

Reading Policy

As reading is a complex skill with many components, The Willows Primary School has adopted a comprehensive and consistent approach to the teaching of these skills throughout the school. We believe that reading is a valuable and rewarding experience and that the importance of laying a firm foundation in this crucial area will allow children to access all areas of the curriculum successfully. We believe that success in reading opens doors to a world of knowledge. This policy will explain the important transition from learning to read to reading to learn.

Our aims:

- To develop a love of books and reading.
- To develop reading strategies and skills: fluency, accuracy, understanding and response to different texts.
- To read and enjoy a variety of texts from a variety of sources: library, class book corners, ICT.
- To create a strong, embedded reading culture through a rich language environment within classrooms and the wider school environment.
- To deliver a structured and consistent whole school approach to reading.
- To recognise the value of parents / carers as essential components in supporting and developing children's reading skills and love of reading.
- To rigorously monitor and assess children's progress in reading and identify those who require extra support and intervene at an early stage.

Guidelines:

There is a whole school approach to the teaching of reading. A wide range of reading strategies will be taught throughout all classes that reflect the requirements of the National Curriculum and EYFS Development Matters programme.

Nursery

Nursery children engage in Phase 1 Phonics from the Letters and Sounds programme with a view to moving on to Read Write Inc when ready. When the children are able to blend letters to read simple words they are introduced to the reading scheme books, starting with picture books which have no words and progressing through the Set 1, 2 and 3 books followed by the book banded books. Children have daily story time, and listen to and learn rhymes and songs. As part of the EYFS continuous provision, children have access to a variety of letter and word recognition activities; this might be for example finding letters in the sand or using magnifying glasses to read tiny high frequency words. In addition to the work in school, story sacks are sent home for children to enjoy with their family. The sacks include a book, key figures/items and sometimes a game which all relate to the same story.

Reception and Key Stage 1

Reception children begin to learn the first 31 phonic sounds from the 'Read, Write, Inc' phonics programme when they enter Reception Class. This is taught at a rapid pace: children are introduced to 1 phoneme per day throughout the first term. The teaching of this is multi-sensory and active using the wider school environment such as the Early Years outdoor area to ensure purposeful learning is taking place. Letter sounds are sent home as they are introduced in class to consolidate learning and to keep parents/carers up to date on the progress being made in school.

Tricky words are introduced gradually as 'red words' for the children to learn at home and in school. These are introduced through a series of differentiated key word cards ranging from Set 1 to Set 12.

Children will continue to follow the programme into Year 1. This will be a focused, daily session. In Year 1 the teaching and learning will focus on building on the skills learnt in the Early Years Foundation Stage and continual formative assessment will help target any gaps in phonic knowledge. This will be addressed in class through intervention programmes and supported individual or group work.

Children in Year 2 continue the Read Write Inc programme until they are secure with all letters and sounds and until they can read with adequate fluency.

Every day the children in Key stage 1 will take home their reading diary and reading books from an appropriate level following a system closely matched to their phonic reading ability. They read set 1, set 2 then set 3 books until secure with all set 3 sounds. They are then able to move to colour banded books and later, the Accelerated Reader scheme.

Children in Nursery, Reception and Key Stage 1 also have access to class libraries. The children have the opportunity to take books home to enjoy with their family. These books are for the adults at home to read to their children to promote the enjoyment and love of reading. It is also an opportunity for children to be exposed to higher level language and texts which they could not access independently.

Key Stage 2

In Key stage 2, the children have a home reading book which they can choose themselves from a selection within their own reading level. These are brought into school daily and a reading diary is sent home.

Years 2 to 6 will be involved in focused reading activities each day. Children take part in whole class reading lessons which focus on comprehension skills. These lessons explore a series of novels, non-fiction texts and poems linked to the class text.

Key Stage 2 - Accelerated Reader and Star Reader

Accelerated Reader is a powerful tool for monitoring and managing independent reading practice while promoting reading for pleasure. The programme gives pupils significant choice in levelled books and quizzes with over 27,000 reading practice quizzes made available on books from over 300 publishers and imprints. Accelerated Reader provides children with regular feedback on their progress and fosters communication between pupil and teacher in regards to reading interests, targets and next steps. Every child in Year 1 to Year 6 will have regular opportunities to quiz on a book they have already read. Furthermore information from the quizzes is collected on a weekly basis by Year 6 Reading Monitors and a child from each class is chosen to be the classes Reading Ambassador which is announced in assembly.

STAR Reading is a computer-adaptive assessment, administered on PCs or tablets in approximately 20 minutes. Every question in the extensive item bank is linked to skills identified in the national curriculum and is carefully calibrated to provide staff with an accurate insight into each student's academic progress. The information collected from each half termly assessment provides staff with accurate, actionable data about what a child knows and what they are ready to learn next, informing planning and teaching.

Data involved includes:

- National Curriculum reading level
- Reading age (in years and months)
- Zone of Proximal Development:
The range of difficulty level of books a student should read to allow for independent reading
- Norm Referenced Standardised Score:
How a student compares nationally with others of a similar age
- Percentile Rank:
A norm-referenced score that provides a measure of a student's score compared with other students of the same age nationally
- Scaled Score:
A measure of a student's progress against the expected standards in the new reading Curriculum.

The Reading Environment

Every class will have access to a reading area that invites children to come and read a variety of fiction and non-fiction texts reflecting genres, cultures, gender and race.

Every class will have a range of books available to pupils that reflect their current class topic.

ICT in the classroom through laptops, iPads and interactive whiteboards will be available for children to access digitally written materials to support their learning in all curriculum areas.

A respect for books will be fostered and modelled by all staff.

Every class will have a 'class book' – a quality novel / story that is read daily for the enjoyment of 'listening'.

In the main hall there is an accelerated reading display which celebrates the 'quizzing' achievements of all children in Year 1 to Year 6.

Teaching and Learning of Reading

As reading is at the core of accessing all areas of the curriculum it is essential that at The Willows there is focused and dedicated time given to the teaching of the mechanics of reading.

The teaching of reading will include:

- The teaching of phonic awareness.
- Questioning about character/ story/ events/ structure/ plot.
- Awareness of layout / features.
- Awareness of punctuation and grammar.
- Prediction of the story.
- Developing decoding skills of unfamiliar words.
- Awareness of the reading and spelling of common exception words/ tricky words.
- Deduce meaning from context, syntax and previous experience.
- Scanning text for information and to support comprehension.
- Discussing the effectiveness of chosen language.
- Encouraging talk and discussion in groups.
- Encouraging clear speaking and expression when reading texts aloud.

Reading Incentives and Rewards

Reading is an integral part of life and learning and is fundamental to function in today's society. At the Willows we are committed to raising the profile of reading and would like every child to enjoy reading and make excellent progress with their reading skills; therefore the school sets the Reading Champion Challenge.

The aim of the challenge is to motivate reluctant readers and praise those children who already read at least 5 times a week.

It is expected that every child in Year 1 to Year 6 achieves the reading challenge.

To complete the challenge children must read at home for;

- KS1 at least 10 minutes per night, for a minimum of five nights a week to an adult.
- KS2 at least 20 minutes per night, for a minimum of five nights a week to an adult or independently.