

**Believe, Learn, Flourish**

*"Faith, Hope and Love, but the greatest of these is love."*

1 Corinthians 13:13

**READING POLICY****Rationale**

Our Federation believes that reading is a fundamental life skill, which allows pupils to access the whole curriculum as well as the world around them. Reading is central to our ability to understand, interpret and communicate with each other as well as with the society in which we live. We are dedicated and determined to ensure that our pupils have the skills they need to become independent and reflective readers across a wide range of literature and text types.

Quality teaching of early reading is essential for pupils to develop competence, fluency and automaticity when decoding and recognising familiar and unfamiliar words.

We are committed to developing positive attitudes towards reading, and so reading for pleasure is at the heart of what we do. This begins in Early Years with the use of songs, rhymes, book sharing and continues on through school with the use of stimulating and challenging reading materials. We have a language rich curriculum to ensure that pupils are immersed in high-quality vocabulary from the start.

**Intent**

- Early reading is given the highest priority in Early Years.
- Reading is given high priority in Key Stage One.
- All pupils (unless it is justifiable) are able to read to an age-appropriate level and with fluency.
- The English curriculum is cross-curricular allowing children and Teachers to make meaningful links across and through other subjects.
- Knowledge and skills are well sequenced and build on what has come before.
- Reading for pleasure is promoted across the Federation.
- The curriculum is language rich and so the children have a wide vocabulary available to them.
- Teaching of reading is effective in systematically building reading comprehension.
- Pupils are exposed to a range of texts from their literacy heritage during their school career.
- The children become lifelong readers.

## **Implementation**

- Culture of reading for pleasure is embedded in school through sharing books and reading areas in each classroom.
- Pupils are actively encouraged to read for pleasure using quiet reading time, shared reading and listening to an adult.
- We make reading important. We have a variety of good quality reading material freely available and well displayed throughout the school, and provide a reading environment where reading is seen as informative and as enjoyable. We make available a wide range of fiction, poetry and non-fiction to stimulate and develop children's reading.
- Teachers choose the high-quality texts that they use to share with the children and for teaching from a list we created as a Federation. They cover a range of genres, text-types and authors to add to the children's cultural capital.
- The children have 30 minutes reading time every day.
- Teachers read to children every day.
- Reading mentors are in place and shared reading sessions are planned and implemented.
- Vocabulary across the curriculum is on view in each classroom. This is constantly built upon.
- We invest in reading, with regular audits of classroom and library stock, purchasing new material as resources permit. Books enjoy a high priority in spending decisions.
- Whole class guided reading is taught using appropriate content domains.

## **Early Years Foundation Stage and Key Stage One**

In Early Years, synthetic and systematic phonics is taught daily. Reading books are carefully matched to the children's phonological awareness. Those children who start school with us at a lower than expected started point are provided with extra support from the start. All children in Early Years are heard to read every day. Children in Key Stage 1 are heard to read at least 3 times a week. The children in Early Years and Year 1 read books that are directly aligned with their current phonics stage. Children from Year 2 upwards use Accelerated Reader which follows on from what has been used before.

Guided reading in Key Stage 1 follows the whole class guided reading approach which teaches the skills of reading comprehension aside from decoding. Content domains are used as learning intentions so that the children start to develop these reading skills right from the beginning.

Continuous monitoring and assessment of all pupils is done to identify pupils falling behind as soon as possible and so that we can intervene with extra support. Extra phonics groups are provided for those children who are not secure with each phonic phase. Other interventions programs are in place for those children who are assessed to need them eg better reading support partners and toe by toe.

## **Key Stage Two**

The children in Key Stage 2 use Accelerated Reader to guide their individual reading. Children take a star test every term which provides them with a ZPD range. They select their reading books from within that range; the children read for 30 minutes in school every day. When they have finished reading each book, they take a quiz on that book which gives them an accuracy rating for how well they have understood the book. This score then informs the ZPD of the book they choose next. All of our books are labelled to the Accelerated Reader program and so the children feel they have ownership over their reading and we know that they are reading a book that is at the correct level for them, for both accuracy and comprehension. Guided reading follows the whole class guided reading approach which teaches the children the specific reading skills. As in Key Stage One, content domains are used as learning intentions so that we ensure the children build upon the skills they have developed in Key Stage One. Continuous monitoring and assessment of all pupils is done to identify pupils falling behind as soon as possible and so that we can intervene with extra support. Extra phonics groups are provided for those children who are not secure with each phonic phase. Other intervention programs are in place for those children who are assessed to need them, eg Better reading support partners and toe by toe.

### **Assessment**

Continuous monitoring and assessment of phonics is completed using the Little Wandle revised Letters and Sounds assessment sheets. From this, we identify immediately any children who are not keeping up and we provide extra phonics groups for those children. We have different groups for children in Key Stage 1 and Key Stage 2.

Accelerated Reader provides us with a plentiful amount of data around the children's reading accuracy and comprehension. We also use it to provide next steps for those children who need extra intervention. We have a range of intervention programs available, such as Better Reading Support Partners, Shine intervention and toe by toe. National Curriculum statements, year group objectives and content domains are used to assess guided reading. We use Scholarpack to record the children's progress and again identify any children who need intervention. We use Hodder testing as a summative assessment which provides us with standardised scores as well as a gap analysis.

<b>Policy:</b>	<b>Reading Policy</b>
<b>Signed Chair of Governors:</b>	<b>R Bain</b>
<b>Governors Meeting Ratified:</b>	<b>February 24</b>
<b>Review Date:</b>	<b>Spring 25</b>

<b>Review schedule</b>	<b>Annually</b>
------------------------	-----------------