

## **Reading Policy** **September 2017**

### **Introduction**

At Macaulay Primary Academy we believe that the ability to read is a skill, which is fundamental to many aspects of life. Throughout school being able to read is central to accessing a wide range of areas of the curriculum. Children are offered the opportunity to learn in a print rich environment.

### **Aims and Objectives**

- ✓ Children to become confident, fluent, accurate, independent readers who read with understanding.
- ✓ To develop enthusiastic and reflective readers.
- ✓ To read a variety of texts through use of libraries, ICT and other media.
- ✓ To read and respond to a variety of different genre of literature.
- ✓ Children to have access to a range of non-fiction texts, which stimulate both individual interests and enhance all curriculum areas.
- ✓ To promote a lifelong love of reading.
- ✓ To promote sustained reading over longer periods of time.
- ✓ To encourage regular reading at home with support of parents.

### **Principles for the teaching and learning of reading**

In order to deliver the above, we will meet the objectives outlined in the 2014 National Curriculum. This will ensure that all children are given opportunities to study a range of good quality and interesting fiction and non-fiction texts from a variety of genres. They will have the opportunity to read 'real' books and also newspapers, big books, posters, ICT based texts, computers and interactive whiteboards and books from reading schemes.

### **Strategies for the teaching of reading**

Reading is initially taught alongside Letters and Sounds. This initiative promotes a strong and systematic emphasis on the teaching of phonics to aid the teaching and learning of reading. All children in the Foundation Stage and Key Stage One have a whole class daily phonic session with additional opportunities being provided through 'learning challenges.' Children are tracked through the phonic phases to ensure that progress is being made in line with national expectations.

Children who still need support in Key Stage 2 with their phonics received this through the Rapid Phonics scheme.

Throughout the school reading is taught through Shared Reading sessions, Guided Reading sessions and opportunities to practise and consolidate skills through independent reading. Reading tasks/books will be appropriately matched to individual abilities and needs in the classroom. During these sessions

teachers/teaching assistants and volunteers will use a range of strategies to try and enhance the teaching of reading.

### **Guided Reading**

All children in EYFS, Key Stage One and Lower Key Stage Two will participate in two guided reading sessions each week, led by either the class teacher or the teaching assistant. Children should be given the opportunity to ‘problem solve’ by reading independently during this session. The adult should offer a ‘walk through’ of the book and main learning points should be discussed before and after independent reading. In Year Two focus of this session may shift to comprehension rather than developing reading strategies to work in line with 2014 new curriculum SATs papers. Year 5/6 this year are trialling a new method whereby all children have access to a class book which is broken down into chapters and activities completed to allow opportunities for high skilled thinking following the 2016 SATS reading paper.

Assessment is recorded against child specific objectives on sheets published in line with the 2014 National Curriculum. These objectives cover each year group’s national expectation.

Extra support is given to children initially in the form of daily reading sessions with a TA. Children may then be given further support to develop their reading through small group work or individual Reading Recovery sessions. Children involved in these strategies are assessed at the beginning and end of the programme to ensure progress has been made.

All children are assessed at the end of their Reception year using the PM Benchmarking Kit. Children are then to be reassessed when there is an identifiable need, in relation to their progress.

### **Other opportunities for reading.**

<b>Foundation Stage</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Years 3 &amp; 4</b>	<b>Years 5 &amp; 6</b>
		Emphasis of sessions as the year progresses to more shared reading and fewer guided reading sessions)	1x session of non-fiction or poetry relating to the class reader to be instead of class reader once every 2 weeks	1x session of non-fiction or poetry relating to the class reader to be instead of class reader once every 2 weeks
2x weekly guided reading and	stories at the end of the day	3x weekly guided reading (ensuring	guided reading for those children	4 x weekly class reader sessions

comprehension		fluency in decoding)	struggling with decoding and fluency	including SATs style questions work in class reading sessions relating to particular domain
3x weekly independent reading	daily readers	1x weekly shared class reading	4x class book sessions weekly	
daily readers	Class reader 1x weekly (all children having their own copy of the text or sight using the visuliser)	daily readers	daily readers (as necessary)	guided reading for those children struggling with decoding and fluency
high frequency words	4x weekly guided reading			
daily story	comprehension activities	1x weekly reading comprehension – SATs style questions relating to the class reader	1x weekly targeted SATs style questions relating to class reader	
		reading club (tuition)		1 to 1 or small group tuition (intervention)
Daily Phonic session. Opportunities for children to reinforce phonic skills in continuous provision. Bespoke phonic intervention.	Daily Phonic session. Bespoke phonic intervention.			
	RIC session starter relating to topic	RIC session starter relating to topic	RIC session starter relating to topic	RIC session starter relating to topic

**Shared Reading:**

The whole class shares a text, which is beyond their independent reading levels, often using an enlarged text through the Talk for Writing as part of our literacy lessons. Shared reading provides a context for teacher modelling, teaching and applying reading skills (word, sentence and text level).

**Independent Reading Time**

Volunteers from the community, governors, students and parents all give their time to increase children's individual reading miles. Reading buddies are created through classes in Key Stage One joining with a class in Key Stage Two; giving younger children the opportunity to hear older children read and show off their own skills in return.

Children in Key Stage 2 are offered the opportunity to read books that interest them as well as school reading scheme books on a daily basis.

**Story time**

Texts appropriate to topic work, objectives covered in the Literacy and books for enjoyment are read aloud by the teacher on a daily basis. This helps to encourage the enjoyment of stories and books but also develops the child's ability to comment on and respond to events and experiences within a text. These sessions also allow the teacher to check a child's comprehension, by asking literal and inferential questions, which aid deeper understanding of the plot and themes of the story, increasing their vocabulary. Children also have the opportunity to experience texts by the same author and different genre.

**Home/school reading:**

All children will be encouraged to take home a book from school at a suitable level for them to practise the skills they have been taught in their guided reading sessions. Children will be encouraged to choose from a range of books appropriately coloured book for their ability in line with the 2014 National Curriculum. Foundation children and Key Stage One children will initially be given a book from a structured reading scheme, selected by their teacher to take home.

All children will also be offered the opportunity to take home a library book that they may select for themselves from either the Key Stage 1 or Key stage 2 libraries.

**Parental involvement**

Parents are urged to share books with their children and hear their children read at home. Parents are encouraged to make a written comment in the school reading diary, to show how their child read or understood what they were reading.

**End of Year Expectations**

Foundation:

- Segmenting and blending

- Using basic picture clues
- Basic retrieval

Year 1:

- Predicting
- Retrieval from the text
- Re-reading to check that the text makes sense
- Basic inference – what is being said and done?

Year 2:

- Developing fluency
- Who, what, when, where, how and why questions
- Basic inference
- Clarify the meaning of words

Year 3:

- Skim and scan
- Inferring from the text (the answer not always directly given)
- Word meanings closest to

Year 4:

- Summarising
- 2 mark question responses

Year 5:

- Ordering events
- 3 mark question responses

Year 6:

- Developing 3 mark question responses
- Securing all reading skills ready for SATs

**L. Hammond**

**Review date:** September 2018