

St Paul's C of E Primary School

Reading Policy

1. Our vision

Our aim is for our children to become confident and independent readers with high levels of enjoyment, understanding and comprehension. Specifically, we intend for our pupils to develop the two dimensions of reading: word reading and comprehension.

As a school we are committed to:

- Providing all children with the skills and strategies to read with confidence, fluency and understanding.
- Providing all children with phonological understanding to read words accurately.
- Establishing a love of books, which children choose to read for pleasure.
- Inspiring an interest in words, and what they mean, to enable children to develop an increasing oral and written vocabulary.
- Use of a growing technical vocabulary with which to engage in 'Book Talk'.
- Ensuring all children read widely and experience a range of genres in fiction, non-fiction and poetry, and are able to discuss some of the ways in which narratives are constructed.
- Developing critical appreciation of what they read.
- Developing research skills, using library and class texts, in conjunction with digital technology.
- Encouraging care and ownership of books.

2. Teaching approach and strategies/skills

Teaching approach

Year 1 to Year 6 are taught using a 'whole class teaching approach'. Whole class reading sessions ensure that children of all abilities are immersed in the same high quality text and the discussions that these texts promote. The sessions include a range of activities:

- Reading of a text (independently, mixed ability pairs or teacher led)
- Discussions around the text (whole class or mixed ability)
- Follow up tasks that link to the learning and may be recorded in a range of ways.

In EYFS, children are read with once a week on a 1-1 basis and also practice their reading skills through daily phonics sessions – please see separate phonics policy for details on phonics teaching.

Strategies for developing readers

Mixed ability pairs are used to support lower ability children with reading texts that may be beyond their physical 'word reading level'. Together, this ensures that the children are still accessing high quality texts and developing the comprehension skills, even if their 'word reading' skills are below age related expectations. Additional strategies include home reading books being matched to their 'word reading' ability, extra 1-1 reading aloud sessions with teaching assistants, buddy readers and reading interventions.

3. Progression

Progression of skills and subject knowledge is clear throughout the content of the short term planning where the National Curriculum programme of study objectives are highlighted. If a teacher is not sure what a child, who is working below the rest of the class, might need to do for a particular objective or area of reading; they need to check against the Reading progression document. This will ensure that there is a progression for all children from their starting points. For progression in phonics, please see Phonics policy.

4. Timetabling

Classes from Year 1 up should do a minimum of 2.5 hours a week across a minimum 3 or 4 sessions.

In EYFS 1-1 reading sessions with adults last approximately 20 minutes, but can vary depending on the child and their ability.

4. Expectations for home learning

EYFS

In Reception, children take home 2 books per week. They take home 1 phonic based book from either the Dandelion readers or Big Cat Collins schemes, which are directly linked to the phonics phase they are working on. (Please see phonics policy for more details). They also take home a book-corner book that they choose for themselves. Books are changed on a weekly basis, however, will be changed as often as parent's request. In Nursery, children do not take home a phonics based book. Instead they take home 2 books from the book corner which are to be read to them by parents.

KS1

In KS1, children take home 2 books per week. Children are given 1 book based on their 'word reading ability' – In Year 1 this is a phonic based book from the Dandelion readers scheme, where children move through the units from 1-20, as their phonics ability progresses. In Year 2 this is a banded book from the Rigby Star scheme, where children move through the colours as their 'word reading' increases. The unit/colour book that children are working on is recorded on a grid and a copy kept by the teacher and teaching assistant. As children move onto a new unit/colour, the start date of the new unit/colour is recorded on the grid. To ensure that children's books match their ability and progression, KS1 teachers review the 'home reading grid' every 3/4 weeks and update the unit or colour they feel children need to be on. Books are changed on a weekly basis, however, all KS1 classes have a 'change me tray' for children to change their reading book as often as they need. It is expected that children or parents write 1 comment when they have finished the book and reading records are checked by the teaching assistant as books are changed. Children also take home a book from the book corner that is chosen by them based on their interests and again this can be changed as often as the children want.

LKS2

In LKS2, children take home 2 books per week. Children are given 1 book based on their 'word reading ability' from the Badger scheme. Children are told what colour they are working on and given the freedom to choose their own book from that particular colour band. It is expected that there are at least 2 written comments from the child or parent per week and reading records are checked when books are changed. Children also take home a book from the book corner that is chosen by them based on their interests and they change these weekly.

UKS2

In UKS2 children take home 1 longer chapter book per week which they have chosen from the book corner. There is an expectation that children read 4 or 5 times a week and that this will be shown through dates and comments made by children in the reading records. Reading records are checked once a week and classes have a 'change me tray' to allow children to change their book when they are ready.