



HANNAH MORE

PRIMARY SCHOOL

Policy Title: Reading Policy

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Date Ratified by Governors:

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Signed by the Headteacher:

Policy Structure:

1. *Aims*
2. *Guidance*
3. *Teaching*
4. *Planning and Preparation*
5. *Assessment*
6. *Environment*
7. *Enrichment*
8. *Home and School Links*

To be read in conjunction with the policies for APP, Speaking and Listening and Writing.

1. Aims

- To foster a lifelong love of reading and an appreciation and enjoyment of literature.
- Every Child will be a Reader by the age of 6.
- Children will be confident up to phase 6 at the end of KS1 by the daily systematic teaching of phonics.
- To develop reading strategies and skills: - accuracy, fluency, understanding and response to texts.
- To develop the ability to use a variety of texts both fiction and non-fiction.
- To read a variety of texts through the use of libraries, ICT and other available media.
- Reading is used to develop language structures and vocabulary.
- We aim to see the teaching of reading as a community endeavour involving parents and wider community members.

2. Guidance

This guidance **must be followed** to ensure the progression of reading throughout the school and a cohesive approach to the teaching of reading.

This is a whole school approach to the teaching of reading.

3. Teaching

1. A wide range of reading strategies will be taught through a variety of teaching styles reflecting the requirements of the Primary Framework and the Foundation stage curriculum.
2. Reception, Years 1, 2 children will be taught phonic skills through letters and Sounds. We expect the majority to confidently use phonics within phase 6 by the end of Key Stage 1. In years 3 and 4 children will consolidate phonic knowledge and develop their understanding of word patterns by using published schemes such as 'Support for Spelling' or 'Searchlight'. In years 5 & 6 children will continue to follow a structures spelling program so that they are aware of word roots and have an understanding of grammar. This is so children can become fluent readers and increasingly accurate spellers.
3. Children at Minimum Age Related Expectations (MARE) will be taught through differentiated guided reading groups.
4. Children below MARE will be taught through one to one reading. Class teachers are responsible to setting up a timetable. Class teachers should ensure they are finding time to teach all one to one children how to read. This is likely to be on a weekly or fortnightly timetable. The class teacher should aim to read with Children well below MARE three times a week in order to accelerate progress. Children just below MARE will have once a week individual reading lessons with an adult.
5. An APP sheet must be kept for all children.

6. Children not achieving the Minimum Age Related Expectation (MARE) in reading will need a further intervention strategy following wave 2 and wave 3 and should be referred to the ECAR Subject Leader or SENCO.
7. Every class will set aside 30 minutes every day when all children are reading. This should be set up following a guided reading carousel with which the children are familiar. Foundation stage will have daily reading but will train the children towards guided reading activities as the year progresses.
8. Every class has a story read out loud at the end of the day. This text should be a level above their own reading age and be a 'rich' text in order to develop aspiration and enjoyment.

4. Planning and Preparation

9. Each teacher will be required to keep a 'Reading Folder' containing individual children's reading records which will indicate the book and the level at which a child is reading.
10. For continuity and progression each teacher should use the school reading records.
11. In the 'Reading Folder' each child should have an individual record.
12. Children at MARE who are within a guided reading group just need a record of books read because notes on their progress and attainment will be recorded in guided reading planning sheets.
 - a. Guided reading group work should be pre-planned for children at MARE.
 - b. Guided reading should be annotated weekly to record learning.
13. Children not yet at MARE have a more detailed individual comment sheet to record progress and attainment when reading one to one with an adult. This comment sheet should record:
 - a. Strategies used by the child independently when reading
 - b. Any teaching prompts that were used
 - c. Next steps in teaching reading.
14. Teachers will set end of year targets for each child. Each teacher has a copy of the end of year targets in the academic mentoring files.
15. Reading books should be changed so that children have an opportunity to have three reading books at home each week. This should continue throughout Key Stage 1. In Key Stage 2 children should take three books home a week until they have reached the 'Age Related Expectations' for their year group. After this the class teacher should monitor reading habits weekly and ensure the child has opportunity to change their books regularly in the week.
16. The class teacher should oversee dating and initialling the home/ school reading record.
17. Teachers will bring findings from reading lessons along to Pupil progress meetings during the academic year to aid precise target setting.

5. Assessment

18. Record keeping and assessment includes miscue analysis throughout the school using PM Benchmark kits/running records. This will be completed for each child in T2, T4 and T6 and should be entered on SIMs in time for discussion at pupil progress meetings.

Reception teachers will complete benchmark assessments in terms 4 and 6. The ECar teacher will moderate these assessments. Teachers will enter the scores onto the Reading Recovery mark-sheets on the Bristol Tracker, in accordance with school wide assessment procedures.

19. Continuous assessment of the strategies employed by the child, during independent and guided reading sessions are ongoing, using the AFs from APP.
20. Teachers will use a combination of APP, teacher assessment and 'Benchmark' assessments to complete an end of term assessment using National Curriculum levels. This data will be put on the Bristol tracker.

6. Environment

21. Hannah More Primary School will provide a print rich environment. This means phonic, grammar and vocabulary displays will be part of topic displays so that children can make links in their learning. This also means taking the opportunity to display print in all kinds of contexts. For example labels, letters, postcards, ICT. The displays should include writing from the children as well as adults.
22. We endeavour to use a wide range of texts which include different genres and styles, which are age appropriate for the child.
23. All classrooms will display age appropriate phonic phases and multicultural alphabet friezes.
24. Classrooms will have well stocked and attractive book areas, which should be changed on a termly basis. These areas must provide a range of both fiction and non-fiction texts, reflecting cultures, gender and languages and there must be books relevant to the topic being studied each term on display. We will endeavour to provide additional reading activities through ICT (e.g. Listening Centres, Clicker, etc).
25. All staff must model respect for books and correct reading behaviours, and any damaged or old books should not be on display.

7. Enrichment

26. Hannah More Primary School will seek to create an environment where reading is not only a skill to be taught but an activity to be enjoyed. Opportunities will be created for storytellers, performance poetry, theatre visits and book fairs. Children will be encouraged to visit local libraries and advice is available for developing literature in the home.

8. Home and School Links

27. We aspire towards children being given the daily opportunity to take books home from the book band system. They should also make a choice of favourite books from the school library to take home and share with parents/carers and older siblings. We recognise the importance of parental/carer support in reading. We seek to encourage the active involvement of teachers/parents/carers in the learning process.

28. Class teachers will follow up on children who are not reading at home and offer additional support to parents. Where needed, the reading teacher, the literacy leader, or the Senior Leadership Team will add their support. Parents/carers should sign and date the home-school record book when they have listened to their child read.
29. Class teachers will run regular workshops in understanding the schools reading system. Workshops will be run for families explaining 'book banding' and how they can help their children at home with reading. Additional workshops will be arranged by the community development co-ordinator and reading teacher to offer further support.
30. Children should be in the habit of bringing their reading 'book bags' to school every day.
31. Children's levels and targets should be noted on their laminated bookmarks.
32. Children and their families must be made aware of their target.
33. Languages from home are valued. Sharing stories and information in a variety of languages builds good learning and is encouraged.
34. Teachers will inform parents of books missing at home and we will ask that a contribution is made for replacing lost books.