

Heaton Park Primary School



Reading Policy

English Lead: Kelly Harper
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Vision and Aims (Intent)

At Heaton Park Primary School we aim to develop reading skills with our pupils in order to improve their life chances, provide them with life skills and to promote reading for pleasure and enjoyment.

We believe that reading can open doors for our pupils and can help them to gain experience, improve language and vocabulary skills and stimulate their imaginations. We aim to create confident readers who have good independent learning skills and develop a range of interests through reading.



Reading for pleasure contributes to educational success, our journey to success focuses on developing a life-long love of reading and equipping our children for the next stage on their journey

We aim to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, participating in debate and drama activities

It is our goal that, by the end of their primary education, all pupils at Heaton Primary School are able to read fluently, and with confidence, in any subject and therefore enabling them to access anything they wish in their futures.

How we will achieve this...

We are committed to all of the aims outlined above and strive to achieve this by ensuring that reading is made, and kept as, a high priority. We provide the following on our school to facilitate this:

- Having a progressive, broad and balanced reading teaching programme,



- Time to listen to and enjoy reading,
- Opportunities to be seen with a book,
- Library trips and visits,
- Providing comics, magazines and newspapers for reading,
- Giving lots of choice over reading materials, genre and subjects,
- Beacon Alliance Book Clubs
- Making time for discussions and response around reading,
- Investment in resources,
- Linking texts and reading across the curriculum for pupils to apply skills,
- Ensuring all staff are highly trained in phonics, reading and comprehension skills,
- Supporting parents to acquire skills to support their children with reading at home,
- Highlighting to our pupils how reading helps them to progress in other areas.

What will our children and families experience?

- Staff modelling reading for pleasure,
- High quality teaching skills,
- Parent workshops
- Reading that is embedded across the curriculum with opportunities to exploit reading in all areas,
- Targeted support for the weaker readers in school,
- Suitable resources for the more able readers,
- Improved resources for reading teaching sessions,
- A variety of reading games and activities embedded across our curriculum,
- Pupils will be challenged to read more,
- An increase in the amount of reading in school and the application of reading and phonic skills,
- A supportive learning environment where reading confidence is nurtured,
- Support to find reading materials that are 'right' for our individual needs and interests,
- A variety of reading materials and texts,
- Story-telling sessions,
- Reading buddies,
- Quality library time in our library and story-telling areas

- Visiting authors,
- Theatre visits,
- Whole school book focus,
- Opportunities to read to different members of staff,
- Book fairs,
- Reading areas in each classroom,
- Opportunities to read during break-times,
- Times allocated each day for reading texts of own choice
- Book celebrations such as Book Week,
- Invest in new updated books as well as access to classic literature.

TEACHING AND LEARNING (Implementation)

There is an agreed whole school approach to the 'Teaching of Reading' at Heaton Park. Reading will be taught daily throughout all classes that reflect the requirements of the National Curriculum and EYFS Statutory Framework both discretely and in wider aspects of the curriculum.

As reading is at the core of accessing all areas of the curriculum it is essential that at Heaton Park there is focused and dedicated time given to the teaching of reading.

The teaching of reading will include:

- The teaching of phonic awareness.
- Questioning about character/ story/ events/ structure/ plot.
- Awareness of layout / features.
- Awareness of punctuation.
- Prediction of the story
- Developing decoding skills of unfamiliar words
- Awareness of the reading and spelling of common exception words/ tricky words
- Deduce meaning from context, syntax and previous experience.
- Skimming and Scanning text for information and to support comprehension.
- Exploring new vocabulary and teaching skills to support understanding of meaning
- Discussing the effectiveness of chosen language.
- Encouraging talk and discussion in groups.
- Encouraging clear speaking and expression when reading texts aloud.

EYFS and KS1

- In **EYFS and KS1** children will be read to by the class teacher daily (3-a-day) to build depth and breadth in their access to a range of quality texts and Nursery Rhymes.
- In **Reception** children to have Guided Reading x 2 per group for 20 minutes each week following agreed session format and sequence.
- In **KS1**, children will begin to access 'whole class reading'. Children who do not keep up, will also receive additional guided reads each week.
- In **Year 2** once children are secure in their phonic knowledge, they will have enough decoding ability to access a whole class 'Reading to Learn' approach to reading. This is an approach that will transition the children into the how reading is taught at Key Stage 2.
- Guided Reading groups should be fluid taking into account the different progress children may make in reading taking into account phonic ability and child's book band (groups should be reading on book band above home reading band).
- From **Nursery to Year 2** Shared Reading will take place at least 3 times a week as a class, developing children's engagement, vocabulary, emotional responses and understanding of text through a range of questioning techniques.
- In **EYFS/KS1** provisional areas to fully promote early independent reading interest through a range of reading stimulus. Books should be present in most areas including outdoors.
- In **EYFS/KS1** children will take home a levelled reading book from our colour banded scheme that is phonic decodable and matches our phonic teaching programme.
- In **EYFS/KS1** book band trackers on staff shared network to be completed end of each term for class and cohort.

KS2

All children will be involved in whole class teaching of reading (Reading to Learn) unless they do not have the appropriate decoding levels to access the text sufficiently. If unsure, this should be agreed with SENCO and/or Reading Lead.

Our Reading to Learn Approach

During reading sessions:

- A high quality topic based text will be used.
- Reading will be modelled by the teacher.
- Opportunities for reading aloud to the rest of the class will be built in.
- Each day, children will access a range of different reading skills such as, retrieval, inference and deduction, sequencing and vocabulary development.
- Children will have the opportunity to 'have a go' at independent questions but some questions will be modelled and developed by the teacher during the lesson.
- Children will become familiar with a SATS style question to make the testing process less stressful when they reach year 6.

In Key stage 2, children will continue to take banded books home at the relevant level for them. They will also have the opportunity to access our extensive library and take a book home to simply read for pleasure. Once children reach grey band, children become 'free readers' and will no longer be required to take banded books home to read. Instead, they are encouraged to choose 2 library books/comics/newspapers each week to read for pleasure at home. Free readers will still be required to have their diary signed at least twice per week.

Our Reading Environment

All classes will;

- Provide opportunities for purposeful and self-selected reading.
- Enable children to read in a quiet, comfortable reading area.
- Children will have access to a range of reading materials including books linked to their topic and a full range of genres. These should be organised and presented well.
- Use a vocabulary wall to display words that have been explored through reading sessions or other subjects.
- Promote books and reading through creative and inspiring displays.

MONITORING AND ASSESSMENT (Impact)

* Staff will monitor home reading diaries weekly and update own class records on who has read, not read or read in school - if diaries are checked by a TA then information regarding any reading issues from home must be communicated to class teacher.

*In EYFS/KS1 and KS2 home reading books to be changed once per week and 2 books will be given.

* All teachers are responsible in the monitoring of children's home reading and ensure they are reading appropriate book bands for their reading ability- this is recorded in class on records weekly and on termly book band monitoring sheet (*appendix 1*). In EYFS and KS1 home reading bands should be the band below the child's guided reading band.

* If a child reaches the end of a book band and has not already been moved up by class teacher's own assessments then this child must be heard read by member of staff and discussed with class teacher.

* Where the teacher is unsure whether the child is ready to be moved to the next book band then a running record is to be completed to identify appropriate reading banding accuracy and fluency.

* 1-1 reading to be provided as often as possible for those children who are not making progress or who do not read at home.

* Targeted/identified children will have additional opportunities to read in smaller groups throughout school focusing on specific barriers in decoding and/or comprehension, which is led from appropriate assessments in these areas.

*From Year 1 upwards each class to have a daily designated time for 'whole class book' that is read to them by an adult so to provide a model for reading aloud and promote a love of reading.

* Children should have access to independent 'quiet reading' times throughout the day of books or texts of their own choice (from home or class library).

* Planning will reflect the importance of reading across all areas of the curriculum with quality text identified in medium term plans.

*Formative assessment as outlined in Assessment policy is used to support effective planning and teaching of reading.

To support summative assessments judgements at Heaton Park we use year group Pira tests at the end of each term.

Additional Support and Intervention

Teachers will ensure that any children in danger of falling behind in reading fluency will be picked up immediately with strategies depending on need will put in place. Such strategies include;

- Completion of Running Record- with full analysis (miscues/barriers)
- Small group reading intervention (/Project X/Guided Reading)
- 1:1 targeted interventions (inc precision teaching)
- Reading with a teacher.
- Reading with teaching/support assistant.
- Reading with a parent/volunteer helper.