

Mansbridge Primary School

Reading Policy

This policy outlines the organisation, management and teaching of reading at Mansbridge Primary School.

This policy links with the school's Speech, Language and Communication policy which is integral to teaching children to read.

This policy should be read in line with the school's Phonics policy.

Rationale/Vision

Learning to read is one of the most important things a child will learn at our school. Everything else depends on it, so we put as much energy as we possibly can into making sure that every single child learns to read as quickly as possible. We aim to create confident, independent and fluent readers who will use this skill which enables them to permeate the curriculum with their growing skills.

We want the children to love reading - and to want to read for themselves. This is why we work hard to make sure children develop a love of books as well as simply learning to read. We work on the notion of initially 'learning to read and then reading to learn'

Organisation

Delivery of Reading Curriculum in the Foundation Stage and Key Stage 1

We start by teaching phonics in Reception using the highly successful 'Letters and Sounds' phonics programme. Children learn how to 'read' the sounds in words and how those sounds can be written down. This is essential for reading, but it also helps children learn to spell well.

The children also practise reading (and spelling) 'tricky words', such as 'once,' 'have,' 'said' and 'where'.

Once children can blend sounds together to read words, they practise reading books that match the phonics and the 'tricky words' they know. They start to believe they *can* read and this does wonders for their confidence.

Teachers regularly read to the children, too, so the children get to know and love all sorts of stories, poetry and information books. This helps to extend children's vocabulary and comprehension, as well as supporting their writing.

The delivery of reading throughout the school days takes these forms:

Individual Reading - Children follow the Phonics bug, Songbirds and Oxford Reading Tree scheme based on Letters and Sounds Scheme. Each child has a reading record book, in which school staff and parents can comment and communicate with each other. School staff listen to each child read at least once a week, although children who require extra support may be targeted and heard more often. In addition, the class teacher and LSAs hear each child read twice every half term for assessment purposes. Children also follow the 'Phonics Bug' and 'Bug Club' schemes, which are used for reading within phonics and guided reading sessions; these books are also available as e-books.

Library books - Children have the opportunity to visit the library at least once a week to select and change books of interest to them. Books are checked by the teacher to ensure they are appropriate for the Key Stage.

Shared Reading - shared reading takes place daily within the phonics or Literacy lesson.

Guided Reading - guided reading takes place daily, each child taking part in a 20 minute session of individual reading and group discussion. This process typically begins in the Summer Term in Foundation Stage.

Listening to books-

The class teacher regularly reads books aloud to the class to immerse them in the reading culture. We also plan visits from authors to come into school and share their work, alongside other initiatives such as visits from the 'reading dog'.

Delivery of Reading Curriculum in KS2

Reading books -

Children visit the school library at least once a week to select / change books for individual reading. In addition, they are able to select a class book under guidance from the class teacher / LSA to ensure it is at a suitable level.

Silent Reading-

Children have daily opportunities to read silently either their library book or class book.

Listening to books-

The class teacher regularly reads class novels aloud to the class. We also plan visits from authors to come into school and share their work as often as possible.

Reading Comprehension-

There are regular opportunities for reading comprehension within Literacy lessons, guided reading and across the curriculum.

During Literacy lessons and guided reading sessions LSAs are used in classes to support individuals and groups of children. Support will be targeted to ensure all pupils are making good progress.

Measuring Progress

In the summer term of year 1, the government asks us to do a phonics check of all the children. We inform parents of their scores within the end of year reports which go home to parents. Children who do not pass the phonics check in year 1 retake the assessment during year 2 to ensure that pupils have made progress throughout the year.

What is important to remember though is that every child is different and children will learn to read at different speeds. By the end of Year 2, most children will be able to read aloud books that are at the right level for his or her age. In Year 3 and beyond, teachers concentrate more on helping children to understand what they are reading, although this work begins very early on in Foundation and Key Stage 1 through verbal comprehension and questioning children in guided reading slots about the content of their books.

Assessment

Summative assessments linked to the Bug Club reading scheme are undertaken at the end of each half term. These are used to aid moderation of our teacher assessment judgements and allow us to track the progress of individual children. Additional summative assessments are undertaken at the end of each school year; the results of these allow us to compare the attainment of our pupils with those in other schools nationally.

Progress review meetings in which a child's attainment and progress are discussed are also used to track the progress of each child. Where assessments / reviews show that a child is not making sufficient progress in reading or phonics, a programme of group or 1:1 intervention is put into place to address this. Intervention groups will be tailored to the needs of the child and are likely to be delivered by an LSA. Intervention programmes include:

Bear Necessities

Reading comprehension using 'Reading Explorers'

Reading Environment

The classroom environment plays a key role in supporting learning. Key words for each topic will be displayed in each classroom. Teachers produce 'Active Reading' displays which enable the children to see the current focus within a unit of work and add to it as their learning develops. The school environment is focussed on current learning and aids which helps the children at a particular stage. Children are actively encouraged to add to working wall displays with new vocabulary and thoughts from a class text.

All classrooms have inviting book areas which are well-stocked with a range of class reading books, topic books and also 'wow books', which are chosen by the children themselves and are designed to be high-interest and to engage children with reading.

Reading Incentives

In school we have made a significant investment in a variety of reading schemes to encourage your child to access a range of texts suited to their own personal interests while also extending their reading ability and confidence. We continue to review the reading materials as we enter a digital age and encourage staff to attend courses to keep up to date with local and national developments. Children also have access to a significant 'library' collection of books and visit every week. Each class operates a reading raffle on a Friday where the children can collect a small prize if they have read 3 times or more. For every time the a child reads over 3 times they will receive extra raffle tickets and consequently have more chance of winning the prize.

As a school we carefully track the % of the children in each class who have read 3 times in the week. This is monitored and collated by the class LSA and results read out in Monday assembly. The highest scoring class receive a book token for display, a reading certificate and the 'Golden Book' to proudly display in their classrooms for the following week.

Reading at Home

Time given by parents and carers to support the development of reading in school and at home is vital. By listening to children read, reading to their children and discussing books and other texts, they provide the opportunity for children to consolidate their reading skills, develop fluency, and above all enjoy the wonder of literature. We actively encourage all parents and carers to read with their children and provide ongoing support through the year with phonic workshops and information to aid the listening and teaching of reading at home. We run a successful Reading Mentor scheme where a group of volunteers listen to children read weekly and report back on their successes and areas for development.

Reading books are sent home daily with each child; this may be either a library book or class reading book. We encourage parents to listen to their children read at least 3 time a week and to fill in their home-school reading diary. Entries in the diary can also include a parent reading aloud to a child. Reading diaries are regularly monitored to enable parents and carers to communicate with the teacher about their child's reading. Children in upper KS2 may wish to read quietly to themselves at home, but we still encourage parents to hear their child read aloud.

All children have an allocation of e-books which they can access and read at home via the 'Bug Club' website. This enables teachers to monitor and assess how frequently a child is reading at home, and also to make formative assessments based on their answers to comprehension questions.

Homework set weekly / half termly by the class teacher may also be linked to reading.

Reading Champion

The school places an important emphasis on the development of reading at the school. To organise and support this in all areas it employs a Reading Champion. Their job is strategic throughout the school and mainly incorporates these areas:

- Encouraging children to love reading!
- Developing attitudes where children read for pleasure and fun at home and school.
- Talking to children about their favourite books and authors.
- Making sure children understand what they read by asking and answering questions about their text.
- Talking to parents about how to best support their children at home and organising schemes such as the Reading Mentors.
- Running different Book Clubs across the school both in and out of the school day.
- Helping other teachers in any part of reading they may need advice on.
- Organising school visits such as 'Meet the Author'
- Promoting reading through rewards such as the 'Golden Book'
- Sending letters and leaflets home for parents to further support their children.
- Working across Years 2-6 through the week supporting their understanding and love of reading.
- Organising themed weeks in school.
- Working with others such as Mrs Cooke at the Round About Café.
- Making the school environment colourful and book friendly.

In particular, targeted and selected children are chosen by the class teachers in Years 2-6 to work alongside the Reading Champion for as long as the child may need. This is a flexible model and takes into need rates of progress from each individual.

Reviewed November 2016

Approved by governors 24.1.17

Next review - November 2019