

Crosslee Community Primary School



Policy for Teaching Reading

May 2022

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OVERVIEW

We want children in our school to become enthusiastic, independent and reflective readers. Essentially, we want children to enjoy reading. 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. We aim for every child in this school to learn to read regardless of social and economic circumstances, ethnicity, the language spoken at home, special educational needs or disability.

OBJECTIVES

1. To enthuse children with a love of reading and share a range of good quality children's literature with them.
2. To achieve very high standards in reading, developing children's confidence, fluency, and independence when reading for different purposes.
3. To use high-quality and expert teaching that follows the carefully planned and tightly structured approach to teaching phonic knowledge and other essential reading and comprehension skills.
4. To have in place a diligent, concentrated and systematic teaching of phonics so that it is central in children's success in learning to read.
5. To have a high focus on developing comprehension skills in reading across the curriculum and during reading sessions.
6. To use ICT systems, drama and role-play, where appropriate, to immerse children in the text.
7. To use assessment effectively, tracking progress and providing support through extra provision and adapting the teaching of reading to meet individual needs.
8. To develop children's understanding of a variety of text types including non-fiction, fiction, poetry and drama.
9. To ensure classroom reading areas and the library setting is a well-resourced, organised, child friendly learning environment that is used in a productive manner.

KEY STRATEGIES

1. Pupils will be taught to read in the early stages of reading using Phonics as the primary approach. We follow the Read Write Inc Phonics programme in EYFS and Key Stage 1 to ensure that pupils have the best start in reading and are able to use the strategies taught during phonics teaching in their independent reading. Pupils who require additional support will be given appropriate intervention

throughout the school that links with our Phonics programme.

2. All staff and volunteers involved with the teaching of reading will be highly trained in the principles of phonics, so that they can identify the learning needs of young children and recognise and overcome any barriers to learning. There will be a strong focus on developing the children's capacity to listen, concentrate and discriminate between sounds.
3. Pupils will be given opportunities for independent reading of their reading scheme/library books during the school week. Children that are following the Read Write Inc programme will take a decodable book home every week that matches their phonic level. Children that have completed the Read Write Inc will take a reading book home that is at the appropriate level. These books should be 90% readable by the child, this will be monitored regularly. Children will be given the opportunity to change their library and individual books as often as needed. All reading to an adult will be recorded in the children's home reading journals and the class's reading record.
4. Reading sessions will be consistent throughout EYFS to Y6 using high quality texts, focusing on many different question types which relate to the content domains. The content domain sets out the relevant elements from the national curriculum programme of study (2014). In EYFS early reading skills will be taught alongside some basic comprehension. In KS1 to KS2 a sequence of lessons will be taught building on a specific content domain each week. Additionally, a 'treasure chest' activity will be planned focusing on a range of content domains.
5. We have a significant focus on developing comprehension skills in reading. We focus on applying the key skills taught in shared reading sessions when reading in other curriculum areas including reading for meaning, inference and authorial intent. We will foster a culture of reading across the broader curriculum through our cross-curriculum work. A comprehension activity will be completed in any area across the curriculum on a regular basis.
6. We will encourage parental involvement through parent volunteers and the use of home school reading records to promote a shared responsibility for the teaching of reading. Through competitions, children will be encouraged to read for pleasure as well as developing reading skills at home. Discussing the importance of reading at home will be given priority in parent curriculum meetings at the beginning of the school year.
7. The curriculum will give children rich opportunities to talk about, listen and recite texts in a wide range of contexts. Through a range of strategies, children will be able to retell verbally a range of stories, non-fiction texts and poetry from a young age. We will make certain that reading for pleasure is at the heart of our reading curriculum using high quality resources.
8. There will be opportunities for extra curriculum reading through outdoor reading boxes, drama club and other reading related activities throughout the year. Authors are also invited into school through virtual and face to face sessions during theme days to engage and inspire the children.

9. Assessment of progress to be completed meticulously, frequently and in detail through pupil progress meetings every term. Phonics assessments to take place every half term, these are to be administered by staff in the phonic assessment team, under the instruction of the reading lead. Reading assessments using NFER tests will take place every term and Salford Reading Test twice a year. Reading comparisons will take place half termly to ensure reading books match the child's reading age and ability.
10. We will ensure class teachers take primary responsibility for assessing the progress of all children, identifying vulnerable children and for putting effective provisions in place early and quickly with high expectations of what pupils should achieve. It will also be teachers' responsibility to monitor the progress of the extra provisions to ensure barriers are being overcome. Children who are struggling to read will be given extra support which will be carefully attuned to overcoming barriers to their phonological awareness.
11. The academically more able will be challenged by the use of high quality, lengthy texts being used in Reading sessions; English and cross curricular lessons and for their individual reading books to be taken home. Additional support is provided for targeted more able children.
12. The teaching and assessment of reading will be monitored regularly by SLT to ensure consistency and appropriate action will be taken if improvement is called for.
13. Staff and children will share the responsibility for the up-keeping of the school library. We will ensure the Library is well resourced with a range of up to date resources and we will monitor how the library is used in order to ensure it is used in a productive manner. We will have child librarians to maintain the library and encourage children to be responsible for the room and the resources.

CONCLUSION

The development of reading will be a top priority for our children. Teaching reading will be the central strategy to developing children's literacy. They will develop the key elements of word recognition, decoding, recognising the links between letters and sounds that will lead to understanding of meaning and language comprehension. In this school, we will foster the children's love and enjoyment of reading through fun opportunities that will encourage them to become confident readers.