

Clifton with Rawcliffe Primary School

Reading Policy



Date of policy: March 2021

Date of review: March 2022

Person Responsible: Lorna Brown

Description of school / background information in provision of Reading

Clifton with Rawcliffe Primary School is an above average size school. Nearly all pupils are from a White British background. The proportion of pupils entitled to free school meals is well below the national average. The number of pupils with learning difficulties and/or disabilities is well below the national average and the proportion of pupils with a statement of special educational need is half the national average.

Roles and Responsibilities

Governors

The Governing Body (policies committee) has been involved in the development of the school's Reading Policy. It will continue to review and evaluate it regularly. The link Governor for this subject area will liaise with the subject leader on a regular basis.

Identified member of staff

An identified member of staff takes overall responsibility for this policy and its implementation and for liaison with the governing body, parents, other staff members, Pathfinder MAT, Local Authority (LA) and relevant outside agencies.

Parents and guardians

Parents and guardians are encouraged to support the provision of reading within the school programme and have access to this policy. The school plays its part in ensuring that parents are kept up to date with the reading activities that go on in school via the school newsletter and letters sent home with pupils.

Pupils

Pupils have an entitlement to reading taught in a creative way. They have access to a wide range of reading material in school, both in phases and in the library.

Staff

All staff, both teaching and non-teaching, should be aware of the policy and how it relates to them. Any staff involved in reading activities should have opportunities for relevant training.

Senior Leadership Team (SLT) and the English Subject Leader will also ensure regular in-school training through lesson support and whole school School Improvement Sessions.

Adults Other Than Teachers (AOTT)

The school actively seeks to include AOTTs to assist and supplement the reading provision, both in the curriculum and after-school. These are overseen and timetabled by the Phase Leaders to ensure quality and suitability. DBS information is collected, where appropriate, and stored in the school office

Aims and objectives of the policy

At Clifton with Rawcliffe, we support children's development as they become enthusiastic and critical readers of stories, poetry, drama, non-fiction and media texts. We want children to develop a love for literature. Children will have a raised awareness of how print, pictures and visual media can all convey meaning. We strive to build upon a wide vocabulary base and develop a capacity to convey meaning through a range of high quality texts. We believe that becoming a fluent reader plays a vital role in preparing our children for the opportunities, responsibilities and experiences of adult life.

Reading has considerable potential to contribute to much wider areas of learning. It is considered important that reading is integrated into different subject areas for the development of skills.

The aims of reading are:

- To develop in children a love of reading, and being read to.
- To enable children to understand, describe, select or retrieve information, events or ideas from texts, and use quotation or reference to the text.
- To encourage children to deduce, infer or interpret information, events or ideas in texts.
- To enable children to identify and comment on the structure and organisation of texts, including grammatical and presentational features.
- To teach children to explain and comment on writers' use of language.
- To encourage children to identify and comment on writers' viewpoints and the overall effect of the text on the reader.
- To allow children to relate texts to their social, cultural and historical traditions.

Teaching programme and strategies

Sympathetic and varied teaching approaches and specific learning objectives provide stimulating, enjoyable, satisfying and appropriately challenging learning experiences for all pupils. Through the selection of suitably differentiated and well-developed tasks, it is intended that pupils, irrespective of their ability, will enjoy success and be motivated to further develop their individual potential in reading.

The teaching of reading offers opportunities to support the social development of children. Groupings allow children to work together and give them the chance to discuss their ideas and feeling about their own work and the work of others. The children learn to respect and work with each other and with adults, thus developing a better understanding of themselves.

Phonics

Phonics is taught regularly from FS1 to end of Year 2.

In KS2, children who are not working at the nationally expected level continue to receive phonics intervention.

We follow a synthetic phonics approach following the guidance of Phonics Bug (Pearson).

At the end of Year 1 children undertake the Y1 phonic check.

Guided reading

Through the process of guided reading, children are taught word recognition, reading responses, behaviours and strategies as well as knowledge and understanding of reading. This process takes account of the fact that children need to be supported in a range of reading strategies in order to be proficient.

The children in FS are taught guided reading skills in small groups on a regular basis. In KS1 they organise their guided reading around a carousel of reading related activities. They have five ability groups and each group reads with an adult at least once a week.

The teachers' in year three continue with a carousel of reading activities where each group will work with an adult at least once a week. They will practise fluency skills, decoding skills (depending on the ability group), inference skills, retrieval skills, prediction skills, understanding vocabulary and summarising skills.

The children in year four, five and six are taught reading through a whole class guided reading approach. Choral reading, paired reading and echo reading is adopted to improve fluency and word recognition. Children will practise fluency skills, decoding skills (depending on the ability group), inference skills, retrieval skills, prediction skills, understanding vocabulary and summarising skills. A variety of genres are used with regular practise of different types of reading questions.

Opportunities to develop reading stamina are also used outside of guided reading sessions.

Reading at home

In FS and year 1 children are allocated books from Bug Club. These have been used within Guided Reading lessons that week. Children in FS and year 1 are allocated book banded books to take home which are connected to the phonics level that they are currently on.

At Year 2 the children are allocated books from Bug Club to read at home. They are also encouraged to select a book from the book banded schemes we have available in school.

Year 3 and 4 children are also allocated books from Bug Club to read at home. Year 3 are encourage to choose a book banded book and year four are encourage to choose books where are appropriate to their ability.

Year 5 and 6 Children are encouraged to choose books which are appropriate to their ability to read at home at least three times a week, and to record their reading in their reading records sheet.

The library

The library is central to the whole school building. All children have regular access to the library and it is used for a variety of purposes. Children from all phases also use the library for independent research.

See Library Policy

Curriculum planning

This is organised in three stages:

Long term planning

This is based on the National Curriculum for Reading, which details what is to be taught over the Key Stages and provides the topic basis for planning reading activities over a two-year cycle. It is monitored regularly and evaluated annually.

Medium term planning

This takes the long term plan and organises the teaching of reading into termly or half-termly sections. The planning is more detailed and the objectives are more specific in nature. This planning is developed by the class teachers, who respond to the needs of their pupils. It also ensures that a balanced distribution of work is undertaken across each term.

Short term planning

Short term planning details the activities that take place weekly. Lessons are planned in detail and specific class objectives are set, in accordance with the needs of the pupils. Individual learning goals might also be set for pupils in some lessons.

Teachers collaborate on the planning of reading to ensure parity in provision and to share expertise.

Health and Safety

In their planning of activities, teachers will anticipate likely safety issues. They will also explain the reasons for safety measures and discuss any implications with the children. Children are always encouraged to consider safety for themselves, others, the environment and the resources they use, when undertaking reading activities.

Monitoring and Assessment

The Reading curriculum is monitored on a regular basis by the Subject Leader, who examines pupils' work, monitors classroom practice and planning and ensures parity of entitlement for all pupils across the school.

She identifies the training needs of the staff and plans the training programmes. She also attends training for English Subject Leaders run by the local authority and other providers.

We assess children's work in reading using objectives from the National Curriculum. According to National requirements, the children's outcome is reported in Years 2 and 6.

More important to the school, however, are the formative assessments, which are continuous and on-going, and identify the needs of the individual pupils. These form part of the reading activities and are used to determine the pupil's future developmental areas. NFER tests are used once a term to assess progress.

The monitoring of the standards of children's work and of the quality of teaching in Reading is the responsibility of the SLT and the English Subject Leader. The work of the Subject Leader also involves supporting colleagues in the teaching of reading, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Additional educational needs

All classes consist of pupils of varying abilities and with varying needs, and our classroom practice ensures that, when possible, these needs can be met within the class organisation.

However, when a child has very specific additional needs, support is provided firstly by the school's internal organisational structure, which gives personal assistance and additional practice and is administered by support assistants within the school during the lessons. Details of this can be found in the SEND Policy.

Implementation of the policy

A copy of this policy is available for any member of staff, Governing Body, parents and relevant outside agencies.

Date of Implementation - March 2021

Monitoring and evaluating the policy

This policy will be reviewed every two years by the Head Teacher, Governing Body Policies Committee, Subject Leaders and relevant staff members.

Next review date: March 2022