

## 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

#### Phonics

See separate policy

#### 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, once the teacher feels they are ready for this, and a reading home/school diary.
- Home readers are a Phonic book, where careful consideration of the sounds being taught to the child that week, are practised within this text. A second book, a consolidation book, will be sent for children to revisit and embed previously learnt sounds or skills.
- Lancashire 'Red Rose' phonic work takes place daily.
- 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.
- Story time takes place daily where an adult will read to the children and discuss the text.
- Volunteers are invited in to hear children read.

### **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.
- Phonic or Spelling work takes place daily.
- 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.
- Children may do a piece of writing related to their reading book in a Reading Journal.
- 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 Reading Journal to record work completed linked to a book.
- 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 take one book home that is specifically tailored to their reading level, and another book which is considered 'free choice' from our school libraries.
- 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.
- Allow children access to the school libraries regularly.
- When we have a school book fair, money is allocated to classes so that children can choose books they would like to read.
- World Book Day activities.
- Reading incentives and awards.

### **Impact**

#### **Assessment**

Assessment should be completed on a regular basis and a 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 or a Teaching Assistant, in a small group or 1:1. These interventions are closely monitored and adapted as needed.

<b>Date of Policy</b>	<b>November 2023</b>
<b>Person Responsible</b>	<b>Amanda Cockett</b>
<b>To be reviewed</b>	<b>Annually</b>
<b>Review Date</b>	<b>November 2024</b>