

# Chaucer Primary School



## Reading Policy

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## **Aims**

### **Our aims are:**

- to enable our pupils to read confidently, fluently, accurately and with understanding.
- to foster an interest in words and their meanings and to gain an appreciation of books from a variety of genres.
- to enable the children to find books interesting, to read with enjoyment and to evaluate and justify their preferences.
- to develop reading skills in tandem with those of writing, so that they may function in society, as literate adults and readers for life.
- to create reading opportunities across all areas of the curriculum, to make it more meaningful and relevant to the children.

## **Principles for the Teaching and Learning of Reading**

In order to deliver the above, we will meet the objectives outlined in the National Curriculum and EYFS curriculum. This will ensure that all children are given opportunities to study a range of good quality and interesting fiction and non-fiction texts from a variety of genre appropriate to their reading abilities. They will have the opportunity to read 'real' books, newspapers, big books, posters, information booklets, reading scheme books and ICT based texts on individual computers and interactive Whiteboards. Throughout the school children will be given opportunities to be immersed in an environment that is rich in print and possibilities for communication. They use communication, language and literacy in every part of the curriculum, and are given opportunities to speak and listen and represent ideas in their activities.

## **Nursery and Reception**

From the start of their school experience, children are immersed in a world of literature with books chosen to stimulate their imagination. Children are introduced to the conventions of books, left to right, regarding the illustrations as an integral to the story, turning the pages singly etc. The use of stories and rhymes is key at this point. Children are encouraged to act out well known tales and join in with a repertoire of nursery rhymes.

There is a very strong focus on listening to familiar stories and puppets and role play help to bring these alive. We provide a reading rich environment beginning with the children's own names and including the use of captions, labels and instructions.

Throughout this early reading phase the teaching and application of phonics is key. The children are taught to tune into sounds which they hear in both the classroom and outdoor environment. They learn how to listen through story, games, rhymes and talk. Bug Club Phonics is used and children are taught to segment and blend words moving onto letter recognition and formation when ready. As the children develop at different rates they then join differentiated daily phonics groups specific to their needs.

Children who are working within phase 2 phonics, start taking home a reading book from our Bug Club Phonics reading scheme.

Guided reading is introduced later in the year in Reception to the children with two weekly sessions. Additional, individual reading is also provided for those children who need it. Quality literature and the use of big books continues to be a stimulus for topics, role play and early writing.

## **Key Stage 1**

As the children progress in their reading they build a growing sight vocabulary. This and their ability to segment and blend sounds develops their reading skills. At this point they start to become readers for meaning and have more of an understanding of what they read. Children are taught to retell, sequence, predict and question as part of the reading process. The children continue to take home a Bug Club Phonics independent reading book and once they are secure at phase 5, they progress onto the Bug Club colour band scheme.

Children are again grouped according to phonic ability and continue to receive daily structured, focussed sessions. Regular assessment ensures children who are not working at an appropriate level can have access to additional phonics sessions and reading interventions.

Guided reading takes place daily alongside individual children who still need additional decoding support. Children are carefully grouped according to ability; each group has at least two guided sessions per week with either the teacher or teaching assistant. Comprehension work becomes a key feature of both guided and independent reading. Children are taught how to find evidence in a text and begin to use inference to show their understanding.

This ground work prepares the children for the end of KS1 reading SATs.

## **Key Stage 2**

Reading comprehension skills are increasingly taught and cover a wide range of activities including answering questions related to the text, using inference and deduction, predicting, summarising and discussing language meaning, choice and effect. The children have experience of completing more challenging comprehension tasks alongside the teacher and then independently. These more experienced readers are encouraged to use their knowledge of books to enhance their writing and language choices.

Children move up from Year 2 on the Bug Club colour band reading scheme and continue on the scheme until they reach the brown book band. Once they have reached brown reading books, they move onto our Accelerated Reader Programme. On Accelerated Reader, the children are given a reading range that they can read between allowing them to select books for pleasure and also books for challenge. Once the children have completed a book, they are able to take a quiz to show their understanding of what they have read. School staff track the children's progress from the quizzes and support pupils' where necessary. The children take the STAR reading test on a termly basis which assesses the pupils' progress and determines a new reading range for them so the variety of books available to them is continually changing.

Children in Key Stage 2, who are still working through the Bug Club Phonics programme, continue to receive daily phonics teaching in small groups.

## **Wider Reading Activities**

### **Story Time:**

We believe that giving children the opportunity to hear an adult/teacher read to them, develops a child's ability to comment on and respond to events and experiences within a text. These sessions also allow the teacher to check a child's comprehension, by asking literal and inferential questions, which aid deeper understanding of the plot and themes of the story, also increasing their vocabulary.

### **Library Skills:**

Our school Libraries are open to every child throughout the school to foster a love of reading. Each class has regular opportunity to access the library for children to choose books to read for pleasure. We also ensure that each classroom has an inviting book corner with a carefully selected range of books and genres.

## **Equal Opportunities and SEN**

In line with the Special Needs and Inclusion Policies, Chaucer Primary School believes all children are entitled to high quality teaching and learning, with regard to reading and we embrace the philosophy of inclusion. Through our teaching of reading, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Teachers provide support with reading and communication skills through:

- Using texts that motivate children to read
- Using visual and written materials in different formats
- Using ICT

## **The role of parents and carers**

The school informs parents and carers about the school's approach to reading through Reception induction evenings, the induction brochure, the school website, class dojo and parents' evenings.

Parents are urged to share books with their children and hear their child read at home. Parents are encouraged to make a written comment in the school reading record, to show how their child read or understanding.

## **Assessment and recording**

Assessment is used to inform the planning and the teaching of reading. This takes various forms:

Key learning objectives for reading are identified from the National Curriculum (2014) and are translated into learning outcomes. Pupils' progress is assessed during guided reading, supplemented by observations in shared reading and through individual assessments.

Phonic assessments are carried out based on the Bug Club programme. Teachers assess the phonic development of the pupils on a half-termly basis to clearly see where the learning has been achieved and where the gaps in learning are.

In the summer term of Year 1, the pupils undertake a phonics screening check. This is a short test to confirm whether individual pupils have learnt phonic decoding to an appropriate standard. The aim of the test is to identify children who need extra support to improve reading skills.

Teachers are responsible for assessing the progress of all pupils in their class. When the pupils have achieved a level of fluency and independence, it is the teachers' task to ensure that a range of reading is then tackled, including texts which provide challenge and extend pupils' reading.

SATS (Standard Assessment Tests) are given at the end of Year 2 and 6. They are used to show children's progress in reading. In KS1, the tests are more informal and the results are used to back up teacher assessment, while in KS2 the tests are more formal and papers are sent away for external marking.

### **Strategies to Ensure Progress and Continuity**

The Reading lead will monitor and evaluate the teaching and learning of reading on a regular basis across school, to ensure continuity and progress is evident. Every half-term, teachers will assess children's reading skills using the school tracking system. Half Termly Pupil Progress Meetings require progress and attainment and allow teacher, SLT and Head Teacher to agree strategies to be used to ensure progress. If a concern about a child's progress is raised then a specific intervention programme will be provided, tailored to their learning needs.