



**Madron Daniel CofE school**  
**INSPIRE • BELIEVE • ACHIEVE**

# Reading Policy

**Approved by: An Baya Governors**

**Date: May 2021**

**Review: May 2023**



**An Baya**

**TOGETHER WE CAN MAKE A DIFFERENCE**

## **Rationale**

“Reading is the most important way to prepare for life.” Lois Lowry

Reading is the key skill that children need to access the entire curriculum. At St. Mary’s we believe in providing children with opportunities to develop their oracy skills and to help them organise and share their own opinions; we believe reading, in its fullness, underpins these skills and therefore we strive to develop our children’s reading skills as fully as possible. Reading is a major factor in educating children morally, spiritually, intellectually, and aesthetically, giving children the opportunity to develop an appreciation of literature, and enabling children to develop key life skills.

## **Purpose of the policy**

The purpose of this policy is to provide a clear framework for teachers to work within, thus ensuring that children get equal opportunity to develop their reading skills, regardless of their age. The policy also provides clear lines of accountability and its clear application will ensure that the teaching of reading will be consistent in quality.

This policy also underpins our school aims of:

- **Educating for Wisdom, Knowledge and Skills** by following a broad and balanced curriculum that stimulates a sense of curiosity and excitement about the world whilst developing the full potential of all children.
- **Educating for Community and Living well together** by building positive relationships with our local, national and international communities and for the schools to be hubs of learning in the community, making a positive difference to children and their families.

And our mission to:

“educate children spiritually, intellectually, socially, morally, aesthetically and physically to be able to make a difference by following the example of Jesus in the gospels so that they can live ‘life in its fullness.’”

## **Aims of the policy**

The aims of this policy are:

- To have clear agreed guidance on the teaching and learning of reading.
- To ensure consistency in approach to the teaching of reading and the development of reading for pleasure.
- To use the teaching of reading and the sharing of books as a whole class to improve attitudes to reading.
- To use reading to develop oracy skills.
- To develop writing skills by using the skills explored when reading.
- To provide opportunities and advice for parents/carers to help support reading at home.

## **Objectives**

The objectives of this policy are to show how we endeavour to:

- Prioritise reading across the school.
- Promote a love of reading.
- Ensure that pupils make good or better progress in reading.
- Ensure that children read things that are suitable for their level of development.
- Ensure that pupils who fall behind are given opportunities to catch up.
- Ensure that staff are given opportunities to develop their knowledge of the teaching of reading so that over time they become experts in the teaching of reading.

## **Rationale**

Many of the children in our school have their first true experience of reading in our setting. Therefore we have chosen an approach that prioritises a breadth of reading experiences that exploits opportunities for children to be exposed to a variety of text types. We have chosen high quality texts as whole class studies and believe that the use of these improves the vocabulary and spoken language of our pupils- something which we know, from data, is low upon entry to our setting.

Our policy has also been based closely with the requirements of the National Curriculum, and the findings of the Rose Review (2006) which highlights the vitality of teaching early reading through the use of systematic phonics. Finally we have taken into account the needs of parents in our setting and have devised a policy that enables them to support the learning of reading at home.

Children need:

- To be exposed to a range of high quality texts.
- To be given the opportunity to independently read texts that are appropriate to their current reading skills.
- To be given the opportunity to read for pleasure, both in school and at home.
- To be given opportunities to find the meaning in texts through both written and active comprehension.
- To be exposed to an environment that creates a culture of a love of reading.
- To be taught and supported by staff who are experts in the teaching of reading.
- To be exposed to different types of media that also support the development of their reading skills.

Parents/Carers need:

- Opportunities to develop their knowledge of developing reading skills.
- Resources and points of reference that they are able to access at home to support with the practicing of reading at home.

## **ALL STAFF need:**

- Access to high quality CPD training in the teaching of early reading and guided reading.
- Access to high quality resources to aid with the teaching of learning.
- To create a reading environment in their class that promotes the love of reading and an interest in a reading for pleasure.
- To provide opportunities for children to engage and respond to texts in different ways.
- Teach the skills of reading at discreet times daily.
- Share texts daily with the whole class to develop a love of reading.
- Ensure that they are familiar with the texts that they are teaching.
- Have a sound understanding of why they have chosen the text that they have e.g. because it is an author the children are interested in, it is linked closely to the topic that the children are learning, it is a book that they enjoyed themselves.

## **Phonics**

Phonics is taught to children as their first method of decoding books. We follow the Letters and Sounds scheme of work- any child who requires additional phonics will do this through taking part in additional phonics session using the Letters and Sounds scheme also. All staff in the school have received recent training, in the teaching of early reading and Phonics, from a quality, independent provider.

Please refer to the additional Phonics document.

## **Individual reading**

This time is used for the children to apply their reading skills that they have been taught individually. In the early years and Key Stage 1, books are closely matched to the phonics that a child has learned in order to provide pupils with opportunity to apply the phonics skills that they have been taught – See below.

## **Guided Reading**

Guided reading occurs for 30 minutes daily. This time is used to discretely teach the skills of reading and to provide opportunities to apply those skills using a mixture of written and active comprehension. All staff have undergone training from a quality independent provider. The teaching of Guided Reading is **supported** by the use of a scheme of teacher's notes to ensure that subject knowledge is up to date. These skills are then be taught through the use of high-quality whole class texts in a 'Novel Study' approach, we also use some other strategies to promote high quality spoken language skills. The texts are selected based on the topic that is being studied, or, where this is not possible, they will be recommended high quality texts.

Children are also be taught to identify different skills by using reading VIPERS. VIPERS are question stems that focus on different reading skills.

Please also refer to the additional Guided Reading document. (in development)

### **Sharing poetry**

Teachers share poetry with their class at least once a day so that the children are exposed to different vocabulary and patterns of language, as well as enabling them to have fun with language. Each class has been assigned different collections of contemporary and classical poetry that has been identified as 'high quality' by the Literacy Trust, teachers may add other examples to those that they share.

### **Accessing the school library**

As well as each class having a timetabled slot for library visits, the library is also accessible during lunchtimes. These sessions are led by Librarians and give opportunities for pupils to borrow books, write reviews and listen to stories. The library is also available for pre school to use and parents and carers can come and chose a book with their child.

### **Sharing whole class texts**

Teachers share whole class texts with their children, daily. Teachers can read an text that they deem suitable, as long as it is of high quality (there are some recommendations in the guidance). Before reading a new text, teachers offer children a chance to vote on a choice of two different texts – this encourages the value of democracy as well as encouraging children to participate in high quality book talk with their peers. This is done by teachers leaving the two choices in the reading area with a voting basket for each and a counter for each child to vote with. These high quality texts give the children to develop their knowledge of different authors (to lead them to try new books), as well as giving them a chance just to sit back and enjoy the text as a listener. It is acceptable for teachers to use audio books to share a text, this again opens up other avenues for them to enjoy literature.

### **Developing reading for pleasure**

In addition to sharing whole class texts, there are several other initiatives that we have employed to promote reading for pleasure, which include:

#### **Star Readers**

The school runs a Star Readers Award where children are rewarded for the amount of reading that they do at home. We have stated that the children can access any reading material they wish, including: books, magazines, audiobooks, e-books etc in order to gain points towards their rewards.

#### **Book Corners**

Each class room has a designated book area where children can access a variety of materials: comics, magazines, fiction, and topic related non-fiction; in order to promote different authors and genres of writing. Within the EYFS and KS1 class, carefully selected texts are placed in different areas of their continuous provision. The reason for this is that children will be able to select a text to read when they feel most relaxed and ready and not when in a designated area.

These materials have been selected by the class teacher and English leader to ensure that their level of interest is appropriate. Children are free to access these materials when they have completed their learning in class, during times of free choice, or throughout their continuous provision activities.

### **Book Swap**

A book swap area is situated in the library, which can be used to swap texts at any time. This to encourage children and parents to swap books so that they can try a new author or genre, again widening their reading experience and enjoyment.

### **Book Clubs**

Once a month two book clubs are held in conjunction with the local library. At these clubs pupils are given the chance to read and review books including those that are as yet unpublished. The reviews are kept in the town library for other readers to use. They are also given opportunities to read new recommendations made by each other. Children from Madron will attend this with children from St Mary's

### **Reading buddies**

Children from class 1 have a reading buddy in class 2 and will pair up once a half-term to share a book with each other.

### **Guidance for Specific Year Groups**

#### **Pre School**

Pupils listen to stories and rhymes on multiple occasions, daily. They begin to explore the Phase 1 and 2 of Letters and Sounds. There are opportunities for children to visit the library throughout the week. They learn and perform nursery rhymes and have home learning challenges linked to this.

#### **Class 1 Reception**

Children listen to stories and rhymes on multiple occasions, daily. They are taught phonics discretely daily. Children are given opportunity to continue their learning of rhymes at home through a rhyme homework challenge. Children read individually to an adult, daily. There are opportunities for children to visit the library throughout the week. They learn and perform nursery rhymes and have home learning challenges linked to this.

#### **Class 1 Year 1**

Children are read to as a whole class twice daily, including poetry. They have a daily phonics session taught to them. Children read individually to an adult 3 times a week, any children identified as struggling are identified and listened to daily. Children take part in daily whole class guided reading session. There are opportunities for children to visit the library throughout the week. There are home learning challenges linked to the learning and of poetry and nursery rhymes.

## **Class 1 Year 2**

Children are read to as a whole class daily, including poetry. They have a daily phonics/spelling session taught to them. Children read individually to an adult at least 3 times a week, any children identified as struggling are identified and listened to daily. Children take part in a daily whole class guided reading session. There are opportunities for children to visit the library throughout the week. There are home learning challenges linked to the learning and performing of poetry and nursery rhymes.

## **Class 2 Lower Key Stage 2 – Year 3 and 4.**

Children are read a novel as a whole class, daily, plus they listen to a daily piece of poetry. They have a daily phonics/spelling session taught to them. Children read individually to an adult at least twice a week, any children identified as struggling are listened to daily. Children take part in a daily whole class guided reading session. There are opportunities for children to visit the library throughout the week. There are home learning challenges linked to the learning and performance of poetry.

## **Class 2 Upper Key Stage 2 – Year 5 and 6.**

Children are read a novel as a whole class, daily, plus they listen to a daily piece of poetry. They have a daily phonics/spelling session taught to them. Children read individually to an adult at least twice a week, any children identified as struggling are listened to daily. Children take part in a daily whole class guided reading session. There are opportunities for children to visit the library throughout the week. There are home learning challenges linked to the learning and performance of poetry.

## **Engaging parents/carers**

### **Meetings**

At the beginning of each school year the parents/carers of each class are invited to attend a 'Meet the Teacher' event where they are informed about the different expectations and the ways that reading is taught at Madron Daniel. During this meeting they are also given some useful resources and a list of websites that may help them at home.

Twice a year, parents are invited in for updates on the progress of their child. At these meetings further resources and guidance is given.

### **Workshops**

At the beginning of the school year and at the beginning of the calendar year (for those later starting school) parents are invited in to join in with an Early reading workshop during which teaching and support staff of EYFS and Year 1 model how early reading is taught and ways in which parents could help at home.

### **School website**

The school website has a designated reading area. On this area there are many resources to help parents with the teaching of reading at home, including: videos, texts and links to other websites.

### **Organised Library events**

During the school year the children in class 1 will have opportunities to visit Penzance library and join the library with parent and carer support.

### **Assessment**

It is vital that our assessment of pupil's reading skills is accurate and is used to inform teachers' subsequent planning. We believe that this is vital in identifying pupils who are falling behind and need additional support (see below).

### **Phonics Assessments**

At the end of the summer term, children in Nursery are assessed against the requirements of Phase 1 of the Letters and Sounds phonics programme.

After the first half term of Reception class children are assessed using a Letters and Sounds based assessment and this is used to identify any areas for development that teaching will need to address during the 'revisiting of Phases' as set out in the Phonics guidance document.

Children in Reception, Year 1, and those identified as falling behind in Year 2, complete a phonics assessment termly, this includes a benchmark test at the beginning of Year 1. This assessment is based on the Letter and Sounds framework and consists of a reading and spelling element, it is used to identify any gaps in knowledge which informs the future planning of the class teacher.

Children in Year 1 also complete the Phonics Screening test at the end of Year 1. Any children who were unsuccessful the previous year also retake the test.

### **Vocabulary Test**

Children in Reception class complete the RENFREW reading assessment to assess whether or not there are gaps in their vocabulary. Any children identified as having significant gaps then take part in NELI speech and language intervention- the test is then re-administered at the end of the academic year to note the impact that the intervention has made. We have chosen this method of testing as it has been identified by our EYFS team that speech and language entry levels are often poor for cohorts- this is because of varying reasons.

### **Comprehension assessments**

As a school we use the NFER tests to measure the comprehension skills of pupils. These tests are administered as shown in the table below. In Year 2 they are supplemented with past SATs reading assessments. In Year 6 they are replaced by past Year 6 SATs reading assessments.

Year	Autumn	Spring	Summer
1	N/A	N/A	NFER Test
2	NFER test	Past SATs	SATs



3	NFER test	NFER test	NFER test
4	NFER test	NFER test	NFER test
5	NFER test	NFER test	NFER test
6	Past SATs	Past SATs	SATs

Once these tests have been completed, it is the responsibility of the class teacher to mark them and enter the data into a question level analysis tool. It is then the responsibility of the class teacher to tailor their guided reading teaching to meet the needs of the class.

In Years 2 and 6 children take the end of year SATs assessments in Reading.

### **Book Band trackers**

In order to triangulate our judgements with that of the test and to ensure that children are on track to reach their end of year expectations, each term children have their book band colour plotted onto an assessment sheet. Again, any children who are falling behind must be identified by their class teacher and appropriate support must be put into place.

### **Identifying pupils who are falling behind**

Teacher's will use information from assessments to identify any pupils that are falling behind. They will also use their professional judgements and day today observations and assessment to identify any pupils falling behind. Pupils identified as falling behind will undertake a programme of phonics based intervention (unless it is identified as comprehension based issue) which will follow the structure of Letters and Sounds programme. This will continue to be the method of intervention even for pupils in Key Stage 2. Any pupils who are in receipt of this additional intervention will need to also be assessed termly using the Phonics assessment stated above.

The Headteacher, subject leader and SENDCo are made aware of any pupils falling behind during Pupil Progress Meetings. These meetings are held termly, however concerns can be raised to these people at any time by class teachers.

### **Resources**

Resources will be made available to teachers to ensure that they and their classroom are both fully equipped to put the actions of this policy in place. The resources available will include: training for all members of staff, whole class sets of books, schemes of work to equip teachers with the desired subject knowledge, additional funding to make books corners engaging and equipped with good quality texts.

### **Responsibilities**

It is the responsibility of Headteacher, subject leader, class teachers and teaching assistants to ensure that they are following this policy.

### **Monitoring and evaluating impact**

It is the responsibility of the Governing body, Headteacher and subject leader to ensure that there is regular and robust monitoring of the teaching and learning of reading and that this

policy is being adhered to by all those responsible for its implementation. Governor visits will happen termly, and will include: pupil conferencing, learning walks, data updates or book looks.

In addition to this there will be monitoring of reading by the subject leader, this will include: A beginning and end of year pupil conferencing session; work moderation, once a term, to ensure that teachers are consistently teaching reading skills using Reading VIPERS and the texts planned out; and learning walks at stages of the year, identified as suitable by the Head teacher.