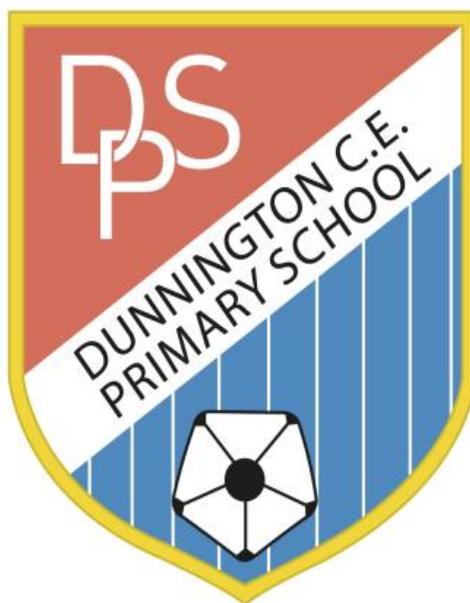


DUNNINGTON CE PRIMARY SCHOOL



READING POLICY

Date of Policy: April 2021

Date of Review: April 2024

Member(s) of staff responsible: Rachel Dickenson

Governor(s) responsible: FGB

Signature of Chair of Governors:

Date: 05.04.21



Growing and learning together and aiming to be the best that we can be, in an environment based on Christian values.'

Aims and Objectives

- Provide the children with the skills and strategies necessary to develop into competent and fluent readers
- Encourage the enjoyment of books so that the children develop a life-long love of reading
- Provide a rich and varied choice of texts with a range of authors to suit different interests
- Develop research skills using class texts and through other curriculum areas
- 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
- Ensure the children are familiar with a large bank of rhymes, stories, traditional tales and stories from other cultures

Expectations for Teaching Staff: *Promoting the Enjoyment of Reading*

- Read aloud to the children daily
- Promote 'great reads' to allow children to foster a love of reading
- Have books available in the classroom which follow the children's interests
- Create a special area in the classroom which promotes reading
- Children to have access to the library
- Share a range of texts which supports learning throughout the curriculum
- Host regular events to promote reading, e.g. World Book Day and Summer reading Challenge
- Recommend books to parents to enable them to support their child at home

Early Years Foundation Stage

In Reception the children cover Phase 2, Phase 3 and Phase 4 phonics. They learn how to segment and blend words with these sounds and apply this in reading. The children read books independently to an adult and these are matched to their phonics ability. During guided reading sessions, teachers focus on a key reading skill and will target this when discussing the shared book. All children in Reception engage with quality texts in which they explore a range of stories as a stimulus for their writing.

- All children bring a book bag into school each day
- The teacher provides every child with a reading book and a home/school diary. Reading records are completed twice weekly
- Daily teaching of phonics through the use of 'Letters and Sounds'
- Reading groups are based on phonic knowledge (flexible)
- Children read to an adult twice weekly - either 1-1 or in a guided reading group
- Daily reading for those children with misconceptions
- Whilst learning to read, children read books with the sounds they know (Songbirds/Bug Club)

Key Stage 1

In KS1 the daily teaching of phonics continues with the aim of all pupils being secure in Phase 5 phonics by the end of Year 1. In Year 2, pupils move on to Phase 6 phonics which reinforces much of the learning from Phase 5 and begins to explore spelling rules and conventions, e.g. adding -ing and -ed. Guided Reading takes place in a small group, with a teacher or teaching assistant, and focuses on developing children's ability to become independent readers, thinkers and learners. The children are grouped by ability and read individual



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copies of the same text, which matches the reading level of the group. Texts are selected from the school's guided reading books which are fully phonetically decodable and linked to phonics phases. The recommended teaching sequence is used by all teachers.

- 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. Reading records completed twice weekly
- Daily teaching of phonics through the use of 'Letters and Sounds'
- Reading groups are based on phonic knowledge (flexible)
- Children read twice weekly - either 1-1 or in a guided reading group
- Daily reading for those children with misconceptions
- Children read books with the sounds they know, whilst learning to read (Songbirds/Bug Club)
- Oxford Reading Tree texts to develop and broaden vocabulary
- Children are tested at the end of Year 1 – phonics screening. Children who are below the expected standard receive extra support in Year 2.

Key Stage 2

In KS2, whole class shared reading takes place with texts pitched above the children's reading level – three times weekly. Guided group reading or 1:1 reading skills sessions are planned for small groups and individuals working on a specific objective. Children will use high quality extracts from texts or short stories, ensuring that pupils have the opportunity to deeply explore texts and apply their reading skills. Some children continue phonics to ensure that they are secure both in word reading and comprehension skills.

- All KS2 children bring their book into class each day
- The teacher ensures that every child has a reading book and a reading home/school diary.
- Children read at least three times weekly at home
- Daily reading for children with misconceptions
- Children read texts independently matched to the school's book bands
- The children are read to by an adult daily this can either be a class book or through texts covered in English lessons.
- The writing project enables all pupils on a daily basis to access a range of high-quality texts, thus broadening their reading choices.

Assessment

Assessment during reading sessions should be completed on a regular basis and recorded using the school's assessment tracker. Daily, formative assessment also takes place when marking reading work, in line with the marking and feedback policy. Three times a year, the children will be assessed using a range of summative assessment materials for their age group. Each term, pupils in EYFS and KS1 complete phonics assessments. NFER summative assessments are also used in KS1 and KS2 each term to assess children's reading level and determine their next steps. Standardised tests in Year 2 and Year 6 will also support summative assessment.

Interventions

Children who are falling behind age related expectations are identified early by the school tracking systems and pupil progress meetings. Support for identified children should take place within classroom teaching or through 1-1 or small group sessions.