



Reading Policy

Brierley CE (VC) Primary School

Reading is an important part of our curriculum and is an integral part of all of our lessons with the ultimate goal of reading being comprehension.

Aims:

All children

- a) are able to read independently
- b) are developing understanding of what has been read
- c) are engaged and motivated to read

Practice:

Effective teaching of reading must:

- consistently promote the goal of comprehension
- teach reading in meaningful contexts using high quality texts (fiction, non-fiction, ICT sources)
- promote a range of strategies for decoding (sight recognition, contextual cues, relationship between picture and text, grammatical cues as well as use of phonics)
- systematically teach synthetic phonics and high frequency words
- teach the skills of segmenting and blending

Children will:

- have access to high quality and range of texts (in classroom, independent reading, whole class lessons, reading buddies, Drop Everything And Read, class book clubs)
- be assessed in all areas of reading competence (decoding and comprehension)
- read one-to-one with their teacher at least weekly
- understand how to improve their reading
- share their opinions about texts in a range of ways
- have at least one reading session per week to read independently books of own choice (DEAR)
- have daily lessons to learn comprehension skills
- have regular opportunities to read with children from another year group (reading buddies)

Teachers will:

- promote enjoyment and progress in reading through matching reading tasks to children's abilities and interests
- teach a range of strategies – use of phonics and Fred talk, recognition of sight words, word shape, grammatical cues, picture cues, contextual cues to develop comprehension etc
- ensure all children have access to high quality texts in all curriculum areas, in English lessons, independent reading and whole class reading
- set up a well organised inviting book area within the classroom
- read on-to-one with each child weekly
- assess and record progress knowledge of phonics and high frequency words every 5 weeks until children decoding efficiently
- assess and record children reading termly (using Insight tracking)
- Share next steps in reading record book
- write a comment in reading record each week
- encourage parental involvement in contributing to reading records and clarify expectations at start of year
- read a range of texts to the class during reading sessions which are at a higher level than the children can access independently
- Ensure class has a paired class for reading link up with older/younger children (reading buddies)

At Brierley Primary, we teach reading through:

Whole class reading lessons:

At Brierley Primary, we teach lessons which focus on developing children's level of understanding of the text, through discussion, written and oral tasks; and the exploration of new vocabulary. Children will be taught to retrieve, infer, predict, summarise, analyse and evaluate a whole class text. The texts that teachers will use will be linked, as much as possible, to the topics being studied in class. To supplement and enhance the reading curriculum, we link both fiction and non-fiction comprehension texts in order to provide a context for children's reading, build subject knowledge and immerse them in a variety of text types. In turn, this supports their understanding of the text and allow them to answer questions with increased independence and skills.

Reading for pleasure:

We encourage our children to read for pleasure and to read widely immersing themselves in different authors and text types. Children explore books of their choice, developing their reading skills and their ability to understand the author's intent, connections and links to their own experiences. Children will be able to change their books regularly once they have read the book fully and have achieved 80% or higher on the Accelerated Reader test. Children are able to choose a book from the appropriate ZPD code (see below for explanation on how Accelerated Reader is used to assess reading levels).

Each classroom has a reading area and children are able to choose a book from it that they may read for pleasure. Within the reading corner, there are a range of genres to support and enable children to read a range of different texts. In addition, the school library is available for children to use as a reference tool for supporting their learning in the curriculum.

Books are available for all children to access on the playground during playtime and lunchtime.

Independent Reading:

Children are tested regularly to assess their reading age, ensuring that children are reading the most appropriate books. Reluctant readers, or those children who struggle with reading engage in one to one reading sessions every day to ensure that they make expected progress. Each Key Stage within the school focuses on age appropriate skills and uses a range of strategies and interventions to support the children. In EYFS, reading is taught through shared reading, using large print books and picture books. Children are taught the process of reading; learning that words and pictures have meaning. Through a range of practical activities children learn familiar stories. Children explore skills such as sequencing, prediction and retrieval. Using the Read, Write Inc phonics programme our children are taught the initial sounds.

In Key Stage 1, we use Read, Write Inc for our phonics programme. Phonic awareness helps the development of reading by segmenting and blending sounds. As they progress through the RWI scheme, the children then move onto the Accelerated Reader programme until they leave us in Year 6.

Accelerated Reader Programme

Once children have successfully completed the RWI scheme and are achieving Age Expected reading levels, they will be baseline using the Accelerated Reader programme. This baseline will ensure that each child is given a book that is specific to their level of reading and understanding. Accelerated Reader assesses reading ages so that this can be closely monitored throughout school.

How Accelerated Reader works

Once the baseline assessment has been completed, the children will be assigned a ZPD code and signposted to the appropriate books for selection. This ensures the children are reading within their correct level for support and challenge. Once each the child has finished reading the book, they will complete an online test that will assess their progress in word recognition, fluency and understanding. If the child achieves 80% or more, they are able to select a new book within their ZPD code or move up if deemed appropriate. Accelerated Reader encourages children to earn points and rewards for completion of these online tests and other interactive comprehension based quizzes.

Whole Class Reading

Reading is taught through a whole class reading approach using age appropriate class text carefully selected to enthuse the children and expose them to a sophisticated range of language and vocabulary. Children are encouraged to explore vocabulary, prediction, sequencing, making inferences and retrieving information in their independent reading texts. In child has access to their own copy of the class text.

During whole class reading sessions, teacher read aloud to children to model expression and fluency. Children echo read to practise the skills modelled by the teacher. Throughout the session, teachers ask a variety of carefully planned questions that develop comprehension skills, (vocabulary, inference, prediction, explain, retrieve, summarise.)

Class Book Choices

Each year group has a minimum 3 main books each academic year, supplemented and enhanced by other text types such as poetry. Our reading pathway outlines our reading spine throughout school, which includes:

FS2- Leaf Man, Room on a Broom, The Gruffalo, Aliens in Underpants and Superworm.

Year 1 - The Tale of the Naughty Little Rabbit, The Storm Whale, The Tiger Child, Jabari Jumps, The Emperor of Absurdia, Stanley's Stick and Cinnamon.

Year 2 – The Lighthouse Keeper, Katie Morag, Dread Cat, Flat Stanley, Hodegeheg and The Twits.

Year 3 - Charlie and the Chocolate Factory, Iron Man, Iron Women and The Boy Who Grew Dragons.

Year 4 - Charlotte's Web, The Lion, the Witch and the Wardrobe and The War Horse.

Year 5 - The Hobbit, Who Let the God's Out and Room Thirteen.

Year 6 – Great Expectations, Goodnight Mister Tom and Some Places More Than Others.

Monitoring and Assessment of Reading

The English lead will monitor teaching and assessment on a regular basis. For Accelerated reader a baseline assessment will be completed and progress will be monitored within each key stage. Each term, classes will carry out formative assessment - NFER Test – Years 3, 4 and 5. SATs will be taken in Year 2 and 6 on a half termly basis.

Formative assessment is ongoing throughout each lesson. It judges progress and enables the teacher to make flexible adaptations to their planned teaching.

Effective formative assessment, daily feedback and adult interaction within lessons is firmly embedded into our approach to teaching and learning of reading. All children are supported to develop, progress and move their learning forward through support, questioning and feedback. Children demonstrate the impact this has on improving their learning through discussion and formal assessments. Reading is assessed by teachers who use Insight tracking system for their year groups to allocate a level for each child.

Our children will be able to: read fluently, retrieve, infer, predict, summarise, analyse and evaluate texts from a wide range of genres. By the time our children leave us at Year 6, they will be confident, fluent readers ready to move in to secondary school with skills to articulate what they have learnt and how they feel about a text.