

Reading Policy

Intent

At Worsthorne, we know that reading is the key to success for children. If a child reads fluently and enjoys reading and therefore reads widely a whole world will open for them. They will improve their vocabulary, sentence structures and knowledge of the world. We aim to teach the children to read fluently and with understanding. We promote a love of books and an enjoyment of reading.

The school aims to:

- Provide the children with the skills and strategies necessary to develop into competent and fluent readers.
- Encourage the enjoyment of books and reading so that the children develop a life-long love of books.
- Develop study skills so that the children can find appropriate fiction and non-fiction books from the library, develop research skills, using library and class texts, in conjunction with the ICT system.
- Develop a critical appreciation of the work of authors, poets and illustrators in order to emulate these skills in their own writing.
- Encourage care and ownership of books.
- Make sure children are familiar with a large bank of rhymes and stories including nursery rhymes, traditional tales and stories from other cultures.
- Provide a rich and varied diet with a range of authors and books to suit different interests.

Implement

To achieve the above, we do the following:

General class teaching

As a school we recognise that speaking and listening is a big part of understanding texts. In our English lessons and in all curriculum areas we try to give pupils opportunities to talk and listen in a wide range of contexts.

We understand the importance of language comprehension and this is built in alongside simple decoding. We have a lot of picture books in school and sometimes use these for whole class or group teaching so that all children can discover what is happening in a book and be able to use skills of inference and deduction even if they struggle to decode.

EYFS

- All children bring a book bag into school each day.
- The teacher provides every child with a reading book and a reading home/school diary.

- Every child takes part in daily Letters and Sounds phonic work.
- Individual reading – The teacher/TA will hear each child read 1.1 on a weekly basis, the teacher records progress made in whole class reading folder.
- Children are grouped for guided reading from Spring term with picture books to discuss and moving onto books with text at their level later on in the year.
- Volunteers are invited in to hear children read.
- Children learn a story/ poem/ rhyme every half term so that they know it thoroughly and start to build up a bank of stories that they are very familiar with or know by heart.

KS1

- The teacher provides every child with a reading book and a reading home/school diary which they take home every night. The expectation is that they read to an adult at least 3 times a week.
- Each child takes part in daily Letters and Sounds phonic work moving onto spelling work by the end of year 2.
- Guided reading happens at least 4 times a week and children are heard individually where it is felt that they need extra support or for assessment.
- Group and individual reading targets are kept in guided reading folders.
- Groups working independently may do a piece of writing related to their reading book or play phonic games.
- Teachers read aloud to children every day.
- Throughout the year, children become familiar with well know stories, which they can they use as models to support writing.

KS2

- Guided reading happens at least 4 times a week with groups that are below ARE having an extra session where possible.
- Groups working independently use a dedicated guided reading book which will have their targets at the front.
- The teacher provides every child with a reading book and a reading home/school diary which they take home every night. The expectation is that they read at least 3 times a week. Children will either take a reading book home at their level or choose a book from the class or school library.
- Teachers read aloud to children regularly during the week –they should hear 2 or 3 substantial works of fiction each year this is a good way to interest children in reading and to tackle comprehension questions as well as get children discussing and talking about books.

Resources

As a school, we invest heavily in books and adult support with reading including providing new and appealing books – whole class sets, reading scheme, guided reading and the library.

We prioritise reading in terms of adult support in school which includes teachers, TAs and volunteers who give extra support to small groups or 1:1.

As a school we promote the enjoyment of reading in the everyday things we plan. This list is what we expect from every class teacher throughout the year to promote reading.

- Read aloud to children every day.
- Ask the children what they like to read and order those books for the classroom.
- Have a special shelf or basket of books that you know children will love and let the children take them home.
- Take the children to the library in school regularly.
- When we have a school book fair money is allocated to classes so that children can choose books they would like to read.
- Book assemblies where children recommend books they love.
- A monthly reading newsletter with ideas on for reading to help promote that excitement and love for reading.
- World Book Day activities.

Impact

Assessment

Assessment using the Lancashire materials should be done during guided reading sessions on a regular basis and are recorded using Target Tracker which the Leadership Team can access to analyse.

Three times a year, children will be assessed using a range of summative assessment materials for their age group using NFER assessments and analysis tool to pick out areas to focus on in future reading sessions and as whole class targets.

Interventions

Children who are falling behind age related expectations are identified early by the school tracking systems and the regular pupil progress meetings and support is put into place. This could be from a teacher who is employed for that purpose or a TA, in a small group or 1:1. These interventions are closely monitored and adapted as needed.

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Person Responsible	Chloe Noon

To be reviewed	Annually
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DRAFT