

Brookfield Primary School Policies – Reading Policy



Record of Policy Amendment / History

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BROOKFIELD PRIMARY SCHOOL

Reading Policy

Intent

At Brookfield Primary School, we believe that the teaching of reading is integral to a child's understanding and appreciation of the world around them; a platform that allows our children to see beyond what they know, share in cultural experiences and develop the vocabulary they need to effectively express themselves. Our reading curriculum strives to foster a lifelong love of reading. We cultivate the behaviours that the children will need to be discerning readers as they read frequently and widely through using self-regulation strategies and discussions about what they read. This curriculum is delivered through, a linked approach to shared and reading practise sessions, home reading, reading across the curriculum, regular opportunities for independent reading and hearing quality texts read aloud each and every day. All of these are essential components as they offer the range of opportunities needed to develop fluent, enthusiastic and critical readers.

Implementation

At Brookfield Primary School, we have a systematic approach to reading, which endeavours to ensure that all children make sufficient, or above, progress across their primary education. We follow the National Curriculum programme of study, to ensure that the children are achieving attainment relevant to their appropriate age, but we do not believe in putting a ceiling on a child's ability and therefore always strive to challenge children to achieve the best that they possibly can.

Phonics: Early Years and Key Stage 1

In Early Years and Key Stage 1, the development of reading begins with the systematic and rigorous teaching of daily phonics, using 'Little Wandle Letters and Sounds Revised'. These daily 20 minute sessions are taught rigorously following the Little Wandle Letters and Sounds Revised and resourced using the Little Wandle Letters and Sounds programme resources to ensure that all teaching is consistent in classes and throughout school and that all children receive the same high quality, systematic approach to phonics. In these lessons, children quickly build a knowledge of phonemes and graphemes, as well as an increasing recognition of sight words. Summative assessments are built into the teaching block during week 6 of each half term, but formative assessment is applied daily by the phonics teachers and keep up groups (interventions) are made accordingly. Children's learning gaps are identified and addressed swiftly through keep up groups and children's progress within these interventions are re-assessed every 3 weeks. Reading books at this stage are consistent with their assessed phonic stage and allow children to apply their phonic knowledge in school and at home. Children are also encouraged to take home a 'reading for pleasure' book. This book allows other reading strategies to be employed and children are exposed to a greater range of vocabulary and genres. It also serves to meet their interests and preferences.

Reading in Key Stage 2

Reading from Year 2 onwards is supported using Accelerated Reader (AR). Children are assessed on this programme once they have completed Little Wandle Letters and Sounds Revised. AR assesses children on their comprehension skills on a regular basis through a 'star test', which then gives the individual a targeted 'reading range'. This range gives children the opportunity to choose a book that interests them and that will also continue to support them in their reading progress. Pupils take reading books home from the classroom and library to practise the skills they are learning in school. These books are banded according to language and comprehension level and when children are confident with their knowledge of the book they take a 'reading quiz' online, which gives them instant feedback on their success. If children are consistently succeeding in these quizzes, then after three passes (80% or more) the children move up to the next decimal level.

Children who are identified at risk of or not reading at their age-related expected level are supported using LEXIA. Lexia's research-proven model provides an explicit, structured, systematic, and personalised learning approach to the five areas of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension. LEXIA provides specific feedback for each child's specific needs and produces intervention activities to work on the focus area for development. These are activities are then completed in intervention groups with children who have the same targets.



Reading for Pleasure

We aim to inspire all children to read for pleasure and develop a love of reading. Pupils are read to regularly and teachers model their enthusiasm for books and reading to inspire them to become life time

readers. Regular reviews of the books in the library and in class mini libraries ensure children are offered motivating and engaging books, covering a range of authors and genres. All children have access to a 'reading corner' to read for pleasure.

Parents are also encouraged to not only listen to their child, but read to them on a regular basis to promote a love of reading. Our 'Reading Raffle' awards are also used to encourage regular reading at home.

Assessment and Recording

- Children's reading progress is continually monitored and assessed by their class teacher. Records of reading are recorded in Reading Diaries.
- Children are tested on their word recognition skills, fluency and on their reading comprehension work on a regular basis some formative, some summative assessment.
- Parents are informed annually in Year 2 and Year 6 of their children's reading progress. Pupils in other year groups are informed on Parents Evening.
- Progress is recorded termly on O'track
- Y2-Y6 children are assessed using 'Early literacy' or 'star reader' on accelerated reader.
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Equal Opportunities

In our school we aim to give all children equal access to our reading curriculum irrespective of age, gender, race, physical or intellectual ability. This will ensure that all pupils reach their full potential in this vital area.

Special Educational Needs

Children with special educational needs in reading are identified through testing and assessment. If pupils are shown to be experiencing difficulties and under achieving over a period of time alternative reading approaches may be used and extra support given. Class teachers will ensure that suitable work is set in class for these children through careful planning and differentiation.

General

Following the recommendations of the National Curriculum for English each class has an 'English Lesson' every day. During this time the children will work on developing their reading skills as a whole class, in small groups and independently. There will be separate time allocated for class story time. Children in KS1/KS2 will be given a book appropriate to their reading level. Year 2-6 have access to 'Accelerated Reader' books. Children complete quizzes after reading a book which is used for the assessment of reading levels. Children receive motivational certificates after reaching targets.

Liaison

All staff liaise closely to ensure continuity and progression when children change classes. All relevant information is also passed on to secondary transfer schools by the Y6 teacher.

Role of the English Co-Ordinator

The role of the co-ordinator is: -

- To provide colleagues with guidance and support in implementing the reading policy and scheme.
- To monitor its delivery throughout school by reviewing staff's English plans and gathering samples of work. Carry out classroom observations.
- To organise resources.
- To attend training courses, cluster meetings and provide effective feedback to staff.
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Role of Parents

Parents are encouraged to take an active role in their children's reading development by:

- Hearing them read at home and making comments in their Personal Reading Record books.
- Taking part in reading activities within school.



Reading Practise

All children participate in Reading Practise Sessions three times a week to develop fluency and to consolidate this comprehension.

Impact

The impact of Reading success in our school is measured through the following:

- Pupils will be able to decode and recognise enough sight words at the end of their Key Stage 1 programme of study to be able to confidently and fluently read a text at their level
- Pupils of all abilities will be able to succeed in all reading lessons
- Pupils will enjoy reading across a range of genres
- Once children have progressed through Little Wandle Letters and Sounds Revised, pupils will use a range of strategies for decoding words, not solely relying on phonics
- Pupils will have a good knowledge of a range of authors
- Pupils will be ready to read in any subject in their forthcoming secondary education
- Parents and carers will have a good understanding of how they can support reading at home, and contribute regularly to home-school records
- The % of pupils working at ARE within each year group will be at least in line with national averages.
- The % of pupils working at Greater Depth within each year group will be at least in line with national averages
- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged)