Little Stoke Primary School

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Reading Policy

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| Last Review | December 2017 | |
| Next Review | December 2019 | |

**READING AT LITTLE STOKE PRIMARY SCHOOL – PRINCIPLE AND PRACTICES**

“I opened a book and in I strode, now nobody can find me.

I've left my chair, my house, my road,my town and my world behind me.

I'm wearing the cloak, I've slipped on the ring, I've swallowed the magic potion.

I've fought with a dragon, dined with a king and dived in a bottomless ocean.

I opened a book and made some friends, I shared their tears and laughter

And followed their road with its bumps and bends to the happily ever after.

I finished my book and out I came; the cloak can no longer hide me.

My chair and my house are just the same,

But I have a book inside me.”

**Julia Donaldson**

**1. INTRODUCTION**

*“The best primary schools in England teach virtually every child to read, regardless of the social and economic circumstances of their neighbourhoods, the ethnicity of their pupils, the language spoken at home and most special educational needs or disabilities.” Ofsted: Reading by six: how the best schools do it (2010)*

The ability to read is fundamental to pupils’ development as independent learners. In order to read across the curriculum with fluency, accuracy, understanding and enjoyment pupils need to be skilled in word recognition and comprehension, as highlighted in the Primary Framework’s ‘Simple View of Reading’. Reading development is linked to that of writing, speaking and listening and this policy must therefore be implemented in conjunction with other policies for English and EYFS at Little Stoke Primary School.

**2. AIMS**

**2.1 General**

To develop happy, curious learners who use a range of strategies to read confidently and independently;

To raise the standards of reading;

To establish an entitlement for all pupils;

To establish expectations for teaching staff for teaching reading;

To promote continuity and coherence in reading throughout school;

To state the school’s approaches to reading in order to promote understanding to parents and carers.

**2.2 Specific**

Pupils will be enabled to:

* perceive reading as not only a lifelong enjoyable activity, but a purposeful, lifelong skill;
* use reading independently to support learning across the curriculum;
* use a range of reading strategies to support them with unfamiliar texts;
* understand and respond to the feelings that words can generate in us;
* understand how this experience enables us to make connections with other people;
* access, understand and begin to manage information;
* be knowledgeable about authors, illustrators, different genres and styles;
* be fully prepared for the demands of the next stage of their education.

As a community of readers we expect **all adults** to model and communicate their love of reading. These are just some of the ways we can share this:

**3. CURRICULUM CONTENT**

The National Curriculum in England Programmes of Study provide the detailed framework for implementing the statutory requirements for reading in school which year 1 to 6 follow. As with all schools, we follow the statutory framework for the Early Years Foundation Stage, laid out by the Department for Education which also gives clear guidance on the teaching of early reading.

**4. PHONICS – KEY STAGE 1**

**4.1 Teaching of phonics organisation and resources**

Our phonics programme takes place on a daily basis, usually from 9.05-9.35am. Sessions are based on Letters and Sounds which is a synthetic phonics programme. This is a programme teaches pupils the link between letter sounds (phonemes) and the way that they are written (graphemes) and pupils will be working at a specific phase.

Pupils will have regular opportunity to learn through:

* Interactive Phonics Play materials
* Games
* Whiteboard activities using a range of high quality resources.

Pupils in years 1 and 2 will be in grouped according to phonics ability which will link to the phase pupils are working within. These groups are run by teachers and trained TAs which keeps numbers lower. Groups are assessed and reorganised every term and teachers adjust their teaching to ensure results of assessments are acted upon. In classes, there are frequently changing displays which reflects sounds being learnt in phonics.

Children read from books which are matched to the sounds they are currently learning

**4.2 Interventions**

In year 1 where pupils are not on track to meet phonics screening standards and in year 2 where pupils did not meet standards in the previous year, interventions are put in place. These targeted according to need and are short, pacey session run by trained TAs in the afternoons to enable pupils to catch up.

These interventions sometimes extend into key stage 2 where pupils are encountering reading difficulties linked to phonic knowledge.

**4.3 Phonics in EYFS**

Communication and Language is one of the prime areas in EYFS and is important because it lays the foundations for pupils's success in all other areas of learning and of life**.**  Reading is a specific area within this. Pupils will continue working on:

* Elements of Phase 1 which will have been introduced at pre-school or nursery. This is built on through the development of an awareness of rhyme, sounds in the environment and experimenting with making sounds.
* Phase 2 where pupils will understanding that words are constructed from phonemes and represented by graphemes and will cover the 43 phonemes in the English language. These are taught on a daily basis, in a fun and active way using actions, pictures, stories and songs.
* By the end of EYFS, the majority of pupils will have reached the end of Phase 3 and many will be working within phase 4 and 5. From the Term 3, pupils will be taught often in ability groups within EYFS, to enable pupils to progress at the right pace.

**5. TEACHING OF READING**

**5.1 Whole School**

Reading is at the heart of our curriculum and should permeate all work the pupils are engaged in At Little Stoke Primary School we place a significant emphasis on exposing pupils to high quality texts in every area of learning. Themes are planned around texts which are mapped across the school to ensure balance and breadth. English teaching revolves around these books and our English overviews ensure the book is linked well to the progression in writing and used as part of the teaching sequence.

**5.2 Non-Fiction**

We recognise that pupils need a wide range of prior knowledge in order to understand the texts they read. Every class has linked non-fiction books which are used throughout each term’s theme to increase the pupils’ specialist knowledge around different subjects. Pupils are encouraged to become experts on a topic and this knowledge is then used to improve the quality and credibility of their information **and** narrative writing.

**5.2 EYFS**

As well as learning phonemes, pupils will learn to blend and segment the sounds and taught early comprehension skills. Alongside this, we foster in pupils a love of reading by providing a wide range of attractive books to ignite their interest and allow plenty of time for pupils to browse and share these resources with adults and other pupils. Role Play areas, book corners, construction and outdoors areas all have a strong component of reading and using written text to encourage pupils’ interest.

**5.3 Key Stage 1**

In addition to a daily phonics session, pupils will be taught reading through:

* Class teaching linked to the theme text and teaching of writing
* Guided reading in mixed ability groups
* Individual reading with the class teacher, Teaching Assistant and other adults who volunteer in school
* As pupils become more resilient and confident readers in year 2, class teaching sessions will become more frequent.
* In all the opportunities to read listed above there will be a strong emphasis on the development of inference. Activities to reinforce and consolidate class learning should encourage a wide range of reading experiences, both individual and collaborative, many of which are linked to other areas of the curriculum

**5.4 Key Stage 2**

* In all key Stage 2 classes, a daily reading lesson is taught. This focuses on developing inference strategies by encouraging the pupils to:
* Use their background knowledge
* Predict and ask questions about the text
* Visualise what they are reading
* Think like a reading detective
* Learn specific strategies to work out unknown words or decipher meaning
* Locate important words and phrases
* Assemble the gist of the text
* There is a strong emphasis on non-fiction reading and the acquisition of technical language which enables pupils to have a better understanding of both the fiction and non-fiction they read. This also enriches their writing across the curriculum.

**6. READING TO ADULTS**

*“From the day our pupils are born, to the day they tell us to stop, we should read to them.”*

*(Michael Rosen, poet and author)*

**6.1 At School**

At Little Stoke we recognise the importance of pupils reading with a range of adult and for a range of purposes. Research shows that early reading with children helps them learn to speak, interact, bond with adults and leads to them reading early themselves. Reading with pupils who already know how to read helps them feel close to their family, understand the world around them and be empathetic citizens of the world.

At school pupils are given opportunities to read with different adults:

* Teachers – as part of a class, group or individually
* Teaching Assistants – as part of a group or individually
* Volunteers – individually to parents, grandparents, members of the community who come into school
* Ablaze – we are fortunate to be part of this scheme which links industries to school to provide reading support. We have 8-10 volunteers from Rolls Royce who come into school every week to read individually with pupils in years 5 and 6

Class teachers also read to their classes on a daily basis.

**6.2 Pupil Premium Reading Initiative**

Key Pupil Premium pupils across the school are linked to teaching assistants who ensure they read to them at least four times a week. This scheme has proved very successful and has resulted in accelerated progress in many of our Pupil Premium pupils.

**6.2 At Home**

We recognise the crucial role parents provide in supporting reading at home and encourage daily reading with parents. To support this we run courses and workshops to enable parents to ask questions and find out about the best strategies to use. We provide reading diaries for parents to record home reading in which also link to our reading reward schemes.

Our recommendation is for children to read 10 minutes a day in key stage 1, rising to 20 minutes minimum by year 6.

**7. Books**

Pupils begin their reading journey choosing from the banded book boxes in the key stage 1 corridor. Parents can choose from these and pupils are encourage to change their books regularly. These follow through from 1-12 increasing in difficulty. Once pupils are reading confidently from band 11 or 12 they will be moved onto the transition ‘rainbow’ readers which are situated in the library. These are shorter, principally chapter books, which build reading resilience. When ready, pupils will begin to have a free choice of fiction or non-fiction reading material from the school library or class libraries. They are also encouraged to bring reading material in from home. There is no specific year group when pupils will be ready to move off the book boxes; this will be determined through assessment by the class teacher. Library collections will contain fiction, non-fiction, a range of cultural diverse material as well as poems, plays and magazine or newspaper style materials.

**7. Library**

We have a fabulous, purpose-built library at Little Stoke which is well-stocked with a range of reading material of different genres and styles. Pupils from EYFS to year 6 have the opportunity to visit the library and choose a non-fiction book to take home or read in class. This happens formally up to year 4 with pupils going to the library in groups. In years 5 and 6, the pupils are given an opportunity to change their library book more independently during the afternoon or at break times.

**7. Additional Reading Enrichment**

We run regular enrichment initiatives to continue to ignite and keep alive pupils’ love of reading:

* Tales by Torchlight
* Reading Certificates
* Specific reading initiatives such as ‘The Golden Ticket’ and ‘Extreme Reading.’
* Paired reading between years 1 and 5 and years 2 and 6
* Visiting authors and poets
* Visiting librarians
* Online reading opportunities
* Library Challenge

**8. Assessment**

In Key Stage 2, pupils will be assessed in term 2 using Head Start materials. This will provide an indication of pupils’ reading ability, enable us to moderate our internal school tracking and provide valuable information on interventions and specific targets pupils need

**To policy should be read in conjunction with:**

Writing and Handwriting Policy

Spelling Policy

Equality Information and Objectives

Special Educational Needs

E-Safety