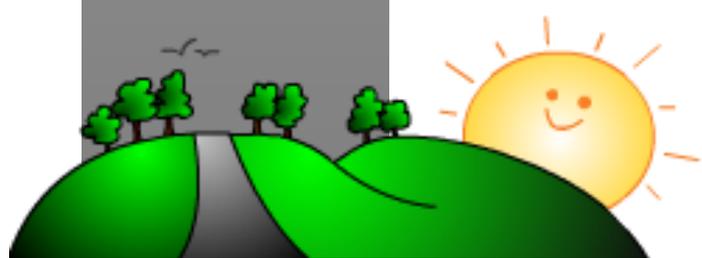


Reading Policy

September 2016



Eaton Valley
Primary School

Aims

Our overarching aim for English at Eaton Valley Primary School is to promote high standards of literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. 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
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- 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, making formal presentations, demonstrating to others and participating in debate.

Reading feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds. It is our aim that, by the end of their primary education, all pupils at Eaton Valley are able to read fluently, and with confidence, in any subject.

Equal Opportunities/SEN/EAL

- See equal opportunities, SEN and EAL policy.

Policy Review

This policy will be reviewed at least annually.

Teaching

Reading, at Eaton Valley, takes place throughout the Curriculum where children are encouraged to apply the skills they have been taught in the *focused Reading Lessons*

Reading Lessons

Teaching in these sessions, across the school, focuses on developing pupils' competence in both word reading and comprehension as outlined in the National Curriculum Programmes of Study for Reading. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why, at Eaton Valley, phonics, is emphasised in the early teaching of reading. (See Phonics and Spelling Policy 2015). Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.

EYFS

In EYFS, reading is an important feature in and outside the classroom. We have a range of ways in which we promote reading:

- Book corners that are accessible, owned and loved by children, indoors and outdoors.
- Using core books to plan for children's interests and class topics
- Early Reading: children have the opportunity to read to an adult via levelled reading books once a week. Books are changed however, twice a week including parents' feedback.
- Having enthusiastic staff who share their excitement of books with children
- Having books available in all areas of the classroom
- Having opportunities for independent writing in all areas of the classroom
- Using story props, sacks and boxes to enhance core books
- Having well planned shared reading sessions that all practitioners are confident to take part in
 - Opportunities for children to learn 'reading behaviours', for example, the recognition that print conveys meaning, the left to right directionality of English text, the purpose of punctuation
 - Involving parents in understanding the importance of early literacy through parent workshops, newsletters, home shared reading and reading books etc
- Listening to a variety of genres, for example, non-fiction, poems, taped stories, rhymes etc
- Opportunities to retell and to act out stories using props and story maps.

KS2

'We shouldn't teach great books we should teach a great love of reading'

B.F. Skinner

Hence why, children in KS1 have reading at the heart of their English lessons to develop happy, healthy and curious learners who read confidently and independently.

Children in Y1 take part in daily 30 minute Phonics sessions to help improve word reading skills and strategies to engage with the texts. We follow the Read, Write Inc scheme and use the reading scheme books and phonics rhymes to help segment and blend phoneme sounds.

In addition to phonics sessions, the children in KS1 also take part in 4 half hour Reading Lessons per week. In these sessions, the children are predominantly taught how to behave as readers – the teacher modelling how a reader approaches new words and understanding texts. This is initially achieved through verbal rehearsal and speaking and listening activities but the children will also be taught how to formulate answers in written form.

KS2

Children in Yrs 3-6 take part in daily Reading Lessons that last for 60 minutes. Based on assessment (formative and summative), teachers plan a learning journey that consists of the teacher modelling how to behave like a reader – ranging from fluency, how a reader 'thinks out loud' when understanding the text, verbal composition, verbal in to written composition and application. Each hourly session will consist of 15 minutes where the teacher models reading, 15 minutes where a new skill is taught (taken from the National Curriculum POS) and then 20 minutes where the children complete an independent activity. Differentiation takes place throughout the lesson through assessment for learning, questioning and support.

Home Reading

At Eaton Valley, Home Reading is encouraged through the provision of reading at home material. Encouraging children to read widely, in and out of school, across both fiction and non-fiction helps to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech.

Children's reading ages are tested termly and, dependent on their score, they are provided with a home reading book suitable to their age and ability. All children are heard to read individually at least once a week. However, those children whose reading age is very different from their chronological age are heard more frequently. Children are provided with a Home Reading Diary as a form of communication between home and school.

Planning

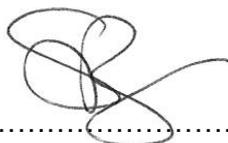
At Eaton Valley, a suggested text list has been compiled containing book titles linked to topics covered in each year group. Teachers choose from this list and use the books to drive their Reading Learning Journeys forward.

Short term planning will be completed every week. It will be made available to the literacy co-ordinator before it is delivered. Differentiation is planned for through the daily focus groups. The teachers will use the Programme of Study for English from the New National Curriculum as guidance and will also use Target Tracker to ensure teaching is geared to address the children's gaps in their learning. These short term plans must also be shared with any support staff in the classroom for any point that week.

Assessment

This is ongoing. The staff will update their Target Trackers for Reading, Writing and Spoken Language regularly, using evaluations made on their planning sheet, based on any independent work/learning the children have produced – either written or verbal.

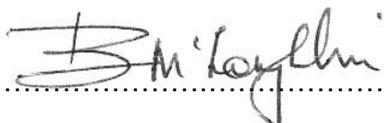
For formal testing within school see the assessment policy.



Signature

Date

Head Teacher



Signature

Date

Chair of Governors