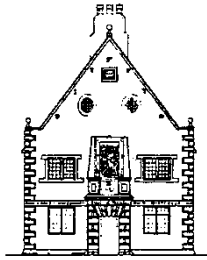


Bunny C of E Primary

Reading Policy



The school's policy for reading is based on the following principles: The ability to read is fundamental to many aspects of life, and is central to general progress & developing an understanding in a wide range of areas of the curriculum. **The teaching of reading and generating a love for reading is given a high priority by all staff.**

Success in reading is crucial in developing children's self-confidence and motivation to learning in general.

Please refer to our 'curriculum intent' statement which places reading and literature at the centre of learning and provides the roots for our curriculum implementation. *The majority of our children enjoy reading for pleasure and in some circumstances they are exposed to commercial reading experiences that are often repetitive in style and humorous. These books certainly have their place in appealing to reluctant readers and providing a 'lighter' read, but as a school we are keen to deepen their experiences of literature and expose the children to high quality texts that are rich in vocabulary, imagery and imagination. We have chosen to hinge our curriculum on literature as a means of linking together foundation subjects in a creative way. Our curriculum implementation plan will provide further details.*

Aims

- Develop fluent, confident and independent readers through a structured focus on word structure, word recognition, linking sounds and letters (decoding) and encoding (spelling).
- Encourage children to become enthusiastic and reflective readers by teaching them to understand (comprehension) and respond to a variety of texts.
- Give children the confidence to read aloud with expression and with clarity.

- Develop and extend the children's vocabulary through shared and whole class guided reading through the high quality resources of Pie Corbett's page turners and reading spine books.
- Help children to enjoy reading and recognise its value and expose the children to literature that is rich in vocabulary, content and imagery (high quality literature).

Planning

The school's curriculum objectives for reading and phonics will be reflected in long term, medium term and short term planning. In all plans there should be careful consideration for activities which are well matched to the range of ability. Short term plans or detailed medium term plans will list specific objectives for each lesson and give details of how the lessons are to be taught including opportunities for enrichment activities for the more able pupils and activities for those who require additional support (differentiation).

The Teacher in the Foundation Stage works to the objectives set out in the Early Learning Goals which underpin their curriculum planning. Key concepts such as word reading and comprehension formulate part of the long term plan. A curriculum overview and progression of skills for phonics provides a detailed framework to run alongside the reading plan.

In Key stages 1 and 2, all National Curriculum Programmes of Study statements are organised into a long term implementation plan to suit the needs of our mixed age classes in school. All topics will centre on a quality key text that is designed to hook the learner into a world of discovery and opportunity. During the school year, teachers may include short term themes in their planning, which promote favourite authors, popular titles or any aspect of the world of children's literature and reading for pleasure.

Teaching and Learning

As for all areas of the curriculum, imaginative and challenging activities together with varied approaches, such as discussion, trying out ideas or working with others, are needed to engage, maintain and respond to pupils' interests. There will be plenty of opportunities to forge strong links between plans for reading activities and those for writing, speaking and listening. In the same way that 'talk' can be used to prepare for and help improve children's writing, so too it can be used to improve children's level of understanding of a text. We actively

encourage opportunities for children to talk in pairs or small groups to broaden their understanding of the text. In the Foundation Stage children are given opportunities to become immersed in an environment rich in print and possibilities for communication. They use communication, language and literacy in every part of the curriculum, and they are given opportunities to speak and listen and represent ideas in their activities. Reading stories from a range of books enables the children to see how books and stories work.

Systematic synthetic phonics and knowledge of high frequency words, taught on a daily basis across the early years and key stage one, are key features of the best practice which should lead to success in reading decodable texts from an early age.

In Key Stage One, we aim to continue the learning from FS so that children begin to read a range of texts independently, fluently and with enthusiasm. Listening to a teacher read represents an important means to improve the knowledge, skills and understanding of reading.

In Key Stage Two, children should read a range of texts and respond to different 'layers' of meaning, both literal and inferential. They should explore the use of language in a variety of texts through Pie Corbett's page turners and reading scheme plus a range of library books available for the children.

Children in Willow Class (Nursery and Reception) plus years 1 and 2 will be taught phonic skills through the Letters and Sounds framework. Our reading scheme in Foundation, KS1 and KS2 includes texts from a range of reading schemes. Oxford Reading Tree (phonics decodable titles) is our dominant scheme. All reading books are book banded from Foundation through to the end of Key Stage Two. Reading books for Foundation children are phonetically decodable and organised into 'phonics sets and phases'. This continues into lower key stage one and non-decodable books are available for children to enjoy that promote breadth and variety of literature. The reading schemes give children the opportunity to practise their developing reading skills with texts which have appropriate vocabulary and sentence structure related to assessment focuses. Our phonics programme is based upon the DFE 'Letters and Sounds' framework. Elements of Jolly Phonics and 'Read, Write Ink' resources are used to develop the children's understanding of letters and sounds.

Reading books are book banded across Foundation stage, KS1 and KS2. The reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.

The school will ensure the children have a choice of both fiction and nonfiction texts, reflecting different cultures and gender choices. Children will also have access to a range of other books, with varying levels of difficulty, which they will be encouraged to read for pleasure and information. There will also be books relevant to the topic/theme being studied each term from the Nottinghamshire library service.

Teaching strategies aim to enhance children's motivation and involvement in reading and to develop their skills through the following:

- Reading with other children
- Reading with an adult
- Shared Reading
- Guided Reading
- Reading aloud (child and adult)
- Independent reading / reading for pleasure
- Questioning
- Building phonic skills
- Comprehension Activities
- Tasks related to the text

Children are also taught to read 'High Frequency Words' and 'tricky words' out of context and Y1 need to be able to read decodable nonsense words for the 'phonics check' which takes place during the summer term. Children are taught phonics in ability groupings (usually in their normal class groups) and within the timetable there will be daily Guided Reading sessions in own classrooms. Materials and intervention programmes are available to teachers and teaching assistants to help children.

Enrichment activities are used across the school to foster a love of reading, these include:-

- Storytellers
- Activities linked to World Book Day

- Scholastic Book Club
- Story Sacks Links with other areas of the curriculum in EYFS
 - Daily reading for pleasure.

There will be additional time outside of the Literacy Lesson to develop reading skills across different areas of the curriculum. The teaching of reading develops skills through which our children can give critical responses to the questions they meet in their learning for science, geography, history, PSHE & other subject areas.

Their understanding and appreciation of a range of texts should bring them into contact with their own literary heritage and texts from other cultures. The organisation of lessons will allow children to work together and provide them with an opportunity to discuss their ideas.

Assessment and Record Keeping Foundation Stage

In the Foundation Stage we keep a record of each child's phonics skills, detailing which sounds and high frequency words are recognised by the child. Later in the year, records for guided reading indicate how well children's accuracy, fluency and understanding are developing. Teacher and teaching assistant records of child initiated and teacher led activities are recorded to indicate progress against early learning goals and Foundation Stage criteria. The progress of individual children will be discussed at termly Parent Meetings.

Key Stage 1

In Key Stage 1 we keep a record of each child's phonics skills, detailing which sounds and high frequency words are recognised by the child. Children's reading skills, related to a child's progress, are, in the main, recorded during phonics lessons / independent reading. This is supported by end of term reading assessments and SATs for Y2 We also keep records to show progress with the colour coded graded reading books. The progress of classes and individual children will be discussed at Parent Meetings. If appropriate, children will complete three PIRA reading assessments throughout the year.

Key Stage 2

Reading will be assessed in Standard Assessment Tasks (Year 6) to provide a National Curriculum assessment level. Continuous assessment of the strategies employed by the child, during independent reading sessions are ongoing in addition end of term reading assessments will be used across all year groups. The progress of individual children will be discussed at termly Parent Meetings. Miscue analysis may be used to identify the particular learning needs of some children. Children will keep a log of their own reading experiences and will be encouraged to reflect on their own progress as readers. Teachers will keep evidence of children's competencies in reading, their attitudes to reading and their experience of reading a range of different types of text.

Intervention and Support

Those children not making the required progress are given targeted support in 'step up learning' (keep up sessions) or participate in the 'switch on' (1-1 intervention) program.

During each key stage the assessment of individual pupils' progress, including phonic knowledge and skills, is sufficiently frequent and detailed to identify the pupils who are failing to keep up with their peers. Effective provision for them to catch up is put in place as early as possible.

Home Learning/Involving Parents

Throughout the primary years parents are encouraged to play a vital role in their child's reading development and we must use all possible approaches to demonstrate ways in which they can foster a love of reading in their children. Children will take home books to share and enjoy with their parents. A home/school reading diary will accompany their books with parents being encouraged to comment on their child's progress and response to the book.

Arrangements for taking books home to read are as follows:

Willow Class – graded decodable reading books, daily activities such as reading with/to the children and playing word recognition games.

KS1 – graded reading books. Children are given a house point for every reading session completed at home.

Reading log books are used to record the pages read together with a comment from the parent.

KS2 - children are expected to read at home daily. Reading log sheets are used to record the pages read together with a comment from either the child or parent. Parents are informed about their child's progress in reading at parent teacher interviews, held mid-way through the autumn and spring terms, and in the annual report.

Guided Reading

Planning and teaching guided whole class guided reading is an extremely effective approach to teaching specific reading skills and is a crucial component of our reading policy. This practice can be used, not only as a discrete activity to focus on key skills from the long term objectives, but also to link reading and literacy with specific genres and other areas of the curriculum. We teach guided reading sessions on a daily basis to:

- support children to make progress in reading
- motivate children to read and discuss texts, in pairs or small groups with a teacher/teaching assistant
- encourage other children to work independently of the teacher and the teaching assistant
- provide effective differentiation, including challenge for the more able children
- demonstrate how children can read, enjoy and analyse a range of texts.

Role of the Class Teacher

It is the responsibility of the class teacher to:

- monitor the implementation and effectiveness of guided reading
- review assessment data to track progress in all classes
- audit and organise reading resources within the key stage to ensure we have the best materials available to teach children to read
 - keep up to date with current good practice and pass on information to colleagues
 - ensure that the school's long term objectives translate to medium and short term plans

Equal Opportunities

We will ensure all children have equal access to the curriculum, regardless of gender, race or ability. Children with specific reading, speech and hearing difficulties will be identified and supported through intervention programmes in school. The books which our children read will be chosen carefully so that issues related to equal opportunities are handled sensitively. The interests of individual children will be taken into consideration when reading activities and materials are selected. We will ensure that the books and literature available to children represent all aspects of our wonderful world.