

# Reading Policy



DANE ROYD SCHOOL

**Review frequency:** Three Years

**Approval by:** Standards Committee

**Policy Date:** September 2021  
**Review Date:** September 2023  
**Lead Personnel:** English co-ordinators  
**Version:** 1  
**Revision Date:**

## ***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**

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 and non-fiction, 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 to grow their reading repertoire.

We have chosen to use novels linked to our history and geography topics as a stimulus in our reading lessons, in order to immerse the children in the marvels of quality texts. We strive to instil a passion for reading, discovery, exploration and reflection through our reading curriculum, and we hope that the books 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 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 go on to become lifelong readers.

### **Reading Policy**

A Policy for the teaching and implementation of reading at Dane Royd Junior and Infants 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 rich and stimulating 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
- To 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
- 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 and Beth Greenwood.

**Sources and references:**

The National Curriculum

**Procedures and practice**

**Steps**

Reading is taught through whole class reading lessons, small group sessions and one to one sessions, as well as allowing children opportunities to practise and consolidate skills through independent reading.

In the Foundation Stage children are taught reading and comprehension skills through the Read Write Inc Phonics Scheme. Every child is listened to read individually at least once each week.

In EYFS and Year 1, the children are taught reading through the Read Write Inc Phonics Scheme. 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 2021, 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 October half term, Year 2 will begin daily whole class reading lessons following the model taught to KS2.

In Key Stage 2, discrete whole class reading lessons will be taught daily, in addition to embedding reading skills into our English lessons. During the reading lessons, the children are taught explicit comprehension skills in a fun, engaging way using a range of stimulus. Additional guided reading and booster intervention groups will be planned into the weekly timetable accordingly. The children are also exposed to ambitious vocabulary displayed in classrooms and in the corridors. We have also adopted the 'Bedrock Vocabulary' programme in Key Stage 2, which assists in teaching children 'tricky' words explicitly within the context of aspirational fictional and non-fiction texts.

Teachers use the school's Progression in Reading Skills document in order to plan reading lessons and ensure that children are taught the National Curriculum Strands for their year group. This document is designed to allow children to build on their reading skills across the year groups and throughout the year. Texts studied are chosen by the teacher to complement the reading objective and to engage and interest pupils as well as to expose children to a variety of text types: class novels, poetry, play scripts, song lyrics etc. Teachers also follow the Reading Weekly Plan to support their lesson planning.

Small group or one to one sessions are planned in for children who have not understood the objective taught. These groups are fluid and differ depending on children's achievements in the lessons.

### **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.

### **Parental Involvement**

All children take home reading books which are suitable for their reading ability. When children have progressed through all book bands they move on to 'Free Readers' (non-scheme books, suitable for their age). Each class has 'reading for pleasure' books, and each week children are given the opportunity to choose a book and take this home to read as their library book. Children also have the opportunity to visit the school library to choose a book to take home. Parents are urged to share books with their children and hear their children read at home. Parents are encouraged to make a written comment in the reading record to show how their child read or understood the book. Parents in KS1 use the code bookmarks to support them in writing quality comments in their child's reading records.

Phrasing - I can read with fluency. I put my words together so my reading sounds right and makes sense. This means that I am paying attention to my phrasing.	
Ph1	I read word-by-word, or one word at a time, like a robot.
Ph2	I am trying to read the word the way the author wrote the words. Sometimes I read 2 or 3 words at a time. Sometimes I read word-by-word like a robot.
Ph3	I am really close to reading the words the way the author wrote them. I usually read in 3 or 4 word groups.
Ph4	I put the words together the way the author wrote them. I put the words together so that it makes sense.

Rate - I can read with fluency. I read at the correct rate. Not too quickly and not too slowly. My reading sounds right and makes sense.	
R1	I am really slow and have to figure out each word on the page. I read so slowly that it really does not make sense.
R2	I can be slow because I have to read word-by-word when I don't know the words. I take breaks, pause too much and repeat words when I read.
R3	I try to read like I talk. Sometime I go too fast or too slow. I might slow down when I am trying to figure out a tricky word. Sometimes I pause or stop when it doesn't make sense.
R4	I read like I talk. I only slow down, stop or repeat words when it makes sense to and sounds right.

Punctuation - I can read fluently. I use the punctuation to help me know how to read the story so that it sounds right and makes sense.	
P1	I don't pay attention to full stops, commas, exclamation marks or question mark when I read. My reading doesn't sound right or make sense.
P2	Sometimes I use the punctuation but I might use it the wrong way.
P3	I usually pay attention to the punctuation. I may make a mistake every once in a while.
P4	I always pay attention to the punctuation. My reading sounds right and makes sense.

Expression - I can read fluently. I read with expression so that it sounds interesting and makes sense.	
E1	My reading sounds boring and doesn't really make sense because I don't read with expression.
E2	I am trying to read with expression but I may read it the wrong way sometimes.
E3	I read with expression most of the time. My reading sounds interesting most of the time.
E4	I always read with expression so it always sounds interesting and exciting.

## 2. Roles and responsibilities

**The English co-ordinators are responsible for:**

*Delivering staff CPD*

*Supporting colleagues in the teaching of Reading*

*Monitoring reading across school*

*Analysing reading data across school*

*Liaising with the school library service to update the list of year group recommended titles and requesting sets of books for children to take home*

*Purchasing class texts*

*Refreshing classroom books when needed*

*Organising Book Fayres*

**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*

*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, linked to the schools reading scheme*

*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 the Oxford Reading Tree scheme once they have completed the Read, Write Inc Programme. They are stored in the library

and are clearly levelled. Staff are responsible for collecting and returning books correctly. There are a selection of E-books available on the IPad. Sets of books to challenge more able readers across school are stored in the Year 6 classroom. Every class has books linked to their history, geography and science topics and library books for children to take home. These books are stored in the relevant classroom.

### **Assessment:**

Teachers track pupils' progress in reading at the end of each half term to ensure that assessment information is up to date.

Teachers will monitor children's progress using reading records 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

### **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.*