

# St Mary's C.E. (A) First School

## Whole School Reading Policy

“Reading gives us a place to go when we have to stay where we are.” Mason Cooley.

### Rationale

Reading is a vital skill that will support children's learning across the whole curriculum. As a school, we will ensure that our children are taught to read with fluency, accuracy and understanding through a variety of discreet and cross-curricular learning opportunities. Above all, we want children in our school to become enthusiastic, independent and reflective readers. Essentially, we want children to enjoy reading. In order for our children to fulfil their potential in reading we need as much parental support as possible and our aim, with this policy, is to demonstrate how school and home can work together.

### Our Teaching Philosophy

The development of reading cannot be seen in isolation from writing, speaking and listening/drama. The best readers are the best writers - we read as writers and write as readers. Strategies for writing, speaking and listening/drama therefore form an integral part of this reading policy. In our school, we will strive to give pupils a stimulating environment, where reading materials are presented in an attractive and inviting way. Furthermore, within English lessons we create an environment that stimulates the generation of ideas from texts where all ideas are accepted and valued. Teachers will act as role models in their enthusiasm for both reading and writing by keeping up to date with current children's literature.

### Aims

We will develop children's reading within an integrated programme of writing and speaking and listening/drama.

Our aims for reading are to:

- Instil children with a love of reading that lasts for their lifetime, share with them an enthusiasm for children's literature and help children to recognise the value of reading as a life skill. Provide opportunities for author visits to our school to inspire our children.
- Encourage children to become enthusiastic and reflective readers by introducing them to good quality books, from a variety of cultures and in a range of different styles and formats.
- Develop our children's understanding of a variety of text types including non-fiction, fiction, poetry and drama.
- Develop children's confidence, fluency, and independence when reading for different purposes.
- Develop children's abilities to reflect on and have an interest in what they have read and the language and punctuation choices made by the author.
- Use drama and role-play, where appropriate, to immerse children in the text.
- Ensure our children have sound phonic awareness and use a phonics first approach to reading.
- Use ICT systems to access and locate texts.

### Teaching Approaches and Strategies

Phonics knowledge is taught as the main strategy for teaching early reading. Reading is taught throughout the whole school discreetly as part of English and as an integral part of the school day. During English, guided reading/comprehension and other areas of the curriculum, children will have the opportunity to experience a wide range of good quality texts (both fiction and non-fiction) and are encouraged to respond and reflect on these. Through the use of shared and guided reading children will experience good models of reading and reading discussion, using a variety of quality texts written for a range of purposes.

Guided Reading sessions will begin with whole class teaching related to the independent tasks or class focus. Opportunities will be provided to address the mistakes and celebrate the achievements of work completed independently in guided reading.

### **Quality First Texts**

Reading books used for English lessons have been chosen because they are powerful, well written books, likely to engage children, stir their ideas and feelings and involve them in discussion. We will involve the use of immersion techniques such as 'book-talk', drama, role-play, writing in role, reading journals and guided reading activities. The texts provide a stimulus for writing, opportunities for language acquisition and learning about the effect that writing has on the reader, and how the writer has created that effect. These ideas can then be 'maggied' by the children and used in their writing.

### **Guided Reading/Comprehension**

Every pupil will take part in Guided Reading sessions with his or her teachers, on a weekly basis. Texts chosen should aim to challenge the children to develop high-order comprehension skills and generate child-led discussion. Teachers will record and use evidence from these sessions to inform formative assessment. Each week children will also complete independent comprehension activities. "I can" and Learning Objective statements will be included in these books as a form of self- assessment and formative assessment for the teacher.

### **Independent Reading**

During the rotation of activities during guided reading, children will have the opportunity to read independently: choosing books from the book corner or pre reading texts. Children will have the opportunity to visit the library once a fortnight.

### **Home Reading**

All children will have a reading book, chosen by them, at an appropriate level. These books should be 90% readable by the child and the class teacher will monitor this regularly. Children in Foundation and Key Stage 1 will have access to 100% decodable phonic books. Children will be given the opportunity to change their reading books as often as needed, but are encouraged to read at least one book a week. Reading activities will also be included in homework tasks.

### **Banded books**

We have a colour banded book scheme based on the Reading Recovery system. When children have reached a reading age of 11 they may move onto free readers as well as continuing to read the banded books if they wish. This is to encourage those children that are confident readers to move onto 'real books' (as opposed to books from the colour banded scheme). The scheme will be used to support children's reading development. Children who are not ready to advance to the next band will be encouraged to read more broadly at their appropriate level. We will support and encourage children through these bands but we will not rush or push children through them when their decoding and/or their comprehension skills are not sufficiently developed.

### **Reading Ages/ Reading Schedule**

Children's reading ages will be assessed with the Salford Reading Test every term, and then they will be placed on a class reading schedule. The reading schedule will prioritise 1:1 reading with a teacher or adult. If children are below their reading age they will be heard read every day, if they are meeting their reading age they will be heard twice a week and if they are above their reading age they will be heard once a week. Children reading below their reading age will have access to daily Fisher Family Trust reading intervention.

## **Book Corners**

Each class has a book corner which should be inviting, comfortable and attractive to the children. Each half term the book corner should contain a different themed set of books and an author focus. Book corner books at St Mary's have been themed to raise the children's awareness of different genres: fantasy, classics, history, humour, poetry etc. Similarly, each class has a reading book case "ladder" where the current author focus books will be displayed.

## **Assessment**

Teachers continually assess children's reading. Individual reading to a member of staff will be used to analyse children's strengths and weaknesses and to plan future work and targets accordingly. Guided reading tasks also provide assessment opportunities. Children's attainment and progress is regularly monitored and reviewed through National Curriculum assessment grids. Reading levels are moderated both within year groups and across the school. Each term, children will complete an independent comprehension test and Year 2 will complete a SATs test in the summer term.

### **The Head and the Deputy Head teacher will:**

- Provide support by encouraging staff and sharing best practice.
- Monitor learning and teaching throughout the school.
- Monitor planning and assessment.
- Support staff development through in-service training and provision of resources.

### **The English Leader will:**

- Ensure continuity in assessment throughout the school and lead staff meetings to support this aim.
- Monitor Reading in school.
- Keep up to date with new developments in reading and keep the staff informed.
- Play a key role in formulating, maintaining and reviewing the Reading Policy.
- Lead colleagues and at all times be supportive.
- Audit resources regularly.

### **The Class teacher will:**

- Read a story to their class at least twice a week. Teachers are to read books from their themed book areas, or share favourite books. Teachers should avoid reading long chapter books to children, as the aim is to share many different books with the children throughout the year.
- Be able to recommend books to children in their class and help them expand the authors and genres they are selecting for themselves.
- Be responsible for the teaching of reading as set out in this policy.
- Provide English plans including guided reading and make these available to the head teacher and English leader.
- Provide work samples to the English leader.
- Assess children's reading evidence to support these judgements.
- Use evidence from the teaching and assessment of reading in order to inform future planning.

Formulated: January 2015

Agreed by all staff

Review date: January 2017

Date Reviewed: September 2019.

RR Band	RR level	IIC Level	Appro x IIC level	RR Reading Level Expectations	Pearson PM Books	Pearson Rigby	Approx stages ORT (publishers guide) some stages mixed	
Pink 1	1, 2	WT 1			Magenta 1	Pink 1		
Red 2	3, 4, 5,	WT 1						
Yellow 3	6, 7, 8	WW1	1C	End of Foundation				
Blue 4	9, 10, 11	WW1	1B					
Green 5	12, 13, 14	WW1	1B				Y1/2 = 5	
Orange 6	15, 16	WT2	1A	End of Y1			Y2 = 6	
Turquoise 7	17, 18	WT2	1A				Y2 = 7	
Purple 8	19, 20	WW2	2C				Y2/3 = 8	
Gold 9	21, 22	WW2	2B	End of Y2			Y2/3 = 9	
White 10	23, 24	WT3	2A	End of Y3	Silver 10	White 10	Y3 = 10	
Lime 11	25, 26	WW3	3C	End of Y3	Emerald 11	Lime 11	Y3/4 = 11	Brown
Brown 12	27,28		3B	End of Y4	Ruby 12		Y5 = 12	Grey
Grey 13	29,30		3A	End of Y5	Sapphire 13		Y5/6 = 13	Dark Blue
Independent				End of Y6			Y6 = 14	Dark Blue