

READING POLICY



Vision Statement 'I have come so that they may have life and have it to the full'. St John's Gospel 10:10

*"There are many little ways to enlarge your world. Love of books is the best of all."
- Jacqueline Kennedy*

The Nature of Reading

Reading is a multi-strategy approach to understanding the written word. It is not simply the decoding of black marks on the page but involves the ability to read with understanding a wide range of different texts, including fiction, nonfiction, real world texts such as labels, captions, lists and environmental print. Competence in reading is the key to independent learning and therefore the teaching of reading is given a high priority by all staff.

Success in reading has a direct effect on progress in all areas of the curriculum and is therefore crucial in developing children's self-esteem, confidence and motivation.

Aims and Objectives

General Statement and rationale

Reading exposes children to a wide range of language and structures, which they can then 'magpie' for use in their own writing. Good literature leads to good writing.

Alongside learning how to read, we feel it is crucial to engender a love of reading. Reading opens up opportunities, takes us to other worlds and fires our imagination. Between the pages of a book, we can become immersed in the lives of fictional characters and learn about a culture entirely different from our own. We can also learn new words and phrases, experience a range of emotions and acquire skills and knowledge. It is our hope that our children will develop a love of reading that lasts a lifetime.

- It is our aim to develop enthusiastic and confident readers who can understand a wide range of texts.
- Children should read for interest, information and enjoyment.

Specific Aims

Children should:

Develop the ability to decode unfamiliar words, both using phonetic understanding, and later, using context (mentioned later but in different context)

Develop the ability to read aloud fluently and with expression;

Develop the ability to read for meaning;

Develop the ability to skim and scan texts both in books and on screen and retrieve information;

Develop the skills required for the critical reading of texts;

Develop the ability to analyse written styles, structures and use of language

Be encouraged to read a wide range of fiction, poetry and non-fiction materials;

Be taught a variety of strategies for reading including:

Phonic (sounding the letters and blending them together);

Visual (whole word recognition and analogy with known words);

Contextual (use of picture and background knowledge);

Grammatical (which words make sense);

Be encouraged to listen attentively;

Gain awareness of the close links between reading and writing activities.

How we deliver this:

Read Write Inc.

Read Write Inc. Phonics is an inclusive programme for all children learning to read. It meets the higher expectations of the National Curriculum and uses effective assessment to accelerate every child's progress. Children learn the 44 common sounds in the English language and how to blend them using Fred Talk to read and spell words. Pictures and memorable phrases help the children's retention and recall of phonemes for reading and spelling. Children also learn that they can't 'Fred a red', red words are those words which contain spelling patterns that cannot be sounded out. Our main aims and objectives through using this programme are to teach children to decode texts effortlessly, so all their resources can be used to comprehend what they read.

How children are grouped for phonics

In EYFS and KS1, due to our systematic teaching of phonics, pupils are grouped by their phonic ability for the taught sessions. The clear phases of development identified in Read Write Inc., greatly assist in understanding progression in phonics and support staff in grouping pupils according to their stage of learning. Our rationale is challenge for all, pace and engagement.

How phonics is taught and reinforced throughout school:

EYFS and Key Stage 1

RWI phonics lessons occur each day with no exceptions, as the continuity and pace of the programme is key to accelerating the progress of children's reading development. Children are grouped according to their phonics knowledge and lessons are taught by staff who are confident in their delivery of Read Write Inc. Phonics.

During the sessions, children learn a new sound, read and write words containing the new sound, and apply their new learning by reading a text containing known words and sounds. Children are then able to practice at home with a book from the scheme, which matches their phonic knowledge. Sessions follow a common format and are based around the 5 Ps:

Praise - Children learn quickly in a positive climate.

Pace - Good pace is essential to the lesson.

Purpose - Every part of the lesson has a specific purpose.

Passion - This is a prescriptive programme. It is the enthusiasm that teachers put into the lesson that bring the teaching and learning to life.

Participation – A strong feature of Read Write Inc. lessons is partner work and the partners 'teaching' each other (based on research which states that we learn 70% of what we talk about with our partner and 90% of what we teach). All children are active throughout the whole lesson.

Intended Impact

- The vast majority of pupils pass the Year 1 Phonics Screening Check.
- The vast majority of pupils finish the programme before the end of Key Stage 1.
- By the end of Year 2, the vast majority of pupils achieve the age related expectations or above in reading and writing.
- The majority of pupils can read accurately and fluently across a wide range of text types and across a range of curriculum subjects.
- Pupils are confident readers and ready for the next stage in their learning journey as they enter Key Stage 2.

Phonics Intervention in Year 3

We recognise that children who are making the transition from Year 2 to Year 3 can become vulnerable to the demands of the increasingly challenging Key Stage 2 curriculum. Therefore, we action carefully planned transitions to ensure their phonetical needs are still being met. Our Year 3 children have explicit spelling sessions which enable them to re-visit and review their phonetical knowledge. Those children who didn't pass the phonics screening test continue to access the Read Write Inc. through either small group or 1:1 intervention.

Reading – Year Two

In Year 2, it is recognised that there will still be children at the decoding stage, particularly early in the year. Some children will also need to practice reading aloud to develop fluency and sight reading skills. Therefore until Christmas, children continue to learn using the Read Write Inc scheme, before more confident readers move onto the Guided Reading Model used in Key Stage 2.

Guided Reading –Key Stage Two

The teacher's role is to model what good readers do. During guided reading time, the children can access a text which may be challenging to them individually. Reading skills and strategies are clearly modelled, and discussion helps children to deepen their understanding of the text. Shared reading has a specific focus and all abilities are included in discussions through differentiated questioning. Guided reading in Key Stage 2 is done as a whole class. Sessions are based around an extract from a text. Listed are some possible activities that children may access while exploring a text.

Whole class analysis

A passage is read together and explored. The sentence structure, language used and effects on the reader will be discussed. Children will answer some comprehension questions and discuss the texts in pairs, enabling them to share ideas and learn from each other.

Reading aloud

Children will discuss 'clues' in a passage that indicate how the text should be read. The children will also echo a teacher's reading with use of intonation to guide expression. Children may read sections to a partner.

True or False

Children answer true or false questions on a text, enabling them to infer and reference evidence. They then set true or false questions for a friend, meaning they need to analyse the text themselves, and check the understanding of a partner.

Vocabulary

Words in the text that are of particular interest, are needed for comprehension, or may be useful for children to use in their own writing are highlighted. Children then use dictionaries, both physical and online, to find out their meanings. Children are reminded to find a meaning that works in context. Children may also find alternative words that could replace these.

Comprehension

Children complete written comprehension tasks on a text. Discussion is encouraged, and highlighting passages to pinpoint specific information.

Some children may need additional group reading, in a small group with a teacher if they are still at a stage where they need phonic support, and practice with fluency. Several of the activities enable a teacher to work with a focus group while others access a task independently.

Engagement in Reading

We have a strong ethos around the importance of reading for pleasure. Evidence suggests that children who read for enjoyment everyday not only perform better in tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures. It is our hope that our children will develop a love of reading that lasts a lifetime.

In class

Timetabled Reading for Pleasure

In class, we have several ERIC (Everyone Reading in Class) sessions across the week. These take place from Year Two to Year Six. Children are given the opportunity to read a book for pleasure. This text will be at their level.

Adults will use this time to model reading for pleasure and may take the opportunity to listen to some of the children read.

Children need to be given the opportunity and encouragement to read aloud in order to build confidence, stamina and fluency, as well as develop their experience of a range of books and authors.

English Curriculum

Foundation Stage

Reading opportunities are given on a daily basis. A wide range of approaches are used to provide first hand experiences for the children. The children are taught in a stimulating environment that is rich in written print.

The class teacher shares a rich variety of books with the class and regularly reads stories and rhymes.

Key Stage 1

Phonics lessons using Read Write Inc continue and take place daily as long as it is felt the children need this input. This develops to guided reading sessions when the children have successfully completed the phonics programme.

Alongside this, different texts are used as part of the daily English lesson.

Key Stage 2

Careful study of a reading genre over a sequence of lessons leads to children attempting to write in that same genre. This is usually during a unit of work lasting several weeks. Over the unit there will be a balance of shared reading and writing activities.

Class reader

In addition to this, each class enjoys listening to a class story or poem at the end of every school day.

Library and classroom book corners

We have a School Library and well-resourced book shelves in each classroom. Each class book area includes fiction books and non-fiction books. Classroom reading corners are replenished every half term to ensure they offer a range of appropriate reading books and include books related to current class topics.

Children are also taken to Pelaw Library to select books which are then displayed in class.

Parental Involvement

Co-operation and support from parents is paramount if a child is to become a successful and competent reader. At St. Alban's we strive to develop and encourage a strong partnership between home and school.

We do this in a number of ways including:

- Stay and play sessions in Foundation Stage including supporting parents to understand our phonics scheme
- Curriculum evenings
- Annual reports to parents
- Parents Evenings
- Volunteers in school to support with reading
- Use of online resources, such as focussed use of Lexia and Reading Plus

Parents of Year 1 children are invited into school during the Lenten term for a phonics meeting. This will be an opportunity for the Year 1 teacher to explain what the Phonics Screening test will involve and how parents can help to prepare their child. Children in Year 1 will be sent home phonics cards and nonsense word sheets to help them prepare.

Parents of Year 2 and Year 6 children are also invited to a meeting to discuss the Reading element of the SATs tests. Where Year 2 phonics re-tests are necessary, individual meetings will be held with parents.

Home readers

In terms of home readers sent from school, Children will initially take home books with no words. This is an important part of learning about stories and narratives. Children are encouraged to discuss the picture, recount what is happening and develop basic storytelling skills, including expression and sequencing.

Foundation Stages

Children learn to read through the Read Write Inc scheme.

The first books from the scheme are not stories, but words to practice blending, focussing on the technical side of reading. Later children progress to story books using the same language as that covered in class. As said previously, children should be able to read these books without sounding and practice them until this is the case.

Any books sent home that are not from the Read Write inc are to be shared together. A child may be familiar with some of the language and be able to decode other words but the expectation is not that they can read these as fluently.

Key Stage 1 and 2

Every week children take home a reading book that is in line with the level they are accessing at school. These books should not present a challenge and parents are encouraged to read the same text with their child many times. Repeated reading is a very powerful way to build fluency. When a child can read a book without needing to focus on decoding words, they can focus their attention on the meaning and message of the text as well as reading with expression, to bring the text to life. Over time,

repeated reading is how children gain fluency, self-belief and confidence in their reading and become better prepared for the next book.

Alongside a school reading scheme book, the children take home a book to read for pleasure. This is to share with a parent.

In order to move reading scheme levels, the children must be able to show not only the ability to read fluently, but the ability to accurately comprehend and understand what they have read.

Reading is not just a 'school activity'. Wider family involvement supports reading and ensures children have access to reading materials at home. It is important for children to have good reading role models and see family members reading regularly.

Assessment and Recording

For those children still taking part in Read Write Inc session are assessed half termly so any gaps can be identified and assessed. Children are grouped accordingly.

For the rest of the school, a whole school approach to assessment and record keeping is used. Children are assessed termly with a written comprehension (NFER)

Teachers also hear individual children read to assess the book band they should be reading.

Celebrating Reading

World Book day

Every year at St. Alban's we celebrate World Book Day. Research from the 2021 NLT, Annual Literacy Survey, (relating to World Book Day 2020) found the following:

- 1 in 7 pupils (13.2%) said that the book they 'bought' with their World Book Day book token had been their first book of their own. Among children receiving free school meals, this number rose to 1 in 5 (18.8%).
- 28.8% of parents/carers said World Book Day made their child more enthusiastic about books and reading.
- 28.1% of parents/carers were encouraged to read with their child as a result of World Book Day.

National poetry day

At St Alban's we celebrate National poetry day in school by learning and performing poetry and encouraging our school community to share poetry with family and friends.

Why poetry:

- Poems for children are often relatively short, meaning they can be mastered in a short period of time.
- The rhythmical (predictable) and rhyming nature of most children's poems adds to their ease of learning.
- Struggling readers can achieve a level of reading success that is more difficult with information and narrative texts.
- Enjoyment and engagement - The rhythm, rhyme and sometimes the silly nature of poems is appealing to children.

Summer Reading Challenge

Each year we provide the children with a summer holiday reading challenge to keep the children motivated to read and to help prevent the summer reading 'dip'.

Librarians

We have a team of school librarians who are responsible for maintaining our library space.



The more that you

READ

The more thing you will

KNOW

The more that you

LEARN

The more places you'll

GO

-Dr. Seuss