****

**Longroyde Primary School**

**Policy on the Teaching of Reading**

**Introduction**

Reading is an extremely important component of the curriculum at Longroyde and we are continuously striving to improve each child’s performance. Competence in reading is the key to independent learning and therefore the teaching of reading is given a high priority by all staff. Success in reading has a direct effect on progress in all areas of the curriculum and is crucial in developing children’s self-esteem, confidence and motivation. Through reading many doors and avenues are opened up for further learning.

The purpose of this document is to outline the aims, strategies and organisation of the teaching of reading at Longroyde Primary School through Foundation Stage, Key Stage 1 and Key Stage 2. It should be considered in conjunction with the other component parts of the English curriculum.

**Aims**

* To develop a love of books and reading in every child
* To develop reading strategies and skills: fluency, accuracy, understanding and response to different texts
* 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

**Implementation**

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

1. **Guided Reading** sessions are timetabled in every year group and take place at least twice per week. The class is divided into groups of children of similar reading ability. The text should be carefully selected at instructional level for the group, whilst providing an element of challenge. Plans for each session should reflect a specific teaching focus appropriate to the group.

In EYFS and Year One where children are still accessing phonics, guided reading sessions may take place within the phonics session.

1. **Individual Reading** In Reception, Key Stage 1 and, where appropriate in Key Stage 2, children will be given a reading book at the appropriate book band to take home, together with a Reading Record Book. Children in Reception and Key Stage 1 will read to a teacher or Teaching Assistant at least once a week.
2. **Accelerated Reading** As children become secure at applying phonics (on average at the end of year one/start of year two) and become confident readers, they will be introduced to the Accelerated Reader program. Once an Accelerated Reader, children will have the opportunity to select their own reading book from the appropriate level and log into their account to take a short comprehension quiz upon completion of a book. Children quiz on their individual reading book and where available their Guided Reading and Library book also. At key stage 2 children have an allocated afternoon session, where they go to the library, read their book and quiz on the book. This is over seen by the Library Manager. The children are also able to read, quiz and change

their books at dinner time- again supervised by the Library Manager and also the Headteacher. The Library Manager records the progress the children have made, the average time spent

reading per week and the average score when quizzing. This is reported to the teacher at the end of each week. If a child is found to be under achieving on their weekly quiz, then they are sent to the library more frequently or they are given a 1:1 timetabled reading session with a LSA. Class teachers also monitor the reading books the children are choosing and listen to the children read in class time.

1. **Home School Partnership** Co-operation and support from parents is paramount if a child is to become a successful and competent reader. At Longroyde Primary we strive to develop and encourage a strong partnership between home and school. Reading books are sent home daily and parents are encouraged to read with their children and comment in their individual reading record book. This then informs the teachers and assistants how well the child is reading at home, if there are any problems and how often the child is reading. Parents are invited into school in Reception year to learn about how reading is taught and developed. Parents will continue to be welcomed into school to be consulted about any changes with regard to reading and to take part in reading activities.
2. **Phonics** (please also see Phonics Policy) Daily discrete phonics sessions start in Nursery and are taught in short, fast paced sessions and then applied to reading and writing in a meaningful context. The sessions continue into Year 2 when the majority of children are confident readers and have completed the phonics programme securing the expected standard. Phonics is taught following the ‘Letters and Sounds’ programme alongside the resources and supporting materials produced by ‘Read Write Inc’. Phonemes are taught in a specific order following the Letters and Sounds document. Common exception words (or tricky ‘red’ words) are taught according to the National Curriculum year group expectation. These are words that are taught as a whole word as the children will not be able to use their phonic knowledge to read these words.
3. **Extra Support** Children in need of intervention or further phonics are identified and extra sessions are provided for them. We use the Oxford Reading Schemes ‘Floppy Phonics’ and ‘Songbirds’, which allows our lower ability children to access a reading scheme and secure their knowledge of phonics using phonetically aware books. Children who are at risk of not making expected progress or who are attaining significantly below their peers are identified speedily through our robust tracking system so that relevant intervention can be put in place. Action needed to be taken includes : informing parents, reading interventions on an afternoon, reading booster sessions on a lunchtime, timetabled 1:1 reading sessions with an LSA, additional reading sessions with a reading volunteer.
4. **Library** In addition to class based reading, children on both Infant and Junior sites have the opportunity to access the school library to choose from a wider range of books on a regular basis. Children in EYFS and Key Stage 1 have timetabled slots to use the library each week. The Key Stage 2 library is open as a lending library every lunch time. Both libraries also offer a weekly session after school for parents to attend with their children.
5. **Enhancements** ‘Book Weeks’ are an exciting part of the school year to celebrate reading and uphold the ‘buzz’ around books in our school. Experts and authors are invited into school, the children experience visits to local libraries and book shops and activities are planned around key books to excite and inspire the children. Annual book fairs are also held to encourage children to buy books to read at home and in their spare time.
6. **Reading Environment** Classrooms and all school areas should provide a print rich environment. Reading displays should form a part of that environment. All classes will have book areas that will appeal to children of all abilities and should include favourite books, book reviews, book of the week, author displays and collections of books on a similar theme. This will help to develop reading enthusiasm. The books should be rotated on a regular basis.

**Resources**

A range of resources and materials are used throughout school to support progress and achievement in reading:

* Guided Reading: Project X and ‘real’ books linked to topic.
* Oxford Reading Tree Floppy Phonics, Songbirds, Decode and Develop.
* An extensive collection of Accelerated Reader leveled books.
* Class netbooks, ipads and laptops.
* Junior and Infant libraries with extensive collections of fiction and non-fiction.

**Planning**

Medium term plans are produced by teachers and monitored by the Reading Leader to ensure that children are introduced to an array of age appropriate genres, including: sci fiction books, newspapers, reports, comic strips, diaries, adventure stories, dictionaries, encyclopedias and poetry books. The teachers must plan activities around these books, making sure the children are working towards objectives as stated in the National Curriculum for that particular year group. The Reading Leader monitors the teacher’s planning to ensure that all the objectives are being covered.

**Assessment, Recording and Reporting**

The teaching of reading and the progress the children are making is regularly on the agenda at leadership meetings and this is then discussed further at staff meetings (in relation to the SDP, Raise On Line etc).

Formative assessment is generally carried out informally by teachers through their teaching using:

* Hearing children read in a 1:1 context
* Individual/small group discussions in Shared and Guided Reading sessions
* Observations during Phonics sessions
* Reading record books
* Accelerated Reader quiz results and progress reports

Children are continually assessed against key performance indicators. Progress is recorded on the school tracking system.

From Year Two each child is tested on their reading abilities at the beginning of the year on the STAR Reading Test. This allows us to base line assess the children and gives us a reading age.

The children are then assessed every 12 weeks. The individual results are analysed and action is put in place if they are below the national standard.

Class results are analysed in detail to monitor development. This is done by the Assessment Manager, who then discusses with the Literacy Coordinator, Leadership Team and Class Teacher at Leadership meetings and Tracking meetings.

Children are also assessed at the end of each school year, to show the progress made from the beginning of the year. This is recorded as a reading age and reported to parents and the next teacher.

Each child has a reading record. In Key Stage Two if a child does not change their reading book over a two week period, then a letter is sent home to their parents.

All children have a reading or assessment folder that stores their reading tests. This transfers to the next class as they move up through school. Reading levels are recorded on the school tracking system, which parents can access at home.

Parents are informed of their child’s reading age and level (rate of progress and attainment level) at Parent’s Evenings and in their end of year school report.

**This policy has been produced by L Geddes, in November 2016 and supersedes any other.**

**Approved by governors on: 1.2.17**