

Reading Policy 2018

Greenmount Primary

“The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.” (NC 2013)

AIMS

- To develop children’s competence in both word reading (transcription) and comprehension
- To develop word reading skills which enable the children to have speedy working out of the pronunciation of unfamiliar words (decoding) and the speedy recognition of familiar words
- To enable children’s comprehension skills to develop through ensuring experiences of high-quality discussion with the teacher, and establishing clear methods for answering a range of comprehension questions (summary, inference, prediction etc)
- To read a range of genres discussing a range of stories, poems and non-fiction.
- To support children’s love of books by creating reading environments and opportunities that build upon children’s interest, enthusiasm and ability.
- To be able to read widely to gain knowledge across the curriculum, developing their knowledge of themselves and the world in which they live.
- To use reading to expose children to a wider vocabulary.
- To be able to respond imaginatively to a variety of texts including fiction, non-fiction, poetry and prose
- To develop children’s fluency, intonation and expression and be able to read aloud for different purposes adopting the appropriate methods.
- To develop children’s reading at home by making strong links with parents.

The Role of the Headteacher:

- Set high expectations and monitor planning, teaching and progress
- Encourage a whole school approach, keeping parents, governors and support staff well informed
- Support the subject leader and individual teachers

The Role of the Literacy Team:

- Lead by example showing a thorough and up to date knowledge of the subject including developments in curriculum and assessment.
- Attend subject leader meetings, alliance schools and CPD courses providing regular feedback regarding updates and developments.
- Review the English action plan based on assessment data and the needs of the school.
- Offer support to teachers in planning, teaching and assessment.
- Monitor the teaching of English termly, providing feedback where necessary to individual teachers and the Headteacher
- Monitor coverage, continuity and progression throughout the school for English ensuring high standards.
- Identify INSET needs and where necessary plan and deliver INSET, model lessons or lead staff meetings.
- Manage a yearly budget, and update resources ensuring adequate resources to teach the full range of Early Learning Goals/POS for English for both the Foundation

The Role of Governors

- Have an up to date knowledge of the school and be well informed on the school improvement plan through leadership of the Headteacher, the SLT and the Literacy team.
- Monitor and review progress on the English Action Plan
- Support the staff in implementing the school's policy for English

Role of Teachers

- Organise and ensure a daily guided reading session takes place in line with timetables.
- Ks1 and Reception Teachers use Pearson Bug Club online and in group texts to deliver Guided Reading sessions in small group or whole class covering objectives linked to ARE. (See reading overviews for each year group)
- KS2 Teachers to deliver whole class shared reading using Literacy Shed Plus recommended texts and planning covering objectives linked to ARE.
- Nursery teachers deliver phase 1 sessions linked to story time in line with guidance in Letters and Sounds.
- Foundation stage and key stage one teachers to deliver daily phonics sessions 9am in line with guidance in Letters and Sounds and a ten minute follow up for children who need extra catch up.
- Assess children's progression and attainment in reading through gathering a variety of evidence types (Reading journals, Pearson and Rising Stars test papers, Colour Book Bandings, Phonics testing, Guided Reading post it observations in reading journals)
- Send reading books home weekly and organise and support TA's and NN with 1:1 Reading and record keeping.
- Through day to day teaching and pupil progress meetings identify vulnerable groups or individuals not making enough progress and work with Literacy Co-ordinator or SENCO to put measures in place.
- Build texts and authorial techniques into the teaching of writing and other areas of the curriculum ensuring children are exposed to a range of genres and purposes for writing and a rich vocabulary.

Role of the SENCO

- Support the English team and teachers in dealing with children with special educational needs and encourage whole class inclusion where possible.
- Use B squared for Reading to assist teachers to complete individual education plans and make assessments.
- Support the teacher with delivering extra provision or obtaining appropriate resources for phonics and reading based on a child's individual needs.

Organisation and planning:

Phonics (See policy)

Individual reading

- Children will be given books to take home and read each day.
- Children will know their reading band and select their own reading material.
- Each child will read individually with an adult in their classroom once a week and for extra support with one of our reading champions.
- Children will have access to their classroom reading areas during each day.
- Children will attend a reading workshop with their parents and have the opportunity to purchase reading material through our second hand book sales.
- KS1 Children will have access to E- books online through our online subscription with Bug Club.

Whole class Reading

- In Reception, year 1 and during the Autumn Term in year 2 children develop their transcription skills in small group reading work developing their decoding and fluency.
- KS2 and year 2 (Spring and Summer) children at Greenmount share a whole class text with individual copies.
- The Literacy Shed plus provides planning, teaching and discussion points for the texts.
- Children cover a range of comprehension questions under the term VIPERS (Vocabulary, inference, prediction, explanation, retrieval and summary)
- They record a variety of written answers in reading journals and on classroom working walls sometimes working collaboratively or individually.
- Throughout their reading children are encouraged to ask questions of the text and make links to experiences, texts and the world to deepen their understanding and engagement with the plot and characters.
- Teachers use posters in the classroom to embed skills for comprehension such as APE, Isolate and identify, Skim and Scan.
- Subtitled songs and video units are also being trialled during the Summer Term to develop comprehension skills.

Planning

- Bug Club planning cards
- Active learn Pearson- online planning
- Letters and Sounds
- Literacy Shed Plus

Resources

- Book Spine from Literacy Shed plus per year group (Class set)
- Bug Club Pearson
- Phonics Bug Pearson
- Tree Toppers ORT
- Classics ORT
- Graphic novels ORT
- In Fact ORT
- Rigby Star
- Bug Club online books
- Tricky words sent home as bookmarks
- Class Reading areas

Timetabling

- Guided Reading Each Day for 30-40 mins
- Individual Reading happening every lunchtime 30 mins each day
- 30 mins phonics catch up
- 10 mins Phonics catch up

This policy will be reviewed by H. McGuire Summer 2019