



*Together we Love, we Aim High and we Celebrate!*

## Reading Policy

This guidance should be taken as part of the overall strategy of the school and operated within the context of our vision, aims and values as a Church of England School.

Headteacher: Mrs Nichola Chesterton  
Chair of Governors: Mr David Newton  
To be reviewed: January 2024

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

## Reading at Chilthorne Domer Church School

The school's policy for reading is based on the following principles: The ability to read is fundamental to many aspects of life and is central to general progress & developing an understanding in a wide range of areas of the curriculum. The teaching of reading is to be given a high priority by all staff.

Success in reading is crucial in developing children's self-confidence and motivation to learning in general.

### ***Aims***

- Develop fluent, confident and independent readers through a structured focus on word, sentence and text level knowledge.
- Encourage children to become enthusiastic and reflective readers by teaching them to understand and respond to a variety of texts.
- Give children the confidence to read aloud with expression and with clarity.
- Develop and extend the children's vocabulary through shared and guided reading.
- Help children to enjoy reading and recognise its value.

### **Planning**

The school's curriculum objectives for reading will be reflected in long term, medium term and short term planning. In all plans there should be careful consideration for activities which are well matched to the range of ability. Short term plans will list specific objectives for each lesson and give details of how the lessons are to be taught including extending the more able pupils and activities for those who are underachieving.

All National Curriculum Programmes of Study statements must be covered at least once in each key stage. During the school year, teachers may include short term themes in their planning, which promote favourite authors, popular titles or any aspect of the world of children's literature and reading for pleasure.

### **Teaching and Learning**

As for all areas of the curriculum, imaginative and challenging activities together with varied approaches, such as discussion, trying out ideas or working with others, are needed to engage, maintain and respond to pupils' interests. Teaching assistants have a vital role to play. They should not be expected to take sole responsibility to support pupils with low levels of achievement (this is without question the role of the class teacher) but to observe, assess and support pupils from all ability groups.

There will be plenty of opportunities to forge strong links between plans for reading activities and those for writing, speaking and listening.

In the same way that 'talk' can be used to prepare for and help improve children's writing, so too can it be used to improve children's level of understanding of a text. We actively encourage opportunities for children to talk in pairs or small groups to broaden their understanding of the text.

Teachers in the Foundation Stage work to the objectives set out in the Early Learning Goals which underpin their curriculum planning. Children should be given opportunities to become immersed in an environment rich in print and possibilities for communication. They use communication, language and literacy in every part of the curriculum, and they are given opportunities to speak and listen and represent ideas in their activities. Reading stories enables the children to see how books and stories work. Systematic synthetic phonics and knowledge of high frequency words, taught on a daily basis, are key features of the best practice which should lead to success in reading decodable texts from an early age. Children in FS, Y1 and Y2 will be taught phonic skills through Letters and Sounds.

## KS1

In Key Stage One, we aim to continue the learning from Reception so that children begin to read a range of texts independently and with enthusiasm. Guided Reading represents an important means to improve the knowledge, skills and understanding of reading.

## KS2

In Key Stage Two, children should read a range of texts and respond to different 'layers' of meaning, both literal and inferential. They should explore the use of language in a variety of texts. Guided Reading represents important tools in this key stage.

The school will ensure the children have a choice of both fiction and non-fiction texts, reflecting different cultures and gender choices. There will also be books relevant to the topic/theme being studied each term.

Teaching strategies aim to enhance children's motivation and involvement in reading and to develop their skills through the following:

- Reading with other children
- Reading with an adult
- Shared Reading
- Guided Reading (see below)
- Reading aloud (child and adult)
- Independent reading
- Questioning
- Building phonic skills
- Comprehension Activities
- Tasks related to the text

Our reading books include a range of commercially produced schemes which are supplemented with a range of hard back & paperbacks. The reading schemes give children the opportunity to practise their developing reading skills with texts which have appropriate vocabulary and sentence structure related to assessment focuses. Children will also have access to a range of other books, with varying levels of difficulty, which they will be encouraged to read for pleasure and information.

Children are also taught to read 'High Frequency Words' out of context and Y1 need to be able to read nonsense words for the 'phonics check' which takes place during the summer term.

All children will have access to the key stage collections of books enabling them to periodically choose non banded books by agreement with the class teacher. Children will be taught in their normal class groups and within the timetable there will be regular Guided Reading sessions.

Materials and intervention programmes are available to teachers and teaching assistants to help children. Enrichment activities are used across the school to foster a love of reading, these include:

- Storytellers
- Visits/virtual events from authors
- Activities linked to World Book Day
- Weekly Poetry Podium
- Free Reading Friday
- Book recommendations
- Annual Poetry Slam at Dillington House

There will be additional time outside of the Literacy Lesson to develop reading skills across different areas of the curriculum.

The teaching of reading develops skills through which our children can give critical responses to the questions they meet in their learning for science, geography, history, PSHE & other subject areas. Their understanding and appreciation of a range of texts should bring them into contact with their own literary heritage and texts from other cultures.

The organisation of lessons will allow children to work together and provide them with an opportunity to discuss their ideas.

### **Assessment and Record Keeping Foundation Stage:**

In the Foundation Stage we keep a record of each child's phonics skills, detailing which sounds and common exception words are recognised by the child. Later in the year, records for guided reading indicate how well children's accuracy, fluency and understanding are developing. The progress of individual children will be discussed at termly Parent Meetings.

### **Key Stage 1**

In Key Stage 1 we keep a record of each child's phonics skills, detailing which sounds and common exception words are recognised by the child. Children's reading skills, related to a child's progress, are, in the main, recorded during the Guided Reading sessions. We also keep records to show progress with the phonically banded reading books. The progress of classes and individual children will be discussed at Parent Meetings. Key Stage 1 and 2 Reading will be assessed using PIRA to support teacher assessment.

### **Home Learning/Involving Parents**

Throughout the primary years, parents are encouraged to play a vital role in their child's reading development and we must use all possible approaches to demonstrate ways in which they can foster a love of reading in their children.

Children will take home books to share and enjoy with their parents. A home/school reading record will accompany their books with parents being encouraged to comment on their child's progress and response to the book. All children are expected to read at home at least 5 times a week. Reading records are used to record the pages read together with a comment from either the child or parent. The reading records are monitored by the class teacher.

Parents are informed about their child's progress in reading at parents evening meetings, held mid-way through the autumn and spring terms, and in the annual report.

### **Guided Reading**

- Planning and teaching guided reading is an extremely effective approach to teaching specific reading skills and is a crucial component of our reading policy.
- This practice can be used, not only as a discrete activity to focus on key skills from the long term objectives, but also to link reading and literacy with specific genres and other areas of the curriculum.
- We teach guided reading sessions regularly to:
  - support children to make progress in reading
  - motivate children to read and discuss texts, in pairs or small groups with a teacher/teaching assistant
  - encourage other children to work independently of the teacher and the teaching assistant
  - provide effective differentiation, including challenge for the more able children
  - demonstrate how children can read, enjoy and analyse a range of texts.

### **Role of the Class Teacher**

- It is the responsibility of the class teacher to:
- monitor the implementation and effectiveness of guided reading review assessment data to track progress of their pupils
- audit and organise reading resources within the key stage to ensure we have the best materials available to teach children to read
- plan and oversee training and support for teaching assistants as necessary
- keep up to date with current good practice and pass on information to colleagues
- ensure that the school's long term objectives translate to medium and short term plans

### **Equal Opportunities**

We will ensure all children have equal access to the curriculum, regardless of gender, race or ability.

Children with specific reading, speech and hearing difficulties will be identified and supported through intervention programmes in school.

The books which our children read will be chosen carefully so that issues related to equal opportunities are handled sensitively. The interests of individual children will be taken into consideration when reading activities and materials are selected. We will ensure that the books and literature available to children represent as wide a range of cultures as possible.