

Reading Policy



DANE ROYD SCHOOL

Review frequency: Three Years

Approval by: Standards Committee

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Lead Personnel: Reading Lead –
Jamie-Leigh Louden
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Aims which guide our policies and practice

As a school, we seek to promote shared moral and ethical values to unite both local and global interests which enable children to become global citizens. Our agreed school aims are:

- To create a happy and stimulating learning environment, in which each child will develop to their full potential, thereby achieving high educational standards.*
- To develop self-awareness, self-respect and tolerance of others by developing an understanding of the world in which they live.*
- To appreciate human achievements and aspirations; develop aesthetic sensitivity and appreciation; physical ability and co-ordination and a concern for the safety of themselves and others.*
- To prepare children to live and work with others, enabling them to be responsible and caring members of the community.*
- To give children, at the end of their period of primary education, an appetite for acquiring further knowledge, experience and skills, so ensuring they are prepared for the challenges of the next stage in their education.*

We ensure that all of our policies and practices are guided by these aims and we seek to ensure that they are at the forefront of all that we do.

Intent

Reading Offer:

At Dane Royd Junior and Infant School, we are passionate about providing our children with a rich reading diet. We intend to encourage all children to explore a wide range of texts across fiction, non-fiction and poetry, to further develop their knowledge of themselves and the world within which they live. We also aim for them to read a variety of genres and different authors, from 'golden oldies' to 'new and bold' books, to grow their reading repertoire. We strive to understand the individual reader identities of our pupils, and we use this knowledge to ensure that the books on our shelves cater for their reading preferences, to enable us to keep their reading lights switched on.

Language and Comprehension:

We have chosen to use a range of extracts in our reading lessons in order to immerse the children in a variety of texts. We strive to instil a passion for discovery, exploration and reflection through our reading curriculum, and we hope that the texts that we plan to use, evoke emotion and generate thought provoking, powerful discussions and that this in turn will improve the children's comprehension skills. We aim for the children to acquire new language, from listening to, reading and discussing such a wide range of texts.

Reading for Pleasure:

Reading is at the heart of our school. We are committed to promoting reading for enjoyment, and we aim to do this through modelling ourselves as readers. We strive to develop our knowledge of children's literature, so that we can tailor our curriculum accordingly and make personalised text recommendations.

Through a wide range of high-quality texts, we aim for our children to have the opportunity to develop culturally, emotionally, socially, intellectually and spiritually. We ensure that there is dedicated time every day for the children to listen to a story being read aloud to them and to read purely for enjoyment. During this time, we intend for the children to participate in informal book talk.

End Goal:

We understand the importance of reading for learning and progress across the curriculum; therefore, we intend for our children to become confident, fluent readers, with good comprehension by the end of their primary school careers. Furthermore, we want all children at our school to leave with a thirst for books so that they develop the habit of reading widely and often and go on to become lifelong readers.

Reading Policy

A Policy for the teaching and implementation of reading at Dane Royd Junior and Infant School.

Introduction

This policy for reading forms a key element in the teaching of English at Dane Royd. It is very much interrelated with other aspects of learning in English.

Purpose:

The purpose of this policy is to describe our teaching of reading and the principles upon which this is based.

Aim(s):

At Dane Royd we aim to:

- Ensure that all children are taught to read at the appropriate level
- Deliver daily phonics sessions to children in Upper Foundation Stage and Year 1 following the Read Write Inc Phonics Scheme
- Foster an interest in words and their meanings alongside teaching children to decode words
- Teach and develop comprehension skills in all children
- Provide a social reading environment and books to engage all children
- Create reading opportunities across all areas of the curriculum, so as to make reading meaningful and relevant
- Enable children to read with confidence, accuracy, fluency, understanding and enjoyment
- Foster an enthusiasm for and love of reading for life
- Identify accurate levels of attainment in reading for each child

Objectives

Our objectives are to enable all children to:

- Learn to read following the guidelines within the National Curriculum for English and the Reading Framework
- Read for interest, information and enjoyment
- Read a range of texts including fiction, non-fiction, playscripts and poetry

- Read regularly at school and at home
- Talk confidently about their reading
- Develop confidence in their ability to select reading material independently and justify their reading preferences

Wider school aims/ethos:

Dane Royd's teaching of reading is influenced by the school's wider aims and seeks to create children who achieve their full potential in reading and so are prepared for the challenges of the next stage of their education. We aim to develop reading skills, alongside writing skills so that children will become literate adults and readers for life.

Consultation:

This policy was written by Jamie-Leigh Loudon.

Sources and references:

The National Curriculum

The 2021 Reading Framework

[The 2023 Reading Framework](#)

Procedures and practice

Steps

We teach phonics using the Read Write Inc Phonics Scheme in EYFS and KS1 to give all children the best possible start with learning to read. The programme is designed for children aged 4-7. However, at Dane Royd we begin to introduce the programme in Nursery and will continue teaching RWI to children as an intervention beyond the age of 7 if they still require support in their reading. In Nursery, when appropriate, children will be introduced to letter sounds and picture cues. In Upper Foundation stage and Year 1, children will learn how to 'read' the sounds in words and how those words can be written down. Children will read from a range of storybooks and non-fiction books matched to their phonic knowledge as well as developing comprehension skills in stories by answering 'Find It' and 'Prove It' discussion questions. In Year 2, children will spend the first half term recapping complex and alternative sounds and work through longer books appropriate to their reading level. After the first term, Year 2 begin daily whole class reading lessons following the model taught to KS2 as explained below.

In KS2, discrete whole class reading lessons will be taught three times a week, in addition to embedding reading skills into our English lessons. **During the reading lessons, teachers plan for rich discussions to take place in order to explore key themes occurring in the text. Teachers also plan to explore the more challenging vocabulary that the children are exposed to in the texts. Two words a day are explored and then they are displayed on the classroom vocabulary wall. The children are then encouraged to use these words orally and in their writing across the curriculum. In whole class reading lessons, teachers model fluent reading by reading aloud. Strategies such as echo reading and choral reading are used to develop the children's reading fluency.** Additional reading intervention groups will be planned into the weekly timetable accordingly.

At Dane Royd, our children are exposed to ambitious vocabulary displayed in classrooms and in the corridors, and in lower school, the use of songs, nursery rhymes and stories add to the language rich environment. We have also adopted the 'Bedrock Vocabulary' program in Key Stage 2, which assists in teaching children 'tricky' words explicitly within the context of aspirational fictional and non-fiction texts.

Dedicated time for reading pleasure happens daily. During this time, an adult reads aloud a story for the children to enjoy **and to model fluent reading**. The children then have the opportunity to read a text of their choice and talk to each other about the books that they are reading. In Early Years and KS1, Tier 2 vocabulary from the book that the adult is reading aloud to them is displayed in the classroom, and the children are encouraged to use the vocabulary in provision throughout the week. In KS2, each class has a 'book talk' display to encourage informal discussions around their class text.

At Dane Royd we celebrate reading, and this can be seen in our learning environment. Every classroom has a display celebrating the current class read and an inviting, sociable reading area. Across school the books that have been read in daily story time are displayed, so that the children can make connections to these books throughout the year.

In addition to this, throughout the school year the importance of reading is heightened through the celebration of national days, such as World Book Day, author and poet visits, reading breakfasts and book fairs, which enrich and complement children's learning.

We strongly believe that reading is the bedrock for learning, and that the 'will' to read influences skill. Due to this we strive to ensure that our pupils enjoy books and are intrinsically rewarded by reading.

Interventions for Reading

Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable all children to access their learning as independently as possible.

As a school we offer the Read, Write, Inc intervention programme which can help children who may not be finding it easy or have gaps in their learning to read and write. If a class teacher feels that a child would benefit from taking part in a reading intervention then they will speak to parents beforehand.

This year, we have implemented the 'Reading Fluency Programme' in Year 6 which is a targeted 8 - week intervention aimed at improving the children's reading fluency which should then lead to improvements in the children's overall reading comprehension.

Parental Involvement

Whilst children are accessing the Read Write Inc programme, they will take home two books to read. One book is a **Read Write Inc scheme book** and is for the child to read to their parent. This book will only contain graphemes (the written letters representing a sound) and 'red' words (words that are read by sight and cannot be segmented) that the children have been taught and can read confidently without hesitation.

The other book that they take home will be a **'text to share'**, This is a book that the children have chosen to read from their classroom library. This book will have words that they may not be able to read yet. It is for the parent to read to the child and for them to talk about together.

Once the children have completed the Read Write Inc programme and are able to confidently decode, they should have the necessary skills needed to read an age appropriate book of their choice. Therefore, children who have completed the Read Write Inc programme will just take home one book to read. This will be a book from their classroom library. Class teachers will provide guidance to support these children in choosing a book within their reading abilities. It is expected that the children read this book at home to develop their reading fluency and comprehension skills as well as simply reading for enjoyment.

Children in EYFS, KS1 and **Year 3** will record the books that they have read in their '**Reading Record**'. We ask for parents to make a written comment in the reading record each time that they read with their child. Children in **Year 4 and** UKS2 will record their reading in their '**Reading Journal**'. We ask for the children to keep these journals up to date as part of their reading homework. They will also be provided with time in the school week to add to their journals. Parents are also encouraged to make a written comment in the journal when they read with their child.

2. Roles and responsibilities

The English Co-ordinator responsible for reading is responsible for:

Delivering staff CPD

Supporting colleagues in the teaching of Reading

Monitoring reading across school

Analysing reading data across school

Auditing books in school to keep classroom libraries up to date and stocked with high-quality books

Purchasing class texts

Refreshing classroom books when needed

Organising Book Fayres and reading events in school

Class Teachers are responsible for:

Choosing appropriate texts for shared and independent reading

Providing opportunities to read a wide range of genres across the curriculum

Modelling and discussing the features of written texts through shared reading of texts

Modelling themselves as readers

Keeping up to date

Demonstrating how to use punctuation when reading

Promoting high quality discussion of texts to justify a preference

Questioning in order to probe children's understanding of a text

Developing children's comprehension skills by asking questions linked to the reading programme of study

Ensuring that children have an appropriate reading book to take home

Assessing children's attainment and progress in reading

Resources:

The school follows the Read, Write, Inc scheme in the Foundation Stage and KS1, and the children then move onto reading an age appropriate book from the classroom library. RWI books are stored in the KS1 shared area and are clearly levelled. Staff are responsible for collecting and returning books correctly. Sets of books to challenge more able readers can be found in each classroom library (gold shelf). Sets of high interest/low ability books are stored in relevant classrooms (bronze shelf). Every class has a wealth of age-appropriate books linked to the children's individual reader identities (silver shelf). Every class has books linked to their history, geography and science topics. These topic books are stored in the corridor libraries for each Key Stage.

Assessment:

Teachers track pupils' progress in reading using the NFER papers/SATs papers and fluency assessment documents at the end of each half term to ensure that assessment information is up to date. This is recorded on the school's assessment matrix.

Teachers will monitor children's progress using reading records/reading journals which also forms a link with reading at home. Each term a child's reading attainment will be assessed and discussed at pupil progress meetings and analysed by SLT. Progress in reading will be communicated to parents at parent consultation meetings and through Steps to Success Cards. A written report will be provided in the summer term which will include comments relating to both progress and attitude in reading.

Monitoring and evaluation:

Reading will be monitored throughout school through:

- Learning walks
- Book scrutiny
- Observations
- Pupil voice
- Staff voice

Concluding notes

Monitoring and review:

The governor with responsibility for English is primarily responsible for monitoring the implementation of this policy. This will be through annual discussion with the subject leaders and consideration of the evidence included in the subject leader portfolio. The governor will report on this to the curriculum committee annually. The work of the subject leader will also be subject to review by the headteacher as part of our performance management arrangements.