

Pinchmill Primary Reading Policy

At Pinchmill Primary we believe that reading is a vital skill that will support children's learning across the whole curriculum. In our school, we will strive to give pupils a stimulating and language rich environment where reading materials are presented in an attractive and inviting way. Furthermore, within literacy lessons we create an environment that stimulates the generation of ideas from texts where all ideas are accepted and valued. Teachers will act as role models in their enthusiasm for both reading and writing by keeping up to date with current children's literature.

'We shouldn't teach great books we should teach a great love of reading' B.F. Skinner

We will develop children's reading within an integrated programme of writing and speaking and listening/drama and aim to:

- Instil children with a love of reading that lasts for their life time, share with them an enthusiasm for children's literature and help children to recognise the value of reading as a life skill and develop the habit of reading widely and often, for both pleasure and information.
- That all children will make continuous high levels of progress and become competent and confident readers who read with high levels of fluency, word building and decoding skills, and comprehension.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language

Within whole class reading lessons we aim to create an environment that stimulates the generation of ideas from texts where ideas are accepted and valued. Teachers will act as role models in their enthusiasm for both reading and writing by keeping up to date with current children's literature.

Implementation

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as of extreme importance since through it 'pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually' (p13) Reading allows pupils to 'acquire knowledge' and to 'build on what they already know' (p13). Schools are expected to have library facilities and support and encourage reading at home.

The 2014 Curriculum divides reading skills into two dimensions:

- Word reading/ decoding
- Comprehension

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary. We also understand that reading is a developmental process and part of life-long learning and we encourage and praise children at every stage of it.

Our aims and connected provision

- From Reception, the pupils learn to read easily and fluently through daily, regular reading opportunities with adults in school, reading partners, decoding and segmenting focus work in Sounds Write sessions and incentives to read at home.
- Pupils develop skills in reading for understanding using quality texts. We have adapted this to meet the needs of our pupils. In essence and where possible, pupils study a book related to their history or geography unit of study. They often study books which are more challenging than those which they might be able to read independently. They will use this book as the basis for reading, speaking and listening tasks.
- Pupils are encouraged to read widely, through our use of differing class texts, library visits and high quality attractive books in classrooms.
- Pupils are encouraged to read for pleasure using reading partners, quiet reading time, listening to an adult read, and the various methods outlined above.
- Pupils also need to read to find information in all lessons and comprehension is assessed in a formal way every term at half term.
- Pupils are exposed to a range of texts from their literacy heritage during their school career
- Pupils will be taught reading discretely during whole class reading sessions. During these sessions the children will echo and coral read. Whole class reading session will take place at least four times a week for the duration of thirty minutes
- Key Stage Two pupils who are struggling with reading or making slow progress are given additional reading support.
- Free readers are encouraged to choose from a selection on quality text to develop and extend their knowledge of different authors and genre.

Independent Reading:

Pupils will be given opportunities for independent reading of their reading scheme/free reader/library books during the school week. All children will have a reading book, chosen by them, at an appropriate level. These books should be 90% readable by the child and the class teacher will monitor this regularly. Teachers will also assess on a regular basis the children's comprehension of the books they have read or are reading so ensure that the children are also reading for meaning. Unless both these feature of reading are of a satisfactory level, the children will not be able to move on to the next level. This ensures that children are not just decoding and word reading but also reading for deeper meaning and extending their vocabulary and understanding. If children want to read a book that is currently beyond their ability level, we will encourage parents to share the book at home with them. Children will be given the opportunity to change their library and stage books as often as needed; this may be with an adult or before and after school on specified days. All reading to an adult should be recorded in the children's reading record book and the class teacher's reading record.

Banded books:

We have a colour banded book scheme. The books are banded in colours up to Dark Brown (Y6). If teachers believe that children are independent enough in their book selection then after they have moved on from the Lime level, they can choose books from the free reader's selection of books. This is to encourage those children that are confident readers to move onto 'real books' (as opposed to books from the colour banded scheme). The scheme will be used to support children's reading

development. Children who are not ready to advance to the next band will be encouraged to read more broadly at their appropriate level. We will support and encourage children through these bands but we will not rush or push children through them when their decoding and/or their comprehension skills are not sufficiently developed.

Priority Readers:

Some children will need to read more regularly to an adult as they need more practise and/or they are not reading to an adult at home. Class teachers will identify these pupils, as 'Daily Readers' and they will read to school staff or other designated adults on a regular basis. Within school we have number of books to support older readers who need an easier word level but age related content, these are within our high/ low selection of reading books.

Reading Aloud:

All children read aloud with staff and other adults at school. When this is 1:1, it is recorded in children's Reading record books. Reading regularly at home with parents or carers makes a huge difference to children's reading ability and helps to develop an enthusiasm for reading and life-long love of books. Research shows that it is the single most important thing parents can do to help their child's education. Reading aloud improves children's reading ability and their vocabulary; this in turn will feed into the quality of their writing. Discussing what is being read also develops comprehension skills. At Pinchmill Primary School, we expect every child to have a parent/adult listen to them read for 15 -20 minutes every night (to include reading and discussion of the book). Parents are asked to sign the Reading Record Book daily. Children, who wish, can fill in a Book Review on pro-formas provided by school to record their thoughts and feelings about what they've read.

Reading Challenge:

For those children who have read at home at least three times per week, there will be a reading treat on a Friday afternoon.

Developing Phonic Awareness

Class teachers must ensure that pupils are using a phonics first approach to their reading. They should be breaking words down (segmenting them) into sound chunks and sounding them out before blending the sounds together. Children who need to further develop phonic knowledge, in particular their recognition of the 44 first representations of each sound as shown in Sounds Write, must have a clear programme for progression (Sounds Write) and are supported and closely monitored by school staff. In addition, these children should be brought to the attention of SEND co-ordinator in order to explore possible reasons behind their difficulties with phonics and be identified on the school's SEND register (if appropriate). A record of the targets for these identified children should be kept on a PPP (Personal Progress Plan).

Impact

Each Year the teachers complete a baseline reading assessment (York). This gives them a reading age, reading fluency gauge and comprehension skills level. Teachers then continually assess children's reading. Individual reading to a member of staff will be used to analyse children's strengths and weaknesses and to plan future work and targets accordingly. Children's attainment and progress is monitored and reviewed termly using a standardised assessment.

Priority Children:

Teachers, Literacy Subject Leader and the SENDCO will monitor the reading of identified 'Priority Children', providing additional opportunities and interventions to provide support with reading in school. Wherever possible, the SENDCO and Literacy Lead will work with families to help raise the profile of reading at home.

'The more that you read, the more things you will know. The more that you learn, the more places you'll go.'

Dr. Seuss I Can Read With My Eyes Shut!

The Head and the Literacy Subject Leader will:

- Provide support by encouraging staff and sharing best practice.
- Monitor learning and teaching throughout the school.
- Monitor planning and assessment.
- Support staff development through in-service training and provision of resources.

The Literacy Subject Leader will:

- Ensure continuity in assessment throughout the school and lead staff meetings to support this aim.
- Monitor Reading in school.
- Keep up to date with new developments in reading and keep the staff informed.
- Play a key role in formulating, maintaining and reviewing the Reading Policy.
- Lead colleagues and at all times be supportive.

The Class teacher will:

- Endeavour to read to their class on a daily basis
- Be able to recommend books to children in their class and help them expand the authors and genres they are selecting for themselves.
- Be responsible for the teaching of reading as set out in this policy.
- Provide literacy plans including discreet reading lessons and make these available to the head teacher and literacy leader.
- Provide work samples to the literacy leader.
- Assess children's reading using 1 to 1 reading, whole class reading, support staff assessments, APP and formal tests and keeping evidence to support these judgements.
- Use evidence from the teaching and assessment of reading in order to inform future planning.
- Monitor pupil progress in reading using assessment data and refer any concerns about individuals or groups to the Senior Leadership Team.

"So please, oh PLEASE, we beg, we pray,
Go throw your TV set away,
And in its place you can install,
A lovely bookshelf on the wall."

Roald Dahl, 'Charlie and the Chocolate Factory.'