



Reading Policy 2021

Greenmount Primary



“All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils’ vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils’ imagination and opens up a treasure house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.” NC 2014

AIMS

- 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 using a Reading Routine that is rehearsed and practised daily.
- To embed GPC’s using a scheme taught consistently across school by a highly competent team of reading teachers.
- To support children’s comprehension skills through ensuring experiences of high-quality discussion with the teacher and peers, and establishing clear methods for answering a range of comprehension questions (summary, inference, prediction etc)
- To experience a range of genres discussing a range of stories, poems and non-fiction.
- To promote children’s love of books by creating libraries with books that link to children’s interests but also to engage children with texts and knowledge outside of their current experience.
- To support pupils to read widely through a carefully chosen Book Spine delivered by class teachers.
- 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 Reading Lead:

- Lead by example showing a thorough and up to date knowledge of the subject including developments in curriculum and assessment.
- Be responsible for training and creating a highly competent team of expert reading teachers across school.
- Ensure that the delivery of reading lessons is delivered to a high standard and support staff with CPD, training and coaching where needed.
- Ensure that children make a strong start in Reception through high quality phonics teaching and moderating results to ensure that all children keep up.
- 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.
- Monitor the teaching of English termly, providing feedback where necessary to individual teachers and the Headteacher
- Support staff in assessing pupil's reading level by providing resources or through moderation.
- Monitor the progress of the lowest % readers in each year group and ensure teaching and support are delivered well.
- 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
- Ensure children who are New to school or New to English are assessed upon arrival and phonics teaching begins immediately.
- Ensure that children receive phonics teaching until they can read with fluency.
- Ensure that class and school libraries are up to date and books are well organised and looked after.
- Ensure that the scheme is well organised and matched texts are clearly labelled and tidy.

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

- Deliver a consistent Phonics approach in daily lessons using our scheme Floppy's Phonics.
- Organise KS1 Guided Reading sessions to develop fluency and accuracy.
(Year one take part in small group book reading and Year 2 read longer extracts taken from key texts or our scheme and answer a range of comprehension questions.)
- Organise KS2 whole class shared reading using a range of appropriate texts selected by the teacher. Children take part in high quality discussions about the text, carefully planned by the teacher to ensure these link with spoken language outcomes.

- Expose children to all reading assessment content domains through teaching discussions and modelling and by providing written questions under ERIC (Explain, Retrieve, Infer and Choice) Summary and prediction skills to be evidenced throughout.
- All teachers to deliver a reading for pleasure session at the end of the day. Reading selected key texts that link to the curriculum or PSHE themes. These texts to be carefully chosen with selected and repeated authors. Exposing the children to a range of classic and new authors throughout their time at school.
- Ensure work in Reading journals is high quality and covers a range of reading content domains.
- Ensure that work is marked and feedback is acted upon.
- 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 throughout the day.

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 encouraged to read for pleasure using staff as good role models during reading for pleasure time each day.
- Children will be given books to take home and read each day in their bookbags.
- Children will have their book changed once a week.
- Parents and readers in school will record reading in Reading Record Book.
- Children will read matched texts to their phonics ability in Reception and KS1.
- Children will receive phonics teaching until they are able to read independently and with fluency.
- KS2 will have opportunities to select their own titles from within their reading level.
- Each child will read individually with an adult in their classroom once a week and for extra support with one of our reading champions/ reading buddies/ Reading partnership volunteers.
- Children will have access to their classroom reading areas and will be supported in finding books that interest them.

- Children will attend a reading workshop with their parents and have the opportunity to purchase reading material through our second- hand book sales and through the Little Library in the playground.
- KS1 and KS2 Children will have access to E- books online through our online subscription with Bug Club.

Whole class Reading.

Y2

- Teacher to select extracts from our reading scheme both fiction and non fiction. At points in the year the class will look at a whole class set text.
- Children will take part in a range of comprehension activities and discussions. The focus is on building fluency and supporting pupils to retrieve information and build on inference skills. Teachers in year two will also focus on sequencing, prediction and vocabulary skills. Children will record answers in reading journals.
- Children will have opportunities on the timetable to develop their reading and fluency either independently or supported by an adult.

KS2

- Teacher to select extracts from our reading scheme both fiction and non fiction. At points in the year the class will look at a whole class set text.
- Children will take part in a range of comprehension activities and discussions. The focus is on independence in answering written questions and support to achieve high quality written answers. Activities will also focus on summary, prediction and vocabulary skills. Children will record answers in reading journals.
- Children will have opportunities on the timetable to develop their reading and fluency either independently or supported by an adult.

Small group reading

- In year one, children develop fluency alongside the teaching of phonics in small group reading with the teacher or LA beginning to answer retrieval questions at their level. They read a wide range of exciting texts from Bug Club and Floppy's phonics.

Planning

- Floppy's Phonics
- First News

Resources

- Greenmount Book Spine

- Floppy's Phonics materials
 - Phonics Bug and Floppy's Phonics Texts
 - Tree Toppers ORT
 - Classics ORT
 - Graphic novels ORT
 - In Fact ORT
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- Bug Club online books
 - Tricky words sent home as bookmarks
 - Class Reading areas
 - First News

Timetabling

- Year 2-KS2- Guided Reading 45 mins each day (Year 2= 4 sessions)
- Year 1- 2 20 min fluency book reading sessions per week
- Reception 1:1 reading each week
- Reception 45 mins of phonics each day
- Year 1 1 hour of phonics each day
- Year 2 45 mins of phonics each day (From Spring 1-Summer)
- Year 1 and 2 -speedy sound review each afternoon 10 mins
- Year 1 Nonsense and real word practise session daily
- Reception, Year 1, Year 2, Year 3 Phonics 'keep up not catch up sessions for targeted pupil support.
- Whole school Reading for Pleasure sessions daily 25-30 mins

This policy will be reviewed by H. McGuire 2022