

Graiseley Primary School



Reading Policy September 2023

Aims

Pupils at Graiseley Primary School will leave Year 6:

- Reading with confidence
- Reading with fluency and understanding
- Using a range of independent strategies to self-monitor and correct
- With a love of reading and a desire to read for enjoyment
- With an interest in words and their meanings
- Developing a growing vocabulary
- Knowing a range of text types (genres) both fiction and non-fiction

Statutory Requirements

Statutory Requirements for the teaching and learning of English are laid out in the New National Curriculum English Document (2014) and in the Communication and Language and Literacy sections of Statutory Framework for the Early Years Foundation (2021).

The English programme of study (2014) is based on 4 areas:

- Spoken language
- Reading
- Writing
- Spelling, grammar, punctuation and glossary

The National Curriculum is divided into 3 Key stages: -

Key Stage 1 (Years 1 and 2),
Lower Key Stage 2 (Years 3 and 4) and
Upper Key Stage 2 (Years 5 and 6).

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. The National curriculum 2014, gives detailed guidance of what should be taught at each Key stage under the following headings.

- Spoken language
- Reading
 - word reading
 - comprehension
- Writing
 - transcription, spelling,
 - handwriting and presentation,
 - composition
- Grammar

In the Foundation Stage children are given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and opportunities to communicate.

At Key Stage One children learn to read and write independently and with enthusiasm. They learn to use language to explore their own experiences and imaginary worlds. Children are given opportunities to read throughout all subject areas.

At Key Stage Two children read a range of texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how the structure of language works.

Subject Organisation

Foundation Stage

In Nursery children are exposed to a range high quality stories and rhymes. They have access to many books and are read at least one story every day which they play a part in choosing. Please see the Read, Write Inc policy for further information with regard to Early Reading Provision in Nursery.

In Reception children have daily discrete phonics (Read, Write, Inc.) lessons. Children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities. They are also exposed to a range high quality texts and are able to choose the class texts that are read with them.

Key Stage 1

In Key Stage 1, daily discrete phonics lessons (Read, Write, Inc.) continue and are taught in groups that are set according to ability and phonic knowledge. Children who have completed the RWI programme take part in a daily guided reading session. Children working below the expected level in the RWI phonic programme take part in a daily 1:1 phonics intervention.

Key Stage 2

In Key Stage 2, children have a daily guided reading lesson. Children are heard to read at least once per week, but children in the bottom 20% are heard to read at least twice per week by an adult. The accelerated reading programme is used from Years 2-6 (once the RWI programme has been completed). Provision is made for children who require extra support through intervention programmes and adaptive class teaching.

Approaches to Reading

Children in EYFS and Year 1 take part in a daily RWI phonic session. Children in Year 2 and Year 3 who have not completed the RWI programme also take part in this 45 minute session the details of which can be found in the Read, Write Inc Policy.

All other children take part in a 30 minute daily guided reading session which follows a two-week cycle:

Week 1 - One Text

Monday - Fluency

Tuesday - Vocabulary

Wednesday - Retrieval

Thursday - Inference

Friday - Other reading skill (predict, summarise, explain)

Week 2 - Parallel text or follow on from Week 1

Monday - Fluency

Tuesday - Vocabulary or Retrieval or Inference

Wednesday - Vocabulary or Retrieval or Inference

Thursday - Big Read

Friday - Big Read Follow Up

Lessons take the form of: I do, we do, you do or I can, We Can, You Can. Children are exposed to a range of different question types which vary from day-to-day / week to week so that children are familiar with variety of activities and 'SATS-Type' questions. Within a term children will encounter fiction, non-fiction texts (at least 2 per half term should be non-fiction) and at least once per term poetry. The non-fiction texts should relate to either the fiction text being studied or link to their wider curriculum. Following the 'Big Read' teachers mark the children's answers so that areas where children answered with less confidence or made the most errors can become the focus of the next lesson.

Each classroom has a reading display that shows the reading domain vocabulary (see below) and information regarding the current text being studied e.g. title, front cover, author, picture of author as a minimum:

V - vocabulary

I - inference

P - predict

E - explain

R - retrieve

S - summarise/sequence

In Years 2 to 6 Accelerated Reader is used. Children are tested 4 times per year using Accelerated Reader materials online (The Star Test - On Entry, end of Autumn Term, end of Spring Term and end of Summer Term). The test enables the children to be given a banding of suitable books to read (fiction and non-fiction). After the Star test the children get a bookmark with their relevant range of books to select from. After reading a book the children complete a quiz related to the book, a target of 85% is set to pass the quiz. Teacher use the outcome of the quizzes to direct children to choose a different book within their range (higher/lower) to ensure suitable challenge. Reports from Star reading test also inform teachers of areas for development for a class which informs planning.

Children's reading books are matched to phonic/reading ability. However, children have free choice when selecting library books as they are purely for reading for pleasure and so should be freely the child's choice.

Reading expectations: Everybody is heard to read at least once per fortnight by an adult or twice per week if in the bottom 20%. When children are heard to read by an adult in school this is recorded in the class reading folder and comments recorded based on the reading domains. Parents are encouraged to hear their children read at home and when they do, they are asked to record this in their child's home reading diary.

Library provision: YR to Y6 visit the library once per week to read, select and change books.

Assessment

In EYFS and Year 1 (and year groups still accessing RWI) where children are following the RWI phonics programme half termly assessments are completed for each pupil. After each assessment children are re-grouped and taught in the appropriate group according to their ability. At the end of Year 1 all children complete the Phonics Check along with any pupils in Year 2 who did not pass the check when in Year 1.

Children who are no longer accessing RWI and are taking part in the daily guided reading lesson are assessed as part of routine classroom practice on a daily basis. Once a fortnight they take part in a 'Big Read.' This is an independent reading comprehension. They also complete a more formal assessment once a term Star Reading (Accelerated Reading) which assesses their fluency and reading age and also NFER tests which assess written comprehension once per term.

At the end of KS1 and at the end of KS2 the children complete a SATS test on Reading.

Inclusion

We aim to provide for all children so that they can achieve as highly as they can in Reading according to their individual abilities. We use adaptive teaching techniques to support all children in accessing learning. Further support may come through mixed ability paired and group work, collaborative learning, additional adult support, adapted work, pre-teaching and intervention.

Role of the Subject Leader

The subject leader is responsible for improving standards of teaching and learning in Reading through:

- monitoring and evaluating pupil progress, provision and outcomes
- taking the lead in policy development
- taking responsibility for development of reading throughout the school and in conjunction with the RWI Manager
- undertaking book scrutiny, lesson observations, planning scrutiny
- analysis of results and data to inform target setting, CPD, policy and provision
- supporting colleagues
- resource management
- remaining up to date with subject developments
- reporting to governors

Reading Areas

Each classroom has a designated reading area. This is an inviting area where children can choose and (space permitting) read a book for pleasure. The current class text is displayed here, including the Title of the Book, Author, Picture of the Author and a copy of the text. The reading domains are also clearly displayed.

Parental Involvement

Phonic workshops are held for parents every term.

Reading workshops are held for parents with their children every term.