



Hartsbourne Primary School

Mission statement: Valuing Potential; Creating Opportunities

READING POLICY

This policy to be read in conjunction with All curriculum policies, Assessment Policy, Equal Opportunities Policy, Teaching and Learning Policy, Racial Equality Policy, SEND Policy

VISION

Hartsbourne Primary School is an inclusive learning community where we are:

Building a strong school **community**; inspiring pupils to gain the **confidence**, resilience and independence to become **life-long learners**, making the best **progress** possible and creating happy memories.

MONITORING	DATE OF POLICY	DATE OF REVIEW
SUBJECT LEADER	January 2018	January 2020
SLT	TEACHING & LEARNING COMMITTEE	

RATIONALE

“Books are treasure houses of meanings and feelings.” (Rosen, M. (2016).

This policy for reading forms a key element in the teaching of literacy at Hartsbourne Primary School. It is very much inter-related with other aspects of learning in literacy, such as speaking and listening, communication, writing, shared and home 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, non-fiction, 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 will be given a high priority by all staff. Success in reading has a direct effect on progress in all areas of the curriculum and is crucial in developing children’s self-esteem, confidence and motivation.

AIMS AND OBJECTIVES

At Hartsbourne we aim to ensure that all children:

- Are provided with a rich and stimulating reading environment where we have fostered an enthusiasm for and love of reading for life.
- Learn to read with confidence, accuracy, fluency, understanding and enjoyment.
- Make at least good progress and some make accelerated progress.
- Read regularly at school and at home for pleasure, interest and enjoyment.

Objectives will be used to ensure that children:

- Read a range of texts including fiction, non-fiction, playscripts and poetry appropriate to their ability, both in book format and on-screen texts.
- Can talk confidently about their reading using appropriate language and vocabulary.
- Develop the habit of reading widely and often, for both pleasure and information.
- Are immersed in a culture of reading and can appreciate our rich and varied literary heritage.
- Use a range of strategies for decoding and understanding unfamiliar words using a progressive whole school approach to the teaching of reading.



TEACHING AND LEARNING

The programmes of study for reading consists of two dimensions; word reading (decoding) and comprehension (both listening and reading).

Teaching will focus on developing pupils' competence in both dimensions using a variety of teaching methods. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. Therefore, synthetic phonics will be emphasised in the early teaching of reading using the 'Letters and Sounds' programme.

Good comprehension draws from linguistic knowledge (of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.

All pupils will be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech.

Reading is also taught through a daily 25-minute lesson of Guided Reading. These lessons provide pupils with the opportunity to be taught the skills of reading in small groups which are led by the teacher or teaching assistant.

To develop confidence and fluency, home reading books should usually be at the same level or slightly below their Guided Reading level. Reading is promoted and encouraged in a variety of ways: Book Week, reading a class novel together, theatre productions, story telling opportunities, comparing books with films etc.

Structure of a Guided Reading Session

For fluent readers the focus of a Guided Reading session should be firmly upon cognitively challenging questions generated from the teacher plus opportunities for reflective independent textual study.

Book Introduction

This provides the context for the reading. The teacher will activate children's prior knowledge and/or discuss the main themes of the text, including some prediction of the contents.

Strategy Check

Just prior to independent reading the teacher guides the children to focus on and apply key strategies while reading independently.

Independent Reading

Children will read independently while the teacher gives focused attention to support, monitor and assess individuals as they read.

Returning to the Text

The teacher asks questions, promotes discussion and interacts with the children to extend thinking and develop their responses to the text.

Follow Up (developed as a separate session) An element of the text is used to teach a specific point related to current word or sentence level work. Older children may be given the next section/chapter of the book to read with questions to think of as they read.



Teaching Phonics (See also the Teaching Phonics document)

At Hartsbourne, we follow the 'Letters and Sounds: principles and practice of high-quality phonics'. This document sets out the order in which graphemes and phonemes should be learnt, the 'tricky words' and high frequency words, under six distinct phases.

Phonics will be taught daily and sessions generally last about 20 minutes. Letters and Sounds sets out a specific planning format that should be adopted when planning for the teaching of phonics. This includes four elements: revise, teach, practise and apply.

Class teachers will ensure that pupils are using a phonics first approach to their reading. They should be breaking words down (segmenting them) into sound chunks and sounding them out before blending the sounds together. For the full programme please see the Teaching Phonics document on the website.

ASSESSMENT

Pupils will undertake a termly reading assessment to ensure teaching objectives remain matched to a child's needs and that groupings for reading remain appropriate. It may be necessary for tests to be used more frequently with pupils who appear to be making either rapid progress or in some cases very limited progress. Outcomes will be reported using the class datasheet for the SIMS database.

Reception:

- Review assessment information received from nursery/preschool setting. If possible, discuss with relevant practitioners.
- Undertake informal assessment of child's current phonological awareness (Phase 1 skills).
- Begin daily phonics session, using chosen phonics programme (Phase 2 Letters and Sounds).
- Provide opportunities for children to apply phonic knowledge within child-initiated learning.
- End of half-term assessments and complete phonics tracker sheet.

At the beginning of the term, KS1 class teachers to individually assess each child using the assessment sheets in the phonics booklet. Use previous year's phonic tracker sheet as guidance on where to start. This identifies the phase at which teaching should begin for the whole class and if necessary, an intervention group is identified.

In the following weeks, teachers should benchmark the reading of every child in their class. Phonic assessments should continue throughout the year, informing the phonics tracker sheet completed at the end of each half-term. Individual reading to a member of staff will be used to analyse children's strengths and weaknesses and to plan future work and targets accordingly. Group and Guided reading tasks also provide assessment opportunities.

Pupils in Reception/KS1 are given a home reading book and reading diary in September, which is usually changed twice a week. KS1 pupils also participate in guided reading sessions.

Y1 pupils participate in a statutory phonics screening test in June each year. Pupils who do not reach the standard receive focused intervention and are able to re-sit the following year (Year 2). Pupils also undertake statutory tests and teacher assessments at the end of Year 2 and 6.

Targets and Tracking Progress

Teachers set targets and track pupils' progress in reading at the end of each term to ensure that assessment information is accurate using the HfL Ltd Teacher Assessment Framework (TAF). Children may be grouped according to ability, but groupings will remain flexible according to individual need and progress.



Reading assessment and phonic tracking will be undertaken with pupils throughout the Foundation Stage and KS1.

Pupils following the National Curriculum will undertake a termly reading assessment to ensure teaching objectives remain matched to a child's needs and that groupings for reading remain appropriate. It may be necessary for tests to be used more frequently with pupils who appear to be making either rapid progress or in some cases very limited progress.

Each term, attainment will be assessed and recorded on the class datasheet for uploading to SIMS. Attainment and progress will be discussed at Pupil Progress meetings and analysed by SLT.

Pupils undertake End of Key Stage 1 and end of Key stage 2 tests and teacher assessments at the end of Year 2 and 6.

Progress in reading and targets will be communicated to parents at the parent consultation meetings. A written report will be provided in the summer term which will include comments relating to both progress and attitude towards reading.

ROLES AND RESPONSIBILITIES

The Senior Leadership Team (with the Subject Leader) will:

- Provide support by encouraging staff and sharing best practice.
- Monitor planning, assessment and teaching throughout the school ensuring continuity.
- Support staff development through in-service training and provision of resources.
- Keep up to date with new developments in reading and keep the staff informed.
- Audit resources regularly.

The Class teacher will:

- Be committed to reading to their class regularly (if not daily) with expression and enthusiasm.
- Be able to recommend books to children in their class and help them expand the authors and genres they are selecting for themselves.
- Be a role-model for reading.
- Maintain the class library to a high standard to encourage and value the skills of reading.
- Monitor pupil progress in reading using assessment data and refer any concerns about individuals or groups to the Senco.
- All teachers should maintain a Guided Reading file containing assessments, guidance and examples of activities. These should be made available to any member of the Leadership Team who is undertaking an observation of Guided Reading.

INCLUSION AND EQUAL OPPORTUNITIES

It is our intention to deliver an appropriately differentiated reading programme in order that all children can achieve success at their level. Targeted support will be provided for identified pupils to enable them to achieve this success. This will include:

- The use of PPM's (Pupil Provision Map) which may contain specific reading targets.
- Wave 3 strategies (1:1) and other tailored interventions for identified pupils.
- Booster groups in Year 2 and Year 6 in the lead up to End of Key Stage 2 assessments.
- Use of motivational resources for specific groups of pupils e.g. boys, SEN pupils, AGT.



We value parental involvement and consider it plays an essential part in children's development of and enthusiasm for reading. We promote a home school reading partnership in the following ways:

- Sharing information e.g. Reception new parents' meetings, newsletters, reading diaries, parent consultation meetings, curriculum evenings, open-door events.
- Themed days and book weeks (eg take one book).
- Inviting parents into school for assemblies or to share their experiences.
- All children to take a book home to read each day to practise and consolidate skills (generally this will be at a lower book band than that being read in guided reading).
- By encouraging parents to comment positively in the home reading diary.

We will ensure that all pupils have equal access to the reading curriculum irrespective of ability, gender, ethnicity and social circumstances. Respect for cultural diversity will be promoted using multi-cultural texts and resources. Gender equality will be promoted by making sure texts avoid stereotyping and by ensuring boys and girls have access to all the resources available. Opportunities to discuss issues of race, gender and stereotyping will be provided through the discussion of texts, films and media reports.

PROFESSIONAL DEVELOPMENT

Training needs will be identified through whole school monitoring and evaluation. The Literacy Co-ordinator will arrange for relevant advice and information, such as feedback from courses to be disseminated. In collaboration and/or consultation with the SLT, the Literacy Co-ordinator will organise or lead school-based training.

Adults who are involved with intervention programmes will receive appropriate training which may be led by the BSJT, external providers or in-house.

RESOURCES

Guided reading texts, including fiction, non-fiction, poetry anthologies and play scripts, in sets of 6 copies are stored centrally in KS1 and in classrooms for KS2. These are all book banded with an appropriate coloured label. There is a well-stocked library and every class has a small library. Also available are:

- Guided reading resources (used in class and may not be taken home).
- Reading scheme texts to support guided reading sessions.
- Literacy games to teach, consolidate and promote reading skills.
- Interactive whiteboards in all classes.
- A portable trolley of laptops, I-pads and tablets kept in the photocopy room.