Spelling Policy

English Lessons

In Key Stage 1 and 2 English lessons provide the structure for reading skills to be taught. English is planned as a unit of work which follows this teaching sequence:

1. Reading comprehension (immersion)
2. Spoken language (talk for writing)
3. Writing - grammar and punctuation, to focus on aspects of writing
4. Writing - composition (the Big Write)

In each unit there is a whole class focus on the reading objective for that unit of work. Staff plan for the unit to be based on an enriching and relevant text that will engage the children and help to broaden their reading experience. Through modelled reading, the teacher will share the text with the children as they follow. Children may join in in reading some parts of the text either individually or chorally.

Guided Reading

All children will have the opportunity to take part in shared reading experience in a small group (4-6) guided by an adult.

This will happen on a weekly basis, in Key Stage 1 and Key Stage 2. In EYFS guided reading will start when the teacher feels the children have reached the appropriate level of maturity and skill. This is normally in the second half of the Summer Term as the children prepare for a transition to Key Stage 1. All guided reading sessions should have an objective and the adult working with each group will record children's responses to the text and skill being taught.

Shared Reading

This includes big books or texts displayed on the Interactive Whiteboard. During this time specific reading skills or features of differing genre will be taught. This is an opportunity, within varied curriculum areas, to discuss the use of language and widen the children's vocabulary.

4. Continuity and Progression

Early Years Foundation Stage

Children are heard read by an adult in school at least once a week. This is through individual reading but as the children progress they will move to guided reading when the teacher feels that this is appropriate for them. This will normally happen in the second half of the Summer Term as the children prepare for transition to Key Stage 1.

Once children can blend, they will be given a reading book that is fully decodable and links to the Monster Phonics scheme. These books will be brought home for further practice. They will also have a free choice book which will enable the children to choose their own book and encourage them experience reading a variety of texts in order to enrich their reading diet. These books will also be taken home to share with parents and guardians.

Key Stage 1

Children will read at least once a week in a guided reading session. Children will experience guided reading with a member of staff in order to monitor their progress. The teacher monitors each child's progress and sets targets accordingly. Targets are shared with children and parents through parents evening and school reports.

Each child has a reading book that is fully decodable and links to the Monster Phonics scheme. Children will be able to read these books at home through our eBook subscription. They will also have a free choice book which will enable the children to choose their own book and encourage them to experience reading a variety of texts in order to enrich their reading diet. These books will be chosen from a range of books which are at the correct reading level for the child. These books will regularly be taken home to share with parents and guardians.

Key words may be sent home for additional practice if needed.

Key Stage 2

Children are encouraged to keep their own record of the books they read. They are expected to make a short comment upon a book, once finished, in their Reading Record/Journal.

Parents are expected to listen to their children read and discuss the text as homework making comments in the Reading Record/Journal.

Reading Records/Journals will be checked and signed by the teacher on a weekly basis. Opportunities for children to change their books will be given on a daily basis.

5. The Role of Different adults in reading

Learning Support Assistants (LSAs)

LSAs take an active role in supporting children with their reading as directed by the class teacher. This includes working with groups, leading guided groups or hearing individual readers.

Volunteers

The school encourages people who have time to come into school and hear readers. Volunteers are allocated to a class and the class teacher will select children who would benefit from extra reading to an adult.

The class teacher is responsible for ensuring that the volunteer has the support needed to help them carry out the role effectively and has the correct documentation and authorisation.

Parents

The teaching of reading is greatly helped if there is strong communication between school and parents. Parents are expected to hear their child read daily at home for at least 10 minutes each session. The school will provide support in the form of letters and information that goes home and practical sessions in school for parents to attend.

6. The learning environment

All classrooms have well-stocked book areas with fiction and non-fiction titles. Care is taken to ensure that a wide range of texts is available in terms of content, form and genre, e.g. texts which are accessible and challenging, texts which show cultural diversity and avoid stereotyping of race, gender and class. The learning environment also promotes reading in an engaging way. There is an abundance of vocabulary for the children to access. Lower down the school, the classrooms have displays with graphemes to support the teaching of phonics. In addition, pupils are made aware of the importance of print both inside and outside the classroom through the use of inter-active displays, notices, charts, posters, advertisements, signs, etc.

In addition to this, the children have access to a variety of books through visits to the well-stocked school library. They also have daily use of the reading shed during lunch times where they can read from a selection of texts either individually or shared with a friend. Books in the reading shed are changed every half term. In Key Stage 2 there is additional access to First News Newspaper where children can read more about what is happening globally.

7. The contribution of reading to other aspects of the curriculum

Reading is not restricted to English Lessons. Many opportunities are provided for pupils to practise and extend their reading in other subjects. Other areas of the curriculum offer many opportunities for pupils to apply their reading skills, particularly reading for information. Other curriculum areas have useful topic books and vocabulary to help promote and support their children's reading.

8. Assessment and Record Keeping

Children are assessed regularly in their reading using the Monster Phonics book placement assessment and in Key Stage 2 the Benchmarking Scheme. Teachers regularly assess children's reading progress against the Key Objectives in Years 1-4. Children are tested regularly on their phonic knowledge following the Monster Phonics programme of assessment. The school also uses PIRA reading assessments to assess the children in Years 1-4 each term and EYFS in the Summer Term. Assessments are used to identify where further challenge and support is required for groups of as well as individual children.

9. SEN and Equal Opportunities

Those children who as a result of testing or classroom observation are identified as requiring additional support will be monitored by the Class teacher, SENCo and the Head teacher during pupil progress meetings.

Specific intervention will be put in place to support children falling behind in their reading.