

AYCLIFFE DRIVE PRIMARY SCHOOL



Reading Policy

Curriculum Committee

**Updated September 2020
To be reviewed 2022**

Staff Responsible

**Mrs G Long English Leader
Mrs R M H Green Head Teacher
Curriculum Governors**

Reading Policy

Aims

To enable children to

- Develop positive attitudes to reading that ensure reading is an enjoyable and meaningful experience
- Use reading as a fundamental part of all curriculum planning and development
- Develop a range of reading strategies that allow children to tackle reading problems and the wider curriculum with confidence
- Read and respond to a variety of texts whilst developing an increased level of fluency and independence.

Ways we teach reading

Guided Reading

KS1 and KS2 classes teach guided reading groups a minimum of three times a week, outside of English lessons. Books are matched to groups reading ability and slightly higher for challenge. A range of texts are used to focus on comprehension and specific features. This is an opportunity for teachers to model the act of being a fluent reader.

Reading Fluency Project

Staff are trained in teaching reading fluency after the English Leader completed the HFL project.

At KS1 this aims to accelerate achievement in reading fluency and comprehension in a short space of time. The strategies of modelled expressive reading, echo reading, repeated re reading, skilled questioning, challenging text selection and modelling comprehension skills also improve the trajectory of pupils towards the expected standard in reading at the end of KS2.

Shared Reading

This takes place during English sessions. This includes big books or texts displayed on the Interactive whiteboard. During this time, specific reading skills or features of differing genres will be taught. This is an opportunity to discuss the use of language and widen children's vocabulary.

Independent Reading

Children engage in independent, sustained reading daily. It provides an opportunity for pupils to read and enjoy a range of texts and to apply reading strategies. Each class has a dedicated reading area containing a range of books and text types for children to access independently. Every class should have a range of books including:

- Poetry / plays
- Fiction – the choice of books reflects the spread of interest and reading abilities across the class, for example picture books, graphic novels, etc
- Non-fiction – as wide a range as possible, including plenty linked to the subject areas being studied
- Books from a range of cultures

1:1 Reading and Reading Scheme

EYFS, KS1 and KS2: Children are heard reading independently by an adult on a regular basis, changing their books when required. Children work their way through the stages according to their ability, progressing to reading literature of their choice (checked for suitability by an adult where necessary).

Phonics

The EYFS follow 'Letters and Sounds' as well as using the 'Jolly Phonics' scheme and resources. KS1 also follow 'Letters and Sounds' as well as the national curriculum spelling requirements. Children are assessed and grouped according to phonic ability. Sessions are taught daily in EYFS and 3x weekly in KS1. One weekly session is dedicated to applying the specific GPC from that week to a text.

Pupils who are not secure on phase 6 of 'Letters and Sounds' by the end of year 2 will continue to receive phonic teaching in Year 3 and beyond.

SPAG

In LKS2 grammar is taught during the year as part of each English unit. Grammar lessons are mainly taught during the second phase of each unit, with each objective being covered multiple times through the year within the genres which are most applicable. Grammar is assessed through the final pieces of work for each unit and unaided writing. Spelling is taught in discrete lesson through the week. Children are taught strategies to help them learn the words in the year 3 and 4 spelling list. They are also explicitly taught morphology, entomology and recap alternative graphemes in regular spelling lessons, based upon the No Nonsense Spelling scheme. Dictations are used to assess the word list and example words from spelling lessons.

Foundation Stage

Children are heard read by an adult at least once a week. This can take the form of key words, sounds or individual reading books. This will be recorded in the child's reading record book which is used as a communication tool between parents and teachers.

Reading books are changed regularly at the discretion of the staff. This is usually weekly unless further practice of the book is felt appropriate.

Children may read to other adults such as parent helpers.

Parents are expected to listen to their child read and ask questions about the book to check comprehension and are asked to make comments in their child's reading record book.

Fostering a Love of Reading

Pupils at Aycliffe Drive deserve a rich curriculum that encourages a love of literature. We believe that active encouragement of reading for pleasure is a core part of every child's educational entitlement.

- Staff read quality texts to their children for at least fifteen minutes every day.
- Reading mornings in EYFS where parents and carers come into school to read with their child and borrow a book.
- Independent reading time in appropriate classes.

- Mystery Reader in reception class where a parent comes in disguise to read to the class and the children have to guess whose parent it is.
- Book day and the Book fair on alternate years.
- Displays based on quality books in the main areas of the school.
- School visits to the library in Nursery.

Assessment

Regular, ongoing and accurate assessment is essential to inform planning and ensure that all pupils make progress.

Pupils are formally assessed termly however informal assessments to identify the need for possible intervention happen regularly in each class.

The Lowest 20% of pupils are targeted and given further support. They are heard read (1:1) daily. Reading data helps inform this and progress is monitored termly through pupil progress meetings.

Partnership with Parents/Carers

We ensure parents know how to help their children to read. We focus on communicating to parents the importance of hearing their child read every day. Every child has a home/school reading record (from at least Year 1) which is used as a dialogue between school and parents. Teachers and TAs comments explain what the child is doing well and any next steps. Parents comment on their child's reading and teachers keep parents updated on reading progress.

We engage with parents through workshops demonstrating how we teach reading.

The school website is updated with links to common exception words for each year group along with spelling rules and games for parents to access.

Leadership and Monitoring

Monitoring the teaching and learning of reading takes place in a variety of ways:

- Observations of guided reading and phonics sessions
- Monitoring of planning and reading records
- Learning walks to check reading is high profile in classrooms
- SLT hear readers from different year groups
- Pupil progress meetings

Evidence gathered is used to form an action plan for reading, including training requirements and resources.