

READING POLICY



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READING

Statement of intent:

At Hollinswood Primary School & Nursery, we aim to develop every child's skills, knowledge and attitudes in order for them to become **responsible, resilient, resourceful** and **respectful** learners.

As reading is a complex skill with many components, Hollinswood Primary School has adopted a comprehensive and consistent approach to the teaching of these skills throughout the school to ensure our children have the **resilience** to tackle increasingly demanding texts.

Reading is a valuable and rewarding experience and children are encouraged to **respect** books and develop a love for reading and the written word. Children are encouraged to be **responsible** readers and adopt a love for reading beyond the realms of the classroom.

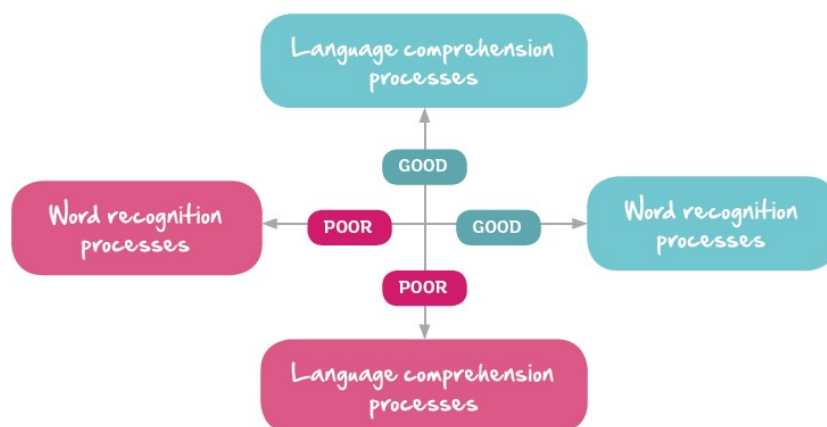
Laying a firm foundation in reading will allow access to all areas of the curriculum successfully; therefore, developing our children's ability to be **resourceful** when learning new concepts. We believe that success in reading opens doors to a world of knowledge.

Aims

As reading is at the core of accessing all areas of the curriculum, it is essential that there is a focused and dedicated time given to the teaching of the mechanics of reading. We aim to teach and allow opportunities for children to develop their fluency when reading, throughout the curriculum.

At Hollinswood Primary School, we will:

- Support children to develop a love of books and reading.
- Develop reading strategies and skills: fluency, accuracy, understanding and response to different texts.
- Ensure children read a wide range of quality texts
- Make close links between reading and writing
- Ensure children read to develop vocabulary
- Create a reading culture through a rich language environment within classrooms and the wider school
- Deliver a consistent whole school approach to reading.
- Recognise the value of parents / carers as essential components to supporting and developing children's reading skills and love of reading.
- Provide support for parents by running termly reading workshops
- Invite parents in to school at least once a term to join reading sessions.
- Rigorously monitor and assess children progress in reading and identify those who require extra support and intervene at an early stage.
- Provide children with ample opportunities to ask questions about a text, explore similar texts and compare texts.
- Use the 'Simple View of Reading' when assessing and identifying the needs of the children



Equal Opportunities, EAL, SEN and Inclusion

For newly arrived pupils, reading assessments will be completed to identify any gaps in learning that need to be addressed. Where needed we will seek the support of MDT and planning and teaching will utilise these assessments to support EAL pupils.

Provision maps will also be adhered to and where appropriate, interventions will be set up to ensure SEN pupils make good or better progress. Progress is discussed each term at pupil progress meetings, which both the Reading Lead and SENCO attend. Advice is then given to support pupils where needed.

Intervention programmes

For children who are not making the expected progress, a range of intervention programmes are used to ensure pupil 'catch-up' to their peers:

- 1:1 reading intervention with class teacher or parent helpers
- SAT practise
- Speed reading
- WAVE 3
- Small phonic groups to cater for those who need further support
- Creative reading group
- Additional reading with parent helper
- Story time intervention, focusing on vocabulary.
- Literacy Pathways
- Phonological Awareness
- Bug Club Catch up interventions

Role of the Class Teacher

The school teaches reading through a combination of approaches:

- Whole class reading lessons
- Daily phonics lessons (Early Years, Key Stage 1 and those in Key Stage 2 who require it)

- Modelling reading during whole class reading sessions, phonics lessons and daily story times
- Consistently have high expectations of what each pupil can achieve, including most able and disadvantaged pupils
- Have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and communicated well to pupils
- Use effective feedback to ensure gaps are closed and accelerated progress is made

Reading Lessons

From Year 2 (Spring Term onwards) and Key Stage Two teachers plan their reading lessons following Kala Williams' Read Master approach. The aim of this approach is to maximise teaching time to encapsulate a balance between pleasure and attainment by providing clear systematic practise with practise strategies and to develop probing readers who question what they read, seek clarity and achieve independence.

The books used for the whole class reading lessons have been carefully chosen to ensure that texts are age appropriate, have cross curricular links or cover the protected characteristics.

Teachers follow a medium term plan created by the reading lead to ensure differentiation and progression each half term across the year groups.

Children engage in whole class discussions and debate linked to the text which we believe fosters a whole class reading community to encourage children to develop a love for reading. We ensure a range of genres/authors are used in whole class reading sessions, so children are exposed to a range of writing styles.

Teachers will listen to children read aloud during these sessions.

The teaching of phonics

When teaching phonics we use a government approved scheme, Bug Club Phonics. It aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children, with the aim of children learning to read by the age of six in a fun and accessible way.

Bug Club Phonics is broken down into 6 phases.

The children in our Nursery setting access phase 1 phonic lessons before beginning the Bug Club Phonics programme, as it is useful for children to do some preparatory work on print conventions, letter knowledge and whiteboard use. The children in Reception, Year One and Year Two (autumn term) have daily phonic lessons. Following the phonics lesson children will read a phonetically decodable book from our chosen scheme, matched to their phonetic ability. This book will contain the phonemes and common exception words taught that week. Children read the same book each day and take this same text home to help increase fluency when reading. Teachers follow the structure as suggested by Bug Club for the reading sessions. In addition to this the children also choose a book to take home to read for pleasure from the class library.

Children have daily phonics sessions which last approximately 30 minutes and are grouped accordingly to their phonic phase.

Children who do not meet the required standard of reading at the end of Year One in the Phonics Screening Test retake the test at the end of Year Two. Ongoing assessment identifies children not on track to pass the phonic test and interventions are put in place to

support their needs. Children are given sound cards to take home to practise recalling phonemes with their parents.

Reading at Home

Children accessing phonics will be given a book to take home each week matched to their phonetic ability.

Children can also choose book to read from the classroom, to read for pleasure. Children are encouraged to read and share these books with their parents/ carers.

In KS2, children are provided with an independent reader to take home and are also encouraged to read with their parents/carers. Teachers will help support the children to choose age appropriate books.

Each child is provided with a reading record to use to record additional reads at home. This book is also used as a dialogue about reading between teacher and parent/carer

Story time

Story time happens daily in each classroom for 15 minutes at the end of the day. A story spine has been produced to ensure that the texts are age appropriate. This is an opportunity for teachers to read aloud to children and discuss the text.

Drop and Reads

From Year 2 onwards, drop and reads happen daily. This is an opportunity for teachers to listen to children read aloud, support children choosing texts and promote a love of reading.

1:1 reads

All children are listening to read aloud at least once a week. PPG children are listened to read at least twice a week to provide additional support.

Assessment

- Informal assessments will be done daily by the teacher through observation of reading and reading related tasks.
- At Hollinswood Primary School we are using the assessment materials provided by Bug Club Phonics to track.
- The National Phonic Screening for Year 1 in June.
- The National Tests (SATs) will assess end of year (Summer term) reading attainments for Years 2 to 6.
- Salford Reading Test is also used to assess the reading age of children.
- PIRA reading papers each term (year 2-5)

Role of the Headteacher and Governing Body

- To check compliance of the Policy
- To meet and talk with parents when appropriate
- To discuss with staff how far the policy is being successfully implemented.

Role of Parents/Carers

- Parents and children are encouraged to read together at least 3 times a week.
- All children have a reading record, in which parents can put comments about their child's performance.