

## **Mordiford C of E Primary School**

**"Treasure Each Individual"**

### **Reading Policy**

Our priority is both the teaching of reading skills and the enjoyment of literature, enabling children to become lifelong, confident readers. As children begin to read, we focus on decoding, primarily through phonics in addition to other strategies e.g. whole word recognition, rhyme and context. As children build fluency, comprehension skills become our main area of focus and questioning looks at skills such as re-telling, inference and prediction. We believe that high-quality literature is key to motivating children to read and instilling a love of literature. Children throughout the school are read to every day.

#### **Aims:**

- To provide a language rich environment that promotes a culture of reading;
- To develop in pupils a love of books and high-quality literature that will not only support their learning across the curriculum, but also extend beyond the classroom environment and enrich their lives;
- To explicitly teach reading skills throughout the school that continually develop children's understanding and enjoyment of texts;

#### **The Foundation Stage**

The children will receive a daily phonics lesson which is based on Letters and Sounds. Assessment is used to group children as they progress and the teaching is based on their level of need while ensuring that the coverage of earlier aspects, such as rhyme, song and hearing sounds is always covered. Reading books start to be sent home with a focus on sharing the book with an adult, discussing what is taking place, and applying their developing phonics skills.

#### **Key Stage 1**

In KS1 all children receive a daily phonics lesson of approximately 15-20 minutes in duration. This takes place at the same time of day across the year groups with children grouped by ability. Planning and assessment are based on the formats found in Letters and Sounds.

By the end of Year 1 it is the expectation that the majority of children will be working within Phase 5 of Letters and Sounds. From June 2012, all children in Year 1 have taken a national phonics screening assessment to establish if they have developed the expected blending and segmenting skills for children of this age. Children who do not reach the expected level are supported appropriately before being reassessed next June.

During Year 2 children consolidate their phonic knowledge but a greater emphasis is placed on reading with fluency as the ability to read fluently is required if reading comprehension is to develop. It is the expectation that children will be working within Phase 6 of Letters and Sounds during their final year in KS1.

## **Approaches in KS2**

When the children enter Year 3 their classroom reading stocks are still book banded and records of levels are passed on from previous KS1 teachers. Book banding continues to be used in Year 4 and for some children who need this support in Year 5. Records of children's phonic knowledge (Letters and Sounds phases) are also passed on and, for those children who have not reached the expected level, the children continue to follow the Letters and Sounds Phonics programme. Children who have completed Letters and Sounds progress on to Support for Spelling.

Throughout KS2 developing fluency, reading for enjoyment and accurate comprehension are the key objectives.

## **Talk for Writing**

The Pie Corbett Talk for Writing and Storytelling techniques are used throughout the school. This is in the large used to support children's writing however reading is a key aspect and the children will learn and build on a range of stories and non-fiction texts. Each term children will study different genres, ensuring they have a broad and balanced reading experience.

## **Guided Read**

All children from Year 1 receive a daily Guided Read session where their reading fluency, comprehension and understanding are developed. The sessions are between 20 and 30 minutes in length and will include teacher led groups working through a shared text. Other children will be completing activities designed to support their reading.

## **Home/School Partnership**

Children should be heard read in school as frequently as possible and the expectation is that a child will have a reading experience recorded in their reading record book by either the class teacher or teaching assistant at least once a week.

Parents are expected to read regularly with their children and the reading record books are monitored on a regular basis to make sure this is happening. Parents who, for whatever reason, are not supporting their children in this way will be contacted by the school to discuss strategies.

Reading books are changed regularly, and children are encouraged to both read and discuss their book with an adult to support the development of comprehension.

## **Assessment**

The children are assessed for their reading in a range of means, including the standardised Hodder reading test at the start and end of each year, phonics stages to support grouping, and against end of year expectations. Year 1 children also take the Phonics Check.

Informal assessment is on-going and forms part of every lesson, feeding into teacher's planning. Pupils are involved in self and peer assessment (see Assessment Policy). Teachers provide feedback to pupils on a daily basis, either in written (through the reading record log book) or verbal form.

Tracking sheets and analysis of progress against the Key Performance Indicators allow staff to track pupil progress in writing throughout their time at Mordiford and attainment is recorded in terms of emerging, developing, expected and mastery of the years objectives. This is used to inform annual reporting to parents and to ensure continuity and progression across classes.

Teachers meet with members of the Senior Management Team termly to discuss the progress of children within their class. At the Pupil Progress Meetings areas of need are identified and next steps are agreed.

### **Interventions**

For children who are not meeting their end of year expectations for reading, interventions, including Toe by Toe, Literacy Toolbox and Reading Reflex are used to support progress and to help children catch up with their peers. The interventions are arranged in conjunction with the school SENCo and delivered by the class's teaching assistant. Reviews are arranged at the end of term to discuss on progress and assess whether it is appropriate to continue with the intervention.

### **The Learning Environment**

All classrooms have book areas which are designed to be stimulating reading environments to encourage and engage children. The school library is a place where books can be shared and used as a resource for learning as well as to encourage reading for pleasure. Displays around the school will support reading across the curriculum.

### **Inclusion**

The range of books on offer in the school is designed to support all readers, be they boys or girls, or have a special educational need. The school has Project X books among other reading scheme books to specifically encourage young boys to read. Intervention programmes at a range of levels are run for individuals and groups of children throughout the year. This is overseen by the subject leader and SENCO.

### **Monitoring**

All teachers are responsible for monitoring standards in their pupil's work and progress. This is overseen by the English Co-ordinator and Headteacher. Monitoring informs future planning through the School SDP.