



Cleeve Prior C of E Primary School Reading Policy

Reading is not simply decoding letters but involves the ability to read, with understanding, a wide range of different types of text including fiction, non-fiction, real world texts such as labels, captions and lists and print in the environment. Competence in reading is the key to independent learning and therefore the teaching of reading is to be given a high priority by all staff. Success in reading has a direct effect upon progress in most other areas of the curriculum and is crucial in developing children's self-confidence and motivation.

VISION

Our school vision, summed up by the following three words, "Nurturing, growing and flourishing" plays a significant role in our collective attitude to our curriculum. We offer all pupils equal access to, and a love of learning, so that all can grow and flourish in every area of the curriculum including through Reading.

Intent

To enable children to:

- develop positive attitudes towards reading so that it is a pleasurable and meaningful activity
- read a wide range of texts for both pleasure and information
- use reading skills as an integral part of learning throughout the curriculum
- read and respond to a variety of texts whilst gaining increased level of fluency, accuracy, independence and understanding
- engage with texts, demonstrating good understanding and comprehension.
- develop a personal response to texts.

Pupils have access to a wide range of reading opportunities that include:

- a range of interesting decodable books linked to GPC
- teacher-led guided reading
- shared reading
- regular independent reading for pleasure
- use of our extensive library facilities
- access to an in-class book club on a timetabled basis
- home/school reading
- hearing books read aloud on a regular basis
- selecting own choice of texts, including ICT texts
- reading high-quality texts across the curriculum, including ICT texts

Implementation

At Cleeve Prior Primary School, we have a wide selection of literature, non-fiction and non-literary texts for the children to choose from. These resources give a broad range of reading material at each level of development enabling the children to become selective from an early age. The books in EYFS and KS1 are banded according to phonic level up to level 6. These bands are in line with the Twinkl Phonics programme used to deliver phonics to all children until they are able to decode independently. Once the children can successfully decode and are fluent readers, they have access to a wide choice of high-quality fiction and non-fiction texts of their own choice. All children have access to our well-stocked library in timetabled sessions each week. The school also appoints librarians from Key Stage 2 to support all pupils in their book choices.

Key Stage 1

Reading is taught for a minimum of 20 minutes daily in Key Stage 1. Children in Reception, Year 1 and Year 2 also have daily phonics / SPaG lessons in which they learn to read through a Systematic Synthetic Phonics teaching approach. Our SSP scheme is Twinkl Phonics, using their Rhino Readers. As there is only one class in KS1, consistency of delivery is ensured through differentiated sessions by the same class teacher.

Key Stage 2

In Key Stage 2 reading skills and reading comprehension techniques are taught daily in reading lessons. In addition, reading skills are taught and practised across the curriculum in all subject areas; for example, children may learn comprehension skills when finding information in History. A 20-minute daily class reader is shared in addition to the teaching of reading to expose the pupils to as wide a range of texts as possible.

Individual Reading

In Willow Class, pupils read to the class teacher or teaching assistant once or twice a week formally as well as reading with volunteers at least once a week. In Oak Class, children who are still on Phonic-specific books will read to an adult each day before exchanging their books. All other pupils will be heard reading at least once a week with an adult.

Shared Reading

Teachers use shared reading to model the process of reading to the children, including how to read fluently and with expression, how to decipher meaning from texts and how to express a personal response to text. Shared reading takes place across the curriculum, but most frequently in English lessons. Texts are chosen carefully to provide challenge for the children at a level higher than the children's independent reading ability.

ICT and Reading

ICT will be used for the development of specific reading skills and children will have the opportunity to share talking books and other appropriate software. Each class will have access to multimedia texts which may be used for story-telling.

Home Reading

Particular emphasis will be placed on building up a strong sense of home/school partnership. Parents will be helped to see that they have a vital role to play in their child's reading development and they will be shown ways in which they can foster a love of reading with their children.

Children will take books home to share and enjoy with their parents. All children will take their reading records/diaries home with them to encourage parents to record their reading. These will also be used in class to allow teachers/teaching assistants to model questions and responses to support parents.

Parents will be made aware of the different reading stages and encouraged to hear their child read an 'appropriate' amount each night, which can be discussed with the class teacher at any time.

In Early Years and Key Stage 1 children will choose their book from the appropriate Rhino Readers and will be moved through the levels when appropriate by the class teacher.

In Key Stage 2 children will continue to select from decodable books until the class teacher is confident that they can successfully read with fluency. When they are 'free readers' they will choose books to read at home with the support of the class teacher or teaching assistant who will hear them read their book on a weekly basis to ensure it is appropriately challenging.

Intervention and Support

Children with difficulties in reading will be given appropriate help and support within the classroom and outside. Those with a reading age below their chronological age will be assessed using Twinkl Phonics assessment to discover where gaps are and will be given 1:1 support outside of the classroom to allow them to catch up. These sessions will be delivered by staff who are trained in delivering our synthetic phonics scheme (Twinkl).

Assessment

Children's reading is assessed using the National Curriculum statements. Teachers will keep note evidence of the children's reading behaviours, speed (to ensure 90 words a minute as per STA guidance), along with answers given during reading lessons and information relating to their fluency and expression in record keeping folders. Currently, pupils in Year One take part in a Phonics Screening Check in June of each year, with results being reported nationally. Children will undertake NTS reading test three times a year in line with our whole school assessment cycle, the results from these tests will inform teacher assessment.

Leadership and Management

The English coordinator, supported by the Head of School, is responsible for reviewing and improving the standards of teaching and learning of reading throughout the school by: analysing data, pupil progress through lesson observations, work scrutinies, pupil interviews, auditing and supporting professional development, purchasing and organising resources.