



St. Laurence's CE Primary School

Reading Policy

Reviewed: January 2018

St Laurence's Primary School
Reading Policy

"Reading feeds the pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds" (N.C.2014)

Aims:

- to develop and maintain positive attitudes to reading
- to provide our children with enjoyable and productive reading experiences and to enable them to be independent and fluent readers
- to develop a thorough understanding of what they are reading
- to value and use books as a basis for learning, pleasure, talk and play
- to develop in pupils an interest in and a love of books and literature that will not only support their learning across the curriculum but also enrich their lives.

In line with the National Curriculum (2014) the teaching of reading will focus on 'two dimensions' in both KS1 and KS2:

- Word recognition
- Comprehension (both listening and reading)

Word Recognition

When children enter the school, they will be taught 'phonics' from Phase 1 through to Phase 6. This includes word recognition/decoding and context comprehension.

This is to ensure that as they progress through the school they can quickly work out the pronunciation of unfamiliar printed words and easily recognise familiar printed words.

Comprehension

Comprehension skills will be developed through pupils' experience of high quality discussion with the teacher as well as from reading a wide range of stories, poems and non-fiction. Good comprehension skills will also enable our pupils to have a good knowledge of themselves and the world in which they live.

Through their reading, children will gain experience of vocabulary and grammar. This will further help to underpin a sound knowledge of linguistics which is a vital element of good comprehension.

Word Recognition and Comprehension will be taught using a wide variety of ways as children move through the school

Foundation Phase

Phonics and Reading

Whilst in EYFS, children will be introduced to Phase 1 and Phase 2 of the Letters and Sounds phonics programme. This will be aided by:

- incorporating physical activity into phonics teaching sessions;
- displays of letters, words and pictures;
- the use of daily activities such as water play and playing with dough to reinforce what has been taught earlier.

Whilst children are in Nursery, they will take home books to share with their parents. There will also be books available for the children in both the inside and outside learning environments. The EYFS staff will model reading skills as they share books with the children on a daily basis. Rhyming patterns and songs play an integral part in the development of reading as does discussion.

In September staff in YR invite parents to attend a phonics workshop to guide them through the teaching of phonics and reading.

Reception children take home two reading books a week to share with the parents. The children are also given Bear words and Phonic sound mats to take home and share with their parents.

Phonics

Children in KS1 will receive daily phonics lessons at the level appropriate for their ability.

Children will have reading books which link to the phonics. These will be books in which they are able to use their 'decoding skills'.

The written form of the sounds will be included during these sessions and teachers will teach the correct letter formation as well as how to hold a pencil and sit properly at a table.

Children in KS2 will continue with phonics if this is deemed necessary.

The teaching of phonics is monitored by senior management to ensure that high quality teaching is used consistently across all the groups, including correct enunciation of the 'sounds' being taught.

Accelerated Reader/Renaissance Reading

The children in KS2 take part in the accelerated reading programme. The children are tested using the Star reading test and this provides all pupils with a ZPD (zone of proximal development). This takes the form of a range of reading levels from which they can choose to read.

Children are tested at the beginning of each term.

All reading books are organised into the appropriate level using the AR book guide (online facility), and the books are housed in the school library.

Children's ZPD are then split into three bands: 'Easier Medium Harder'- a copy of which is in each child's reading diary. The children begin on their easy band and are able to progress to the next

two bands depending on their progress and the teacher's discretion. Within any band they are able to make their own choice from the levels within that band.

<u>Autumn Term 2017</u>		<small>RENAISSANCE</small> Accelerated Reader™
Name:		
Book Level Range (ZPD):		
Easier	Medium	Harder
3.2-3.4	3.5-4.7	4.8-5.0

Once children have completed a reading book they take a quiz about the book on a school iPad. Children record their results as a percentage and these results are monitored by the class teacher. A score of 80%+ is considered a satisfactory score.

Children who are not meeting this score are advised to re-read the book, or choose from a lower levelled book within their current band.

Children will read independently to their teacher or class TA at least once a week. Children who require additional practise will read more frequently.

Children are expected to read at home as part of their homework. Parents are asked to sign their child's diary to verify that they have read at home during the week. Comments are welcomed by staff. Children, teachers and TA's will write in the 'Home-School' reading diary each time a child reads at school.

Rewards

If children are reading regularly at home then they receive stickers for a book mark. A completed bookmark is rewarded with a choice of stationery items.

Children also receive house points and stickers for achieving 100% in their quiz. Children record their quiz scores in their reading diaries.

Teaching of Reading Comprehension

All children will participate in reading lessons either as a whole class or in groups.

Through whole Class Teaching of reading, pupils will develop their comprehension skills by taking the opportunity to read more challenging books and texts under the guidance of the leading adult. Children will take part in discussions about the texts that they are reading and there will be carefully focussed questions linked to the text. Follow up activities will be used when appropriate so that pupils have the chance to write about the texts too.

During this session, teachers and TA's will assess children's responses using the school's assessment sheets.

The areas assessed are:

- Retrieval
- Questioning
- Clarifying
- Summarising
- Inference
- Activating prior knowledge
- Viewpoint

More Able children

When planning a whole class reading lesson, teachers will ensure that there are questions at 'greater depth' which will challenge the more able, and also allow all children the opportunity to develop their thinking still further.

Comprehension

Class teachers also use a variety of other written comprehension exercises as part of their weekly teaching in English lessons and also within other areas of the curriculum.

Reading Interventions/ SEN Pupils

If a child needs additional help or practice with reading then there will be some form of reading intervention put in place.

Programmes used by the school include:

- Inference Intervention
- Precision Reading
- Stride Ahead
- Toe by Toe
- The Word Wasp

Class teachers will also ensure that those children who need additional help will read more regularly to an adult each week.

Assessment

As well as Teacher Assessment, the GL Reading comprehension test is used from Y2 through to Y6. From this, standardised scores and reading ages are obtained and these are used to benchmark teacher assessments. The GL test is taken twice each year.

NFER tests are also used periodically in KS2 to benchmark Teacher Assessment.

The Yark Reading Test is used by the SEN coordinator for specific individuals.

Other reading activities include:

The School Library

The school subscribes to the Library Service and receives the silver standard service.

Y6 library monitors help to organise the library and keep it tidy.

A book club is held for children in upper KS2

Opportunities to buy books

The school hosts a book fair twice a year and World Book Day is celebrated in a variety of ways.

Reading and Performing

Children learn poetry by heart in class lessons and also perform poetry and plays as part of their class assembly each term.

Updated January 2018

Kate Gilford