

# Wrington Church of England Primary School

*'Cherish and nurture, flourish and aspire'*

## Reading Policy

This reading policy should be taken as part of the overall strategy of the school and operated within the context of our vision, aims and values as a Church of England school.

### Reasons for initiating the policy:

- To ensure that the teaching of reading at Wrington C of E Primary school meets the requirements of the National Curriculum.
- To inform new members of staff, parents and governors of the school's approach to reading.

At Wrington, we aim to develop a love of reading in our children that leads to life-long reading. Although we wish them to recognise reading as a useful tool in everyday life, we above all want them to develop a love of reading and to discover the pleasure a good book brings!

We seek to develop their abilities to read for a wide range of purposes, using this very cross-curricular skill in all areas.

Our aims for reading are:

- To help children to enjoy reading and to recognise its value;
- To read to our children at regular intervals in a range of forms and from different cultures;
- To develop our children's comprehension of a range of texts;
- To develop children's abilities to reflect on the features of their reading and the language and punctuation choices made;
- To develop confident, independent readers through an appropriate focus on reading for different purposes;
- To encourage children to become enthusiastic and reflective readers by exposing them to good quality writing, in a range of different styles and formats.

### Teaching and learning styles

During Literacy, guided reading and throughout the curriculum, children have the opportunity to experience a wide range of high quality texts and are encouraged to engage, question, respond and reflect on different aspects of the texts. Children may read individually, in pairs, in groups or as a whole class.

### Extreme Reading!

Reading is promoted throughout the school through competitions (such as *Extreme Reading* and other sponsored reads), mystery reader visits, library sessions, Book Weeks, World Book Day, dressing up, special days (such as Roald Dahl Day), the Summer Reading Challenge, and through visits from authors and educational book companies (eg Scholastic / Usborne).

Classes are paired up in cross-phase groups to provide 'book buddies' where the older children provide positive reading role-models for the younger children.

### **Curriculum Texts**

Staff follow the Babcock teaching sequences and use these Key texts as the basis to support the children in developing their reading, comprehension and writing skills. Other texts are used in class to engage children in their learning and promote discussion.

### **Phonics**

We teach phonics using the Letters and Sounds programme, supported by the use of Jolly Phonics kinaesthetic actions and stories. We use additional on-line resources, such as Phonics Play and Nessler. As children move through the early stages of acquiring phonics, they practice by reading texts which are entirely decodable for them from the Phonics Bug scheme.

Once children have a secure knowledge of letter/sound correspondences and can blend words confidently, they access our Book Banded reading scheme which has books from various published schemes, (ORT, Rigby Star, Collins) and is designed to give children experience of a variety of reading genres. There are fiction and non-fiction books within each level.

Reading scheme books are used to support children's reading development and are NOT viewed as a ladder to be climbed or a race to be won! Although we have a core reading scheme, we aim to provide breadth and depth through a variety of additional materials.

Once children can read fluently and with a good understanding, they self-select books for independent reading from the class libraries, school library or from home.

### **Guided Reading**

Weekly guided reading sessions enable the class teacher to hear individual children read, but also to support children in their exploration of a variety of texts. Within the guided reading sessions children explore aspects of spelling, punctuation and grammar, plot development, vocabulary, characterisation and are able to discuss themes, topics, puzzles and questions. As well as supporting children in their decoding skills, guided reading sessions enable children to build their skills of inference and deduction as well as learning about the enjoyment and pleasure that can be obtained through reading. Teachers use these sessions as an on-going opportunity to assess children in their reading, and to plan accordingly.

### **Home Reading**

All children are encouraged to select books from the classroom, library or home to share with their parents to encourage a love of reading. All children are issued with a Reading Record, in which children record their home reading (signed by a parent). This forms part of the children's homework (see homework policy). The reading record is checked by teachers on a weekly basis, and enables teachers to gain a picture of each child as a reader, and to monitor a child's enjoyment, frequency and their *reading* diet. We provide parents with a 'Recommended read' list at the start of each academic year to support them in choosing a variety of high quality texts for their child.

### **Class Texts**

All classes have 'class texts' which are read to the class in periods of transition for enjoyment and also to increase the range of texts the children experience during their time at Wrington CofE Primary.

### **Resources**

Each class has a small library containing a range of fiction and non-fiction books. These books cover a wide range of reading abilities and interests. We try to make these as attractive and inviting as possible and change book displays regularly in line with key topics or special days/weeks celebrated in school. The school library offers further reading materials, including a wider range of non-fiction materials. Big books are available in some classes for small groups work or independent/ paired reading.

### **Assessment and Recording**

- Children take the national tests at the end of Year 2 and Year 6, plus the optional NFER tests at the end of years 3, 4, and 5. The 'Phonics Check' is conducted in Year 1.
- Reading assessments are used to measure progress and help to plan the next unit of work. Data is tracked through the SCOMIS data tracking system into which the reading assessment data is inputted three times a year.
- Individual reading is used to analyse children's strengths and weaknesses and to plan accordingly.
- Teachers make assessments on an ongoing basis through guided reading, listening to children individually (where possible), whole class discussions, and through a range of class comprehension-based tasks.

### **Monitoring**

Monitoring the standards of work and quality of teaching in Literacy is the responsibility of the Literacy leader and the SLT. The role of the Literacy leader involves supporting colleagues in the teaching of Literacy, being informed about current developments in the subject and providing a lead in the school for the subject.

Reviewed May 2017