# Kings Meadow Primary School
# Reading Policy

The fundamental purpose of reading is to enable all pupils to equip themselves with a basic life-skill. It is central to general progress and developing an understanding in a wide range of areas of the curriculum.
Success in reading is crucial in developing children's self-confidence and motivation to become independent learners. Children must be given rich opportunities to talk, listen and build as wide a vocabulary as possible to form a solid foundation for reading. At Kings Meadow the teaching and enjoyment of reading is given high priority by all staff.

## AIMS

**We will teach our pupils to:**

- become fluent, confident and independent readers through a structured focus on word, sentence and text level knowledge;
- become enthusiastic and reflective readers by teaching them to understand and respond to a variety of texts;
- be confident to read aloud with expression and with clarity;
- respond to texts presented in different media across the curriculum;
- enjoy reading!

## ENTITLEMENT

**We will provide our pupils with:**

- shared reading;
- guided reading;
- regular independent reading;
- home/school reading;
- opportunities to read aloud;
- selecting own choice of texts;
- reading across the curriculum, including I.T.;
- reading in the community;
- reading for enjoyment opportunities (World Book Day, etc.);
- an enriched learning environment.

## TEACHING AND LEARNING

At Kings Meadow, teachers promote and value reading as an enjoyable activity and also as a life skill. 'The Simple View of Reading' from the Primary Strategy provides the framework for the teaching of reading: word recognition and language comprehension, both of which are essential to develop fluent and effective readers. Foundation and Key Stage 1 (KS1) teachers use the Read, Write Inc. phonics scheme as their main teaching source. The 'Sounds Write' phonics programme is also taught for specific intervention groups at Key Stage 2 (KS2).

Progression of reading starts with the systematic teaching of synthetic phonics. As pupils develop reading fluency throughout KS1, teachers teach a broad range of comprehension strategies which allow pupils to engage with text in a variety of ways to suit different learning styles. In KS2, children are further encouraged to read for enjoyment. Children are taught through shared and guided reading sessions to become critical and opinionated readers; using skills to infer and deduce.

## EARLY YEARS & FOUNDATION STAGE

In **Early Years & Foundation Stage,** a rich and broad curriculum is embraced which celebrates reading for pleasure and proactively develops children's speaking and listening skills and language development. Parents are invited in once a week to read with their children. Children are stimulated with a print rich environment.

In Nursery, shared stories are read regularly which engage pupils to focus on understanding and story structure. Children are encouraged to predict and respond to repetition. Access to computer programs and listening games, aid the development of phonic awareness. All children take a book of their choice home every week.

In Reception, there are focused periods within the day when small groups of children share books in a more structured way - i.e. guided reading. The class teacher shares big books with the whole class and regularly reads stories and rhymes.

Whole class phonics is taught on a daily basis. The 'Read Write Inc.' scheme of work is implemented across the Foundation Stage. Oxford Reading Tree books are sent home to encourage home/school reading. In addition to this, key word vocabulary sheets are also sent home with reading books.

Detailed tracking of each child enables teachers to identify pupil's who are not making expected progress and they are supported in differentiated groups. Phonic games are also used to enhance phonic identification.

## KEY STAGE 1

In Key Stage 1, class teachers provide a rich environment stimulated with print and text. A book corner, with a range of books, promotes reading for enjoyment. Each class has a role play area where books are available, encouraging reading across the curriculum. Daily 'Read , Write Inc.' phonic sessions take place with ability set groups and are planned and evaluated with 'Next Steps.' Groups are reviewed on a half-termly basis.

Guided reading sessions are planned weekly for an hour session. The guided reading scheme enables teachers to plan guided reading sessions using leveled texts with linked follow on activities. Teachers endeavor to hear children read on a one to one basis, at least once per week. Reading intervention groups, support children who are not making expected progress in reading.

## KEY STAGE 2

In Key Stage 2, class teachers provide a rich literacy environment stimulated with print and text. Each class has topic tables, displaying books across the curriculum for children to become active learners and find out more about what they are learning. Each class has a reading area with a wide variety of non-fiction and fiction texts, consisting of more challenging novels. Year 6, have their own 'Class Library.' Access to net books, encourage children to read using IT.

Guided reading sessions are planned weekly for an hour session. The guided reading scheme enables teachers to plan guided sessions using leveled texts, including level 5&6 texts aimed at more able children. All sessions have follow on activities to develop comprehension skills.
Teachers endeavor to hear children read on a one to one basis, once per week. Reading intervention groups, support children who are not making expected progress in reading.

## ASSESSMENT

Assessment of reading takes place every half term. Class teachers assess children during guided reading sessions and one to one reading. Children are leveled and tracked using the Assertive Mentoring scheme. Targets are set and children of concern are identified and appropriate intervention is implemented.
Youngs and Suffix tests are administered twice through the school year to establish reading ages. Also, in KS2 Optional SATS Reading tests are administered in the summer term.

## RESOURCES

A book banding system is used throughout the school to organise reading materials into colour coded 'bands.' The core reading scheme we use for independent reading is the Oxford Reading Tree Scheme.

## HOME / SCHOOL READING

At the beginning of each school year, expectations are shared with parents regarding reading at home. Each child should be heard read at home on a daily basis for approximately 15 minutes. Each child must bring their book bag to school every day.

Children read books from the Oxford Reading Tree reading scheme. Teachers and teaching assistants assess the children's reading stage using the Assertive Mentoring Oxford Reading Tree Assessment. Children who have completed the reading scheme, are classed as 'Free Readers' and have access to books in the class reading areas.

## SEN & DYSLEXIA

Our school has specialist resource provision for children with speech and language difficulties and is dyslexia friendly. In every class, any child needing additional reading support is identified and intervention groups are delivered as appropriate.
Children identified as 'Priority Readers' are heard read more than once a week by their class teacher/ teaching assistant.

## READING FOR ENJOYMENT

Reading for enjoyment is promoted throughout our school. As a whole school, we celebrate 'World Book Day,' in a variety of ways, dressing up as our favourite characters, sharing our favourite books in class. Key Stage 2 children enjoy reading their own stories to younger children in the school. 'Book Club' is available at lunch times and older Book Worms support the younger children whilst reading in the Meadow Garden. Children have access to the visiting 'Book Fair' twice a year. We also invite authors and writers to school to read and share their books with the children, e.g. Robin Price.