

GUSTON CHURCH OF ENGLAND PRIMARY SCHOOL



Reading Policy December 2020

Review: September 2022



GUSTON CHURCH OF ENGLAND PRIMARY SCHOOL

Policy for Reading

ETHOS STATEMENT

At Guston Church of England Primary School we believe that the way we work together, behave with one another and seek to support and nurture others, gives life to our Christian ethos. It is one which is inclusive and seeks to encourage and inspire everyone to achieve their fullest potential.

AIMS

At Guston, we believe that the ability to read is vital to pupils' learning and progress across all areas of the curriculum, for the opportunity to be independent and in their future life choices. It is crucial in developing children's self-confidence and motivation.

Reading is central to our capacity to understand, interpret and communicate with each other and the world around us. It should be a source of pleasure and enjoyment as well as the key to taking part in a range of activities. Because reading has a direct effect upon progress in all areas of the curriculum, reading is given a high priority at Guston Primary School, enabling the children to become enthusiastic, independent and reflective readers across a wide range and types of literature, including different text types and genres, books, posters, magazines, signs and newspapers.

Reading development is linked to that of spoken language and of writing. By reflecting upon, talking and writing about the stories and texts they encounter, pupils are better able to make sense of their own experiences of the world and their place in it; by considering the effects of language and structures used by writers, pupils are able to make deliberate stylistic choices in their own writing. The best readers are the best writers - we read as writers and write as readers!

Our aims at Guston are as follows:

- To provide children with a range of reading skills and strategies to enable them to read confidently with accuracy, fluency, understanding and enjoyment.
- To develop in children a positive attitude to reading so that they read for enjoyment and develop a life-long love of books.
- To ensure that all children have access to and experience of a wide range of literature including stories, plays, poetry, myths and non-fiction texts.
- To enable children to independently understand and respond to literature drawn from a range of cultures and literary heritage.
- To ensure no opportunity is missed in fostering in children life-long curiosity and enabling them to develop research skills to feed that curiosity by using, the library, e-books, class texts, internet etc.
- To develop children's ability to make self-assessment through reflecting on their reading, forming informed opinions and being able to articulate them.
- To monitor reading progress effectively in order to maintain high levels of attainment and identify strengths and weaknesses.
- To ensure that children with reading difficulties are identified early and support is given promptly.
- To work in partnership with children and parents/carers in order to develop each child's full fluent reading potential.

STATUTORY REQUIREMENTS

At Guston we are following the 2014 National Curriculum for the teaching and learning of reading skills. We are committed to raising the standards of children's reading to ensure that all children are progressing and achieving at least in line with national expectations. The curriculum will be monitored by the English Leader of Learning to ensure that it is being used effectively to provide challenge, stimulation and excitement to improve the standards of reading from Year one to Year six.

SUBJECT ORGANISATION

"The programmes of study for English are set out year-by-year for key stage 1 and two-yearly for key stage 2. The single year blocks at key stage 1 reflect the rapid pace of development in word reading during these two years."

(National Curriculum 2014)

Planning for the coverage of the programmes of study will be made on a Key Stage basis at the beginning of each academic year and the coverage made available to parents.

APPROACHES TO READING

Strategies for teaching reading (see appendix A)

In order to start reading, children need to have a variety of reading skills in place. These early reading skills include matching, rhyming, awareness of phonics and the skills associated with language development such as listening, attention, alliteration and sound discrimination. In the EYFS and KS1 (where needed in KS2), children are taught daily, discrete phonics lessons through a systematic approach to phonics (See Phonics policy)

In the Foundation Stage

Children have opportunities to develop their communication, language and literacy skills, daily, in both adult-led and child-initiated activities. Early reading and phonics are at the heart of the Foundation curriculum. We have triangulated our approach to reading. The three main areas are: Phonics, hearing stories (focusing on story language, introducing new vocabulary and discussions around "meaning" in texts) and Reading in the environment (language-rich) Regular story times develop a love for books. The core stories are used in teaching and read repetitively so that children have memorable knowledge of quality stories. Although these stories are core to our curriculum, children are also immersed in a wider range of books and stories through the provision in the environment, e.g. role play/storytelling sessions, character visits and dress up days.

Key Stage 1 and 2

There is explicit teaching of reading through "Big read" across Key Stage 1 and 2. The Big read program uses text selected by the class teacher linked to the themes of the class or the English focus of the week. Further opportunities to study the text of the week are investigated through the mini missions in timetabled reading sessions. There is a focus on the reading skills:

- **Retrieval**
- **Analysis**
- **Exploration**
- **Deduction**

Through this:

- There are opportunities for free choice of reading and peer-to-peer support through both Key stages
- There are opportunities for paired reading between year groups and Key stages

A CULTURE OF READING

Developing a culture of reading at Guston is fundamental to the progression of the children not only in reading but across all other subjects. In classrooms teachers will place a high value on books and reading by:

- Ensuring that the classroom has a well-designed and looked after book corner
- Caring for books through the use of school and class librarians
- Finding opportunities for children to read independently
- Ensuring that daily reading aloud of aspirational and engaging texts happens at the end of everyday
- Reading displays

The school will provide additional events and activities to widen the scope of reading such as:

- Trips to the Library
- Use of the school library for reference books
- Book Weeks that celebrates reading
- Reading Champions Celebration assembly

Book Corners

Class teachers are responsible for creating an innovative and exciting themes for their book corners to highlight the importance and enjoyment of reading. The book corners will have a range of fiction and non-fiction books. These books will be rotated three times a year. The displays will be interactive and incorporate children's responses to books they have read or heard read.

Book corners are a staple of every classroom at Guston Primary School. Teachers are expected to organise their book corners at the start of the year and maintain them with the help of the children. They will be responsible for creating an innovative and exciting theme for their book corners to highlight the importance and enjoyment of reading three times a year. Book corners should contain the following:

- The book corners will have a range of fiction and non-fiction books.
- A range of age-related texts (with options that will stretch and challenge as well as some texts that can be accessed by lower ability readers).
- A comfortable space for children to sit and read - this could involve soft seating, cushions, beanbags, rugs etc.

- Key questions that children can think on when they are reading independently.
- Something that the children have created - this could be book reviews, class anthologies, reimagining of book covers, etc. These will be added to throughout the year.
- A system for organisation for texts that is appropriate and accessible for the children to use.
- The displays will be interactive and incorporate children's responses to books they have read or heard read.
- There will be an author focus display

Home School Reading

Developing strong links between home and school reading is vital in ensuring children become lifelong readers. The school will support parental engagement with their child's reading by ensuring that appropriate texts are sent home regularly for both independent reading and books to be read aloud. In addition, every child will have a reading record book which can be updated by the child, parent or any other person the child reads to or is read to.

Independent Reading

At the 'learning to read stage', an adult will listen to children read individually. This will provide opportunities for children to practise reading strategies: self-monitoring; re-reading; reading on; cross checking and searching for information, behaviours: know that print goes left to right; read fluently without finger pointing; read longer phrases and more complex sentences. Children will be able to choose colour band books in order to ensure that they are taking home books that are appropriate to their reading ability, as directed by the teacher. These books will be changed once the child has read these fluently.

Children will become 'free readers' when they have acquired the decoding skills to read fluently. Children who are free readers, will be expected to choose their own books and/ or other reading materials (magazines, newspapers etc.) from a range of sources, such as book corners

Assessment

Assessment is used to inform the planning and teaching of reading. In our school we use Formative, Diagnostic and Summative assessment to inform how well our children are reading, identify their next steps and plan accordingly.

In EYFS, children are assessed according to the EYFS framework (Development Matters). In addition, we use regular phased phonics assessments. From Spring term, the PM Benchmarking running records are carried out once children are able to read. In KS1 and KS2 the PM Benchmarking and Salford Reading Tests are completed termly. The teacher analyses these and use them to assess appropriate book banding, strategies and plan next steps.

We assess reading strategies as well as reading comprehension, using The Big Read's "I can statements", which are based on The National Curriculum. The Big Read assessments centre on the four fundamental reading skills:

- Retrieval
- Explore
- Analyse
- Deduce

Assessment against these domains takes various formats:

- Ongoing assessments using "Big Read - I can statements". Formative assessment takes place on a daily basis through AfL to inform planning and teaching, and children's progress against the "I can statements".
- KS1 (and some KS2 pupils) half- termly phonics tracking assessment, in which children are assessed against the phonic steps and gaps in learning are identified;
- Reading record books, in which parent/carers and staff note children's reading achievements and any areas on which they need to focus;
- Yearly Phonics Screening Check at the end of Year 1, which is then repeated at the end of Year 2 for those children who did not meet the threshold mark;
- SATs Reading Test at the end of Key Stage One (Y2) and end of Key Stage Two (Y6), as well as optional summative assessment in Years 1, 3 - 5;
- Attainment is recorded using the steps in Target Tracker

Pupil progress meetings, between SLT, Class teachers and English Leader, take place regularly, in which children's progress, achievements and areas for development are identified and steps put into place to close any gaps.

INCLUSION

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided.

See below a list of interventions available:

Reading between the lines:

First News:

EQUAL OPPORTUNITIES

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

ROLE OF SUBJECT LEADER:

The Subject Leader should be responsible for improving the standards of teaching and learning in reading through:

Monitoring and evaluating reading: -

- pupil progress
- provision of reading (including intervention and support programmes)
- the quality of the learning environment;
- the deployment and provision of support staff

Taking the lead in policy development

Auditing and supporting colleagues in their CPD

Purchasing and organising resources

Keeping up to date with recent English developments

REVIEW

The policy will be updated annually to ensure it reflects the needs of the school.

Written by Jonathan Wells, Dec 2020

Reviewed September 2022



Guston Reading

Teaching of Phonics

We teach phonics using the DFES Letters and Sounds programme and provide:

- Daily Phonics sessions in Early Years and Key Stage 1, whereby the pupils learn new phonemes, improve their ability to segment and blend sounds, and their ability to apply this knowledge into their reading and writing
- Planned opportunities for home learning tasks to consolidate and extend knowledge and skills.
- A scheme of work where pupils learn the 44 common sounds in the English language and are taught how to blend these sounds to decode (read) words
- Small and focussed group teaching to target children's specific next steps
- A rigorous assessment system that informs teaching
- A cohesive and consistent approach to teaching Phonics, where daily sessions follow the same structure: Revisit/Recap, teach, practise, apply and assess

Teaching of Reading

In Early Years and Key stage 1, alongside the teaching of phonics, the children will be taught reading according to the objectives in the National Curriculum.

Year 1 and 2 pupils, where appropriate, have home reading books which consolidate the phonemes they are learning in class or reading age banded reading books.

In years 3 - 6 pupils continue to progress through the banded readers until they become free readers. Children have access to a wide range of genre of reading books in their class libraries

Reading lessons follow the learning objectives (based on the National Curriculum objectives) from The Big Read scheme of work. The Big Read teaches 5 key skills of reading:

- Retrieval
- Explore
- Analyse
- Deduce



Teachers teach a specific reading lesson from an age appropriate text. Texts vary in genre but are targeted at an age appropriate range. Pupils work in mixed ability pairs to promote peer learning/teaching. Lessons are backed up during the week through mini-missions where the children have the opportunity to further practice the skills. At the end of a session pupils have the opportunity to listen to their teacher read to them for enjoyment.

Reading is paramount to all teaching at *Guston*. genre of all kinds are used to introduce and teach lessons in all areas of the curriculum,