



Pinfold Primary

'Learning is our passion'

'Small but mighty!'

Pinfold Primary Reading Policy 2020

Literacy Coordinator: *Caroline Whiteside*

Head: *Claire Tjaveondja*

Chair of Governors: *Nicola Jackson*

Pinfold Primary School Reading Policy

"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!*

1. Mission Statement

Success in reading has a direct effect on progress in all areas of the curriculum and is crucial in developing children's self-esteem, confidence and motivation.

To support this we have an emphasis on early reading and phonics from nursery and into Key Stage 1.

Alongside the important skill of decoding, we teach children how to comprehend and understand what they are reading.

We aim for all children to have strong word recognition skills and strong language comprehension skills.

Our expectation is that all children will be fluent readers by the end of Key Stage 1.

Reading is a multi-strategy approach to understanding the written word. It is not simply the decoding of black marks on the page but involves the ability to read with understanding a wide range of different texts, including fiction, non-fiction, real world texts such as labels, captions, lists and environmental print. Competence in reading is the key to independent learning and therefore the teaching of reading should be given a high priority by all staff.

We are determined that every pupil will learn to read at Pinfold Primary School and we aim for everyone to develop a life-long love of reading.

2. Rationale

This policy for Reading forms a key element in the teaching of literacy at Pinfold Primary School. It is very much inter-related with other aspects of learning in English, such as speaking and listening, writing and other areas of reading such as shared reading and home reading.

3. Aims

During shared and guided reading, we aim to:

- Foster an enthusiasm for and love of reading for life.
- Help our pupils to develop a lifelong enjoyment of reading taking genuine pleasure from what they read.
- Give our children the reading skills they need to access all areas of the curriculum.
- Enable children to access, understand and begin to manage information.
- Help children begin to understand the meaning of what they read and what is read to them.
- Help children make responses to what they read justifying those responses.
- Allow all children to use reading to become immersed in other worlds...both real and imagined!
- Develop the ability to read aloud fluently and with expression.
- Develop the ability to read for meaning.

- Develop the skills required for the critical reading of texts.
- Develop oral language, speaking, listening, and enhancing their vocabulary.
- Be encouraged to listen attentively.
- Gain awareness of the close links between reading and writing activities.
- To ensure that all children make accelerated progress.
- Be encouraged to read a wide range of fiction, poetry and non-fiction materials, broadening and extending the range of reading.
- Be taught a range of cueing strategies for reading including:
 1. Phonic (sounding the letters and blending them together).
 2. Visual (whole word recognition and analogy with known words).
 3. Contextual (use of picture and background knowledge).
 4. Grammatical (which words make sense).

4. Statutory Requirements:

Early Years Foundation Stage

In the Early Years, there is a focus on supporting children to acquire a wide vocabulary, secure a knowledge of phonics and communicate effectively. By the end of Reception, most children will read words and simple sentences accurately. Reading opportunities are given on a daily basis. A wide range of approaches are used to provide first hand experiences for the children. The children are taught in a stimulating environment that is rich in written print. There are focussed periods within the day when small groups of children share books in a more structured way - i.e. guided reading. The class teachers share big books with the class and regularly read stories and rhymes. The children are given an individual reading book to take home when they are ready. The teacher reads with the child and encourages reading to take place at home.

Key Stage One

Discrete daily phonics work takes place during Letters and Sounds. During these sessions, children are grouped according to ability and will work with either the teacher or teaching assistant to attend their "phase" Phonics activities are practical and fun, to encourage learning. During shared and guided reading, phonics work is reinforced by class teachers in the context of real texts. Reading skills are developed across the curriculum. Provision is made for children who require extra support through differentiated class teaching and carefully planned activities. Class teachers deliver the National Curriculum objectives by providing a wide range of text types. Children have daily English sessions. Writing activities follow on from shared reading with a balance of reading and writing over a period of up to 3/4 weeks. Time is also allocated for the explicit teaching of the specific reading skills required for comprehension and grammar within English lessons.

Key Stage Two

Careful study and immersion in the reading genre over several days leads to children attempting writing in that same genre. This is usually during a unit of work lasting several weeks. Over the unit there will be a balance of shared reading and writing activities. Children have daily English sessions. It is also necessary to have additional sessions for the explicit teaching of comprehension and SPAG skills.

The Governing Body

One member of the Governing Body will be the English Governor. This governor is responsible for communicating with the Headteacher and English Coordinator about the progress of pupils in reading and report back to the Governing Body.

5. Approaches to and the pedagogy of reading:

These might include:

Phonics

The simple view of reading is used by teachers to plan and teach the full range of reading skills. At the early stages of reading, the children are taught to decode texts by following a synthetic phonics programme (Letters and Sounds). Infants will take part in Daily 20 minute Phonics sessions. These sessions are planned by the class teacher and will be based on Review, Teach, Practise and Apply sequence. Class teachers are responsible for assessing the progress of individual children in phonics. In June Year One will take part in the Phonics check. Phonics catch up programmes will take place for any children not progressing and/or when a Year 1 child does not achieve the Year One Phonics check.

Shared Reading

In shared reading, the teacher's role is to make overt what good readers do and encourage children to be actively involved in reading in the moment. During shared reading, the children can access a text, which may be challenging to them individually. Reading skills and strategies should be clearly modelled, and discussion should help children to deeper understanding of the text. Shared reading should have a specific focus and all abilities should be included in discussions by differentiated questions. Shared reading should take place within the daily English lesson and through the reading of information texts related to other curriculum areas.

Guided Reading

Guided Reading is the method used to teach individual children to become fluent in reading and comprehension skills of inference and deduction. Guided Reading takes place outside the English lessons for 20 minutes at least 3 times a week. Children are taught in small groups set according to ability. Targets for guided reading should be shown on weekly plans and supported by the questions and resources within class guided reading files.

In Willow Class Guided Reading, books are all phonetically decodable and linked to the Phonics the children are currently covering. In KS2 Texts should be carefully selected at instructional level for the group and plans for each session should reflect a specific teaching focus appropriate to the group. All the individual and guided reading books in school are colour banded. Children will move through the colour book bands as they progress and develop their reading skills.

Guided Reading is principally the class teachers' responsibility and must be planned and evaluated for all children by the class teacher. However, other trained adults can also teach guided reading sessions. Each class will have a weekly Guided Reading slots in their timetable. It is the teacher's responsibility to draw up a 'carousel' type timetable that

allows for reading sessions across the week. Each child must have at least one Guided Reading session a week with the teacher, and additional sessions can be carried out by Teaching Assistants or independently, but the planning and assessment of progress for guided reading is the responsibility of the class teacher for all children. The carousel of activities should have literacy-based tasks and groups should be structured from the following:

- Guided reading with teacher.
- Independent follow up work in reading/reading journals following guided reading session.
- Choice activities including book corner, ICT texts, games.
- Independent research possibly linked to other curriculum areas.
- Phonics work/spelling with class Teaching Assistant or further review & response to reading/writing.
- Other related reading activities or games.
- Reading different genres, including newspapers and annuals/ Group reading plays (independent).
- Book reviews.
- Reading comprehension.

Guided Reading Journals are to be used by all pupils from Year 1 to six in recording book reviews, comprehension tasks or follow up work to a guided reading session.

Organisation and Planning for Guided reading:

Implementation

All teachers should have and maintain a Guided Reading file containing any guidance, assessments, and planning using the Guided Reading Record sheets. These should be made available to any member of the Leadership Team who is undertaking an observation of Guided Reading.

- All pupils will be grouped for guided reading based on their reading ability.
- Reading observations and assessments will be used to inform these groupings.
- Groups should contain up to a maximum of six children.
- The learning objectives for each group will be identified.
- Texts will be selected to help deliver the learning objective, which will also be at the appropriate book band for that particular group of children (at a level of approximately 90% accuracy).
- A guided reading lesson will follow a five-part structure: book introduction, strategy check, independent reading, returning to the text and response to text.
- A common planning proforma will be used which will also identify relevant follow up activities to take place to reinforce and consolidate understanding.

Home Reading

Reading should not be seen as just a 'school activity'. Wider family involvement supports reading and ensures children have access to reading materials at home. Therefore, at Pinfold Primary, we provide meetings for parents to support them in helping their child at home with reading and phonics. Reading records also contain a range of suitable questions to enable parents to make home reading time as productive as possible. Each child is given a reading diary that they take home with their book banded reading book according to their reading ability. In Willow class, this book will be matched with the phonics they are currently learning.

Independent reading

In order to hear less fluent children read more teachers may choose to hold a discreet reading session for 5-10 minutes during the day in which they hear children read and give developmental feedback and support to children on such skills as segmenting and blending and expression and intonation. This is purely an opportunity to hear children read and as such does not form part of the Guided Reading session.

Class story/novel

KS1 and KS2 have a class story/novel each half term that they use to as part of their English writing development. This class story/novel is used in sequence with English writing.

- Phase One - Developing vocabulary and language skills from the text.
- Phase Two - Gathering information and further understanding from the text.
- Phase Three - Developing their writing based on the text the class are reading.

Wider reading

Teachers plan to use text in other curriculum areas not just in English. Children need to be given the opportunity and encouragement to read independently in order to build confidence, stamina and fluency, as well as develop their experience of a range of books and authors. It is important that children have opportunities to develop their reading across a varied and different curricular areas.

Reading environment

Classrooms and all school areas should provide a print rich environment to promote the importance of reading. Reading displays should form a part of that environment. Examples of such displays may include - book corners/library, collections of favourite books attractively displayed, book reviews, book of the week, author displays and collections of books on a similar theme will help to develop enthusiasm.

Book Corners/Library

Children should have access to a wide range of books including fiction and non-fiction via their reading areas, Lancashire Library Service and from texts brought in from home. Book areas are of tremendous importance. Selecting their own choice of texts is an important part of developing pupil independence. Selecting texts motivates readers and helps children to develop and discuss their reading preferences, a vital skill for GD readers at both key stages. We have recently redesigned each class library area to ensure that we provided an area that would inviting to the children as well as encourage children to develop a love for reading.

Language Development

Each classroom ensures we have displays that are print rich in language. The language we display is to support and enhance the children's teaching and learning. Additionally each class has a Word of the Day that is used to further develop children understanding of word vocabulary.

Reading for Pleasure

This is at the heart of our reading policy. Throughout the year, events are planned to promote reading for pleasure in the school community. These events include dress up days linked to authors, activities linked to World Book Day, visits to Ormskirk library and author visits.

6. Assessment and Target Setting

Teachers track pupils' progress in reading at the end of each half term to ensure that assessment information is up to date (Klipp Guided Reading grids/School Pupil Tracker). Every term, each child is given a reading level using Klipp's guidelines, these must be scrutinised and teachers will consider where each child best fits using their knowledge of the children and all available evidence, e.g. guided reading record books/reading journals etc. Children are grouped according to these levels, but groupings should remain flexible according to individual need and progress. Teachers will complete a Guided Reading Record Sheet during each half term. Once completed this record sheet will provide evidence of for assessment information for children in relation to their progress. Assessment of progress is crucial to effective learning and progress in reading and it must be the basis for guided reading groups within each class, which will be based upon ability.

Phonic tracking will be undertaken with pupils throughout the Foundation Stage and reading assessments made at the beginning of Key Stage 1. The purpose of these will be to ensure children are reading within the appropriate 'book band' and can be grouped with pupils of similar ability. Brief assessment notes will be made for each pupil for each guided reading session on a common record sheet. This will help inform the teaching focus for subsequent sessions. At the end of the Foundation Stage, pupils will be assessed against the Early Learning Goals for Reading. Year 1 Children will also take part in the Phonics check in June.

Pupils will undertake end of Key Stage 1 and end of Key stage 2 tests and teacher assessments at the end of Year 2 and 6. Progress in reading will be communicated to parents at the parent consultation meetings, as will parent reports in Autumn and Spring term. A written report will be provided in the Summer Term which will include comments relating to both progress and attitude towards reading.

7. Special Educational Needs (SEND)

EHCP children will be supported with a specialist teacher for reading where necessary. Additionally children who continue to make a lack of progress in their reading will be placed on a Teaching and Learning Programme (TLP) with short achievable reading targets set.

8. Equal Opportunities

In line with our inclusion policies Pinfold Primary School believes all children are entitled to high quality teaching and learning, with regard to reading and we embrace the philosophy of inclusion.

9. Intervention Programmes

Provision is made for children who require extra support in reading through specific intervention programmes and differentiated class teaching/independent tasks. TLP's may also name interventions such as 1:1 reading to support children who are less fluent in their reading or specific phonics support needed. We also run a Phonics Catch up programme for any children who are struggling to make progress in their reading/phonics and/or do not pass their Year 1 Phonics Check in June.

10. Staff Development and Training (PD)

We are fully committed to ensuring all our Teachers and Teaching Assistants have access to high quality, up to date training to ensure that provision is of a high quality. Most recent whole school update training in Guided Reading was in January 2020 and Phonics training in December 2019. Training needs will be reviewed on an annual basis as part of our whole school CPD provision.

11. Role of Subject Leader:

- To develop the love for reading throughout school.
- To support and work with colleagues on any aspect of this policy.
- To assist with planning and selection of resources where needed.
- To keep up to date with and inform staff of new developments in reading through staff meetings and informal discussion.
- To organise and be responsible for guided reading resources in a central area and keep colleagues informed of the range of materials available.
- To be responsible for the monitoring of teaching and learning of Reading throughout the school.
- To liaise with the Headteacher and Literacy Governor on a regular basis, reporting any developments in reading.
- Track children's progress in reading through scrutiny of class and year group trackers and assessment data e.g. Foundation Stage Profile scores, termly reviews, End of Key Stage 1 and 2 results. This will additional support setting any provision mapping for reading.

12. Monitoring and Evaluation

- The monitoring of this policy and its implementation will be the responsibility of the Head teacher and English Coordinator.
- The English Coordinator will annually produce an English action plan, updated half-termly, rag rated etc, which will form part of the School Development Plan (SIP).
- The English Coordinator will observe the teaching of Reading in line with the School Development Plan.
- The named Governor responsible for English will meet regularly with the English Coordinator to keep fully informed of recent developments and may on occasion be invited to make visits to observe the teaching of Reading.
- The English Coordinator will write termly reports to be presented to Full Governing body meetings.

13. Parental Involvement and Support

We value parental involvement and consider it an essential part in children's development of and love of reading. At Pinfold Primary we are fully committed to a strong partnership working

between home and school. It is our policy to send reading books home regularly and to encourage parents and carers to contribute to their child's reading development, welcoming comments in individual reading diaries. We are also committed to offering parents and family members' regular opportunities to engage in workshops to enable them to gain a better understanding of what and how we teach at Pinfold Primary. We strongly believe that this effectively supports parents and family members to build upon work done in school, thus further enhancing opportunities for our children to progress, achieve and attain.

- We aim to promote a home school reading partnership in the following ways:
- Sharing information e.g. Reception new parents meetings, newsletters, home reading diaries, parent consultation meetings, curriculum evenings.
- All children to take a book home to read to practise and consolidate the skills taught in guided reading.
- By encouraging parents to monitor home reading by commenting in the home reading Diary.

14. Conclusion

This policy is in line with other school policies and therefore should be read in conjunction with the following school policies:

- *English Policy*
- *Teaching and Learning Policy*
- *Assessment and Record Keeping*
- *Marking and Feedback policy*
- *Special Educational Needs Policy*

Member of staff responsible: Caroline Whiteside

Date policy written: April 2020

Date approved by the full Governing body:

Date to be reviewed: April 2021