



Reading Policy

Athersley North Primary School

Approved by: Michelle Vousden

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Last reviewed on: September 2020

Next review due: September 2021 (Start of new academic year)

Athersley North Primary School

Reading Policy

Intent:

This policy states the aims and principles relating to the teaching and learning of Reading at Athersley North Primary School and clearly states how the school will fulfil its requirements of the National Curriculum 2014.

This policy should be read alongside other school policies such as the Teaching and Learning Policy, Feedback and Marking Policy, Health & Safety Policy & Procedures and the Equality Policy.

At Athersley North Primary School, we value reading as a key life skill and are dedicated to ensuring our pupils become lifelong readers. We aim to strike a balance between teaching reading skills and fostering a love of reading. Our aim to provide pupils with many opportunities to read throughout the school day through: whole class reading sessions, novel study, independent reading and class story time to build reading fluency but to also enjoy a text.

Additionally, we work together to teach explicit reading skills using a VIPERS approach which includes: summarising, retrieval, inference and predicting to allow pupils to understand the text as well as enjoy what they are reading. Our school's curriculum plan ensures pupils are exposed to a wide range of books throughout the year as well as throughout their school journey.

By the time pupils leave Athersley North Primary School, we hope they have built a love of reading and continue to build this as they continue their education.

Implementation

This policy promotes best practice and establishes consistency in Teaching and Learning across the whole school. It aims to ensure that all pupils are provided with high quality learning experiences to develop pupil's life-long love of learning.

School Practice

The Curriculum progression plan for Reading ensures that there is a coherent and purposeful sequence to the teaching and learning of Reading. This plan follows the National Curriculum and outlines what pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Text progression through the use of challenging text extracts using books from the reading spine are used as a guideline for teaching reading skills. Long term planning outlines the progression of each reading skill including links to prior learning from previous years and the following years.

Short term planning outlines specific reading skills being taught within each lesson.

What does this subject look like at Athersley North?

Early Years Foundation Stage (EYFS):

Pupils begin their reading journey in EYFS where they learn the sounds that each letter makes. We use Read, Write Inc phonics in EYFS and throughout school to teach Pupils how to read. From first recognising sounds to being able to read fluently.

Pupils learn to read the 40+ sounds and blend these into words. They are also given opportunities to learn high frequency words. Reading is promoted in the learning environment and Pupils enjoy sharing bedtime books at home with their parents. Pupils experience success in reading from the very beginning. Pupils listen to a story every day as outlined on the reading spine. Teachers use the Overview of storytelling to structure Storytime sessions over a weekly period.

Key Stage 1:

Pupils are taught to read every day. Once they can read the 40+ sounds and blend these into words, then they learn to read the same sounds with alternative graphemes. Phonic books are closely matched to their increasing knowledge of phonics and tricky words and as Pupils re-read the stories their fluency increases.

Pupils are helped to read and develop their storyteller's voice. Reading is promoted in the learning environment with designated reading areas across the Key Stage. A range of fiction, non-fiction, poetry and picture books are available for Pupils to access at all times. Pupils are listened to on a 1:1 basis within school time. If Pupils read with an adult at school, this is also recording in the reading record. Pupils record home reading in reading records, in class rewards are given to promote reading at home.

Class story is an integral part of the reading curriculum. Book choices are outlined on the school's reading spine. Pupils are read to every day and are given opportunities to enjoy independent reading too. Teachers use the Overview of storytelling to structure Storytime sessions over a weekly period.

Key Stage 2:

In Key Stage 2, Reading is explicitly taught 5 times a week for a minimum of 30 minutes each session. Reading texts may be linked to writing or a history/geography/science focus but this is not required. Texts and extracts have been chosen and mapped out for each year group including sample comprehension questions.

Each lesson starts with a vocabulary focus. Key vocabulary is identified from the text and Pupils are encouraged to use the clues in the text as well as resources such as dictionaries to work out the meaning of the word as well as how to use it in a sentence. Specific work is done around vocabulary so Pupils feel confident when accessing these words in the text. Vocabulary is revisited in each session.

Each lesson includes teacher modelling reading and decoding and Pupils reading the text out loud, independently or in pairs. The lesson will then include a range of retrieval style questions to ensure key understanding of the text as well as focusing on the remaining VIPERS skills. The sequencing of learning is recorded by pupils in English skills books.

Reading is promoted in the learning environment with designated reading areas in the classroom and around school. A range of fiction, non-fiction, poetry and picture books are available for Pupils to access at all times.

Class story is an integral part of the reading curriculum. Pupils are read to every day and are given opportunities to enjoy independent reading too.

Class are listened to on a 1:1 basis within school time. If Pupils read with an adult at school, this is also recording in the reading record. Pupils record home reading in reading records, in class rewards are given to promote reading at home.

What will the pupils learn?

Key Stage 1:

In Key Stage 1, Pupils will focus on applying and securing phonic knowledge until reading is fluent. They will listen to and read a range of texts including core texts within the year which they will be able to recite with confidence. The magic of stories planning is used for the delivery of the core texts.

They will prepare and read aloud poems. They will be able to discuss their favourite vocabulary and what they think these words mean.

Pupils will ask and answer questions to show their understanding of a text. They will also understand using the text in different ways to answer inference and explanation questions. Pupils will be able to talk about texts they have read and are enjoying.

Key Stage 2:

In Key Stage 2, Pupils will continue learning to decode by applying their knowledge of root words, prefixes and suffixes. They will listen and read a range of texts and become familiar with specific core texts.

They will prepare poems and learn to read these out loud, to an audience.

Pupils will check their understanding of vocabulary and texts by asking and answering questions. They will learn to use evidence from the text to support their answers, summarise key ideas and predict what may happen next.

They will discuss author choices and differences between fiction and non-fiction texts and they will learn to talk with confidence about texts.

How will this be taught?

At Athersley North Primary School, reading is taught as decoding and understanding.

In Key Stage 2, Reading is explicitly taught 4 times a week for a minimum of 30 minutes each session. Reading texts may be linked to writing or a history/geography/science focus but this is not required.

Each lesson starts with a vocabulary focus. Key vocabulary is identified from the text and Pupils are encouraged to use the clues in the text as well as resources such as dictionaries to work out the meaning of the word as well as how to use it in a sentence. Specific work is done around vocabulary so Pupils feel confident when accessing these words in the text. Vocabulary is revisited in each session.

Each lesson includes teacher modelling reading and decoding and Pupils reading the text out loud, independently or in pairs. The lesson will then include a range of retrieval style questions to ensure key understanding of the text as well as focusing on the remaining VIPERS skills. The sequencing of learning is recorded by pupils in English skills books.

Differentiation for vulnerable groups: (SEND, Pupil Premium, etc.)

Differentiation will be evident through engagement activities, adult/peer support and scaffold prompts. However, where necessary, some tasks are adapted to meet the needs of all pupils.

Impact

Leadership and Governance evaluate the teaching and learning of Reading half termly through lesson visits, planning and book scrutinies and pupil interviews. Reading data is analysed to identify key groups of pupils and priorities/ areas for improvement so that these can be swiftly addressed.

Assessment is in accordance with the Early Learning Goals (ELG) in Foundation Stage, and the National Curriculum criteria for the end of Key Stage 1 and 2.

Assessment for learning (formative assessment) is recorded against statements using the school assessment software. This is to support planning and identify individual pupil and class gaps in knowledge. Assessment for Learning is carried out through questioning, discussion, observations and the marking of work. The marking of work undertaken during Reading sessions will be in accordance with the school's Feedback and Marking Policy. For further details refer to the Feedback and Marking Policy.

PIRA tests are carried out 3 times a year to support teacher assessment. Assessment of learning (summative assessment) is inputted by class teachers into the schools summative database (SIMS) 3 times a year to evaluate if pupils are working towards, at or above the expected standard for their year group. This provides the evidence of learning and achievement, enabling an accurate summative assessment to be made at the end of each school year, and at the end of Early Years Foundation Stage, Key Stage 1 & Key Stage 2.