



Reading Policy

Rationale

This policy describes our practice in the teaching of reading; it is defined by current national guidance on best practice, in-service training, staff discussion and professional judgement.

Our approach to teaching of English is multi-faceted, incorporating oracy, drama, real contexts and high-quality literature. Our priority is to create fluent readers and writers with all the skills and knowledge they need to be confidently literate in life.

We want all children to leave Spire Junior School with a life-long reading habit and a love of books because reading will improve their vocabulary, inspire them creatively and improve their ability to write well.

Skills needed for reading are taught within real contexts wherever possible and teachers plan creative and relevant links to their class topics as a stimulus.

Intentions

Our priority is both the teaching of reading skills and the enjoyment of literature, enabling children to become lifelong, confident readers. As children begin to read the focus is on decoding, primarily through phonics in addition to other strategies, e.g. whole word recognition, rhyme and context. However, as children build fluency, comprehension skills become our main area of focus and questioning looks at skills such as re-telling, inference and prediction. We believe that high-quality literature is key to motivating children to read and instilling in children a love of literature and children throughout the school are read to at least four times a week.

Teaching and Learning

We use the 2021 amended Letters and Sounds programme to deliver daily phonics lessons enabling children to decode effectively (refer to Phonics Policy). This is continued further into UKS2 where necessary.

Reading is taught over five sessions a week. Teachers model reading strategies during shared reading sessions, whilst children have the opportunity to develop their own reading strategies and to discuss texts in detail. Children record any reading work in their pink reading books, using the reading domains as their Learning Intention.

In all year groups children have the opportunity to read 1:1 with an adult regularly; with there being a particular focus on questioning to promote an in-depth understanding of the text. Questions progress from literal to inferential as the children move up through the school.

A range of reading schemes are used to support early readers as well as book banded 'free reader books'. Children are assessed using the PM Bench marking and then the Salford Reading Test are used. Children are placed on a book band accordingly. All children are regularly assessed to monitor progression.

Many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained from books, e.g. 'World Book Day'- where children are immersed in storytelling, author quizzes, book discussions and the opportunity to dress up as a book character and share their favourite books. Other opportunities include library visits- where the children are encouraged to join the library, displaying reading amounts outside all classrooms plus the whole school weekly raffle for those children who have read three or more times at home... with the prize being a book and hot chocolate from the vending machine.

All children take home a book which is fully decodable and appropriate to their level of ability, from the banded scheme or free reader selection. Children choose their books from a wide selection of schemes and real books. Some exceptions may be made for unmotivated, uninspired readers. In this case, teacher judgement applies and within reason, the child may choose another book they wish to read. Further monitoring takes place.

Each child has a book bag and a home school reading record that teachers and parents can use to share information about a child's reading. Parents are encouraged to read with their child a minimum of three times a week, although we do encourage daily reading. Books are only to be changed after the text has been read thoroughly and time has been given for reflection (i.e. not more than once a week).

We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language, enthuse them with a love of books and inspire them as writers.

Additional to this we are part of the 'School Readers' Programme whereby each class has a volunteer (some two) who read with three children individually once a week. This is an opportunity for the children to read aloud, share their enjoyment of the text and discuss their thoughts.

The teaching of reading:

- Teachers and teaching assistants continue to monitor children's reading progress through a combination of individual, group and shared reading.
- NFER and Salford reading tests are carried out each term. This includes an entry NFER test for Year 3
- All children in Years 3 and 4 are benchmarked at the beginning of each term, and the lowest 20% will continue to be so throughout school.
- To ensure shared access to high level texts and discussion, whole-class reading takes place four times a week in each class across the school.
- Opportunities for independent reading are provided to encourage children to develop reading stamina and reading for pleasure.
- Children and adults share their text choices and recommend books to others.

Developing a love of reading:

- Opportunities for reading are provided across the curriculum: topic books, news articles, blogs, class magazines etc.

- All class teachers read a class text at the end of the day.
- We update our book recommendations from teachers and staff and share this with our whole school community through posters around school.
- We have a school Book Fair twice a year, celebrate a chosen author each year and always celebrate World Book Day.

Key Skills

- Learn to read and write independently and with enthusiasm.
- Learn to use language to explore their own experiences and imaginary worlds.
- ☒ Learn to change the way they speak and write to suit different situations, purposes and audiences.
- ☒ Read a range of fiction, non-fiction and poetic texts and respond to different layers of meaning in them.
- ☒ Explore the use of language in literary and non-literary texts and learn how the structure of language works (using grammatical terminology).

Content domain reference	
2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text

Source: English reading test framework 2016 National curriculum tests Key stage 2 For test developers STA/15/7341/e ISBN: 978-1-78315-826-3

Reading Fluency

Typically, one reading lesson of the week will have a fluency focus, as follows:

- The teacher reads an extract of the text / the text without discussion.
- The teacher reads an extract of the text / the text and highlights and discusses key vocabulary or retrieval statements.

- The teacher reads a third time and times themselves, sharing the time with the class.
- All children read the text in their heads to themselves.
- Partner A reads to partner B.
- Partner B reads to Partner A.
- The children time themselves / a partner to get as close to the teacher's score as possible.

Speaking and Listening

We recognise the importance of spoken language in pupils' development across the whole curriculum; spoken language underpins the development of reading and writing. Children are encouraged to develop effective communication skills in readiness for later life. Opportunities to develop these skills include: Kagan structures, talk partners, storytelling, roleplay and debating within lessons across the curriculum, class assemblies, School Council representatives and school productions. The National Curriculum states:

'All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role.' (pages 3, 4 and 7, 2013)

All of these speaking and listening skills are taught in English and across the wider curriculum.

Assessment

We firmly believe in the power of immediate, personalised feedback, so much marking is done 'pen-in-hand' by teachers during lessons. Being next to a child and having a conversation in the moment about their work has far more impact than lengthy written feedback in many instances, so adults create classrooms where this dialogue is possible and powerful. Regular written feedback is still given after extended pieces of writing.

Reading	
Formative assessment	Summative assessment
<ul style="list-style-type: none"> • Upon entry in Year 3 all children are 'benchmarked' using the PM Benchmarking running records to assess the appropriate reading level and corresponding colour coded book. The teacher continues to carry 	<ul style="list-style-type: none"> • Children in Year 6 take end of Key Stage national tests that examine a range of reading comprehension skills.

<p>out running records using the PM Benchmark system on children throughout the school if their progress as a reader gives cause for concern. Appropriately levelled books are then provided until a child can make appropriate independent choices.</p>	<ul style="list-style-type: none"> • Salford reading tests are carried out at the beginning of each term for ALL children. The tests are diagnostic, providing children with a levelled reading age. • NFER Reading tests are carried out across the whole school. Children are tested at the end of each term. Tests are diagnostic, providing children with a reading age which takes into account their actual age at the time of testing and a standardised score with '95' being our goal for every child, i.e. their reading is at an age appropriate level. Pupils giving cause for concern are tracked and suitable intervention programmes are provided. . Full data is stored on the schools tracking system
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Marking and feedback

The continuous assessment for learning made by the class teacher will inform subsequent curriculum planning. As per our marking and feedback policy, most feedback will be given verbally on the work, with written comments only being used if these are deemed to be the most effective way of giving feedback in that lesson. Children will respond to feedback in pink pen.

Equal Opportunities and Inclusion

At Spire Junior school we acknowledge our responsibility to provide a broad and balanced curriculum for all pupils irrespective of gender, ethnicity or ability. The following three principles will be applied to provide a more inclusive curriculum:

1. Setting suitable learning challenges;
2. Responding to pupils diverse learning needs;
3. Overcoming potential barriers to learning for individuals and groups of pupils.

All pupils, including those with special educational needs, undertake the full range of activities. We have high expectations for all children. Our aim as a school is to ensure that all children have equal access to a rich and rewarding curriculum for English, and that they

experience this curriculum in ways that are appropriate for their needs, regardless of gender, ethnicity, or any other determining factors. Teacher assessment determines the depth to which individuals and groups go during each unit of work

Resources

Learning resources are kept in the phonics and support rooms. All teachers are responsible for the maintenance and organisation of these areas, though the co-ordinator will do a general stock check annually.

Whole class texts are borrowed from Sheffield Library Services each term. It is the responsibility of the Reading coordinator to communicate requests to the library service, class teachers are responsible for all texts and resources borrowed and stored in their classrooms.

Roles and Responsibilities

The teaching of English is the responsibility of all teachers within the school. The head teacher and Reading lead has responsibility for ensuring that the policy is used and updated when necessary and for the effective teaching and learning of English throughout the school.

The Reading co-ordinator has responsibility for overseeing the teaching, for the purchase of resources and for ensuring progression and continuity through monitoring, planning and assessment.

Review

This policy and the associated science curriculum will be reviewed by the co-ordinator and Headteacher annually and updated if required.

The needs of staff regarding the teaching of English, either expressed by the teachers directly or identified by the co-ordinator will inform the school development plan.