



Horton Mill Community Primary School Reading Policy

At Horton Mill we strongly believe that reading is a vital life skill and we strive for all children to enjoy and value it. It is our aim to develop and create passionate readers for life. We recognise that reading is a complex process requiring children to use a variety of strategies in order to become confident, fluent readers with good understanding and a love of books.

A balanced programme of text reading experiences, with a variety of methods of instruction is essential. Children are taught age-appropriate expectations within daily whole class reading sessions across the curriculum. Where additional need arises, a variety of texts colour-banded for degree of challenge as recommended by the Institute of Education and the Reading Recovery National Network are accessed through focused individual or small group interventions.

Rationale:

At Horton Mill we:

- Place reading and books at the centre of the curriculum.
- Build time for all children to read independently, read aloud and/or be read to every day during the school day.
- Develop a coherent whole-school strategy for promoting reading for pleasure.
- Devote time to training staff so they are equipped to support children's enjoyment of reading.
- Involve parents to ensure the culture of reading that the school has developed extends into the home.

Six principles which underpin our practice:

Supporting staff	Teaching the reading curriculum	Engaging parents	Developing the reading environment	Targeting resources	Celebrating reading
Equipping staff with the skills and knowledge they need to teach children to be accomplished and keen readers.	Making use of every opportunity the curriculum offers to teach children to become life-long learners.	Harnessing the enthusiasm of parents to ensure the culture of reading developed by the school extends into the home.	Understanding the role of the physical environment, including libraries, book areas and displays can play in teaching children to be readers.	Using a wide range of different reading material to teach children to become readers.	Involving the school community in special events to raise the profile of reading and engage the children.

Actions to support our principles:

Supporting staff	<ul style="list-style-type: none">• Develop pedagogy through learning walks, lesson study & collaboration with partner schools.• Provide opportunities to attend regular training for reading.
Teaching the reading curriculum	<ul style="list-style-type: none">• Place reading at the heart of school improvement and promote life-long readers.• Embed a coherent and consistent approach to teaching and learning of reading throughout the school.• Daily opportunities for 'reading for pleasure' and sharing recommendations of texts to read.• Reading Buddies and Volunteers supporting young readers.
Engaging parents	<ul style="list-style-type: none">• Reading Clubs and Reading Workshops to support parents and carers in developing reading skills.• Life-long learning programmes available for parents and carers.• Parental access to the school library and visits to Oldham Library.
Developing the reading environment	<ul style="list-style-type: none">• Ensure all classrooms have an exciting and engaging 'Reading Area' with recommendations of books to read.• English Working Walls to model teaching and learning of reading and 'Word Aware' displays to promote vocabulary.• Children access the school and local library regularly.
Targeting resources	<ul style="list-style-type: none">• Books linked to 'Learning Challenges' readily available to children within all classes.• Reading environments stocked with engaging books and non-book materials such as magazines, newspapers, comics and audio books.• The school website to have link websites and resources to support children and parents with reading, including video clips of 'reading in action'.
Celebrating reading	<ul style="list-style-type: none">• Celebration of reading through assemblies and whole school reading events.• Whole school community celebrating and recommending reading.• DEAR – Drop Everything and Read

Methodology:

Nursery, Reception and Key Stage One:

Daily Phonics - Children are grouped by ability and taught following the 'Letters and Sounds' phonic scheme.

Reading - At Key Stage One, children are grouped according to results from 'Benchmarking', which takes place a minimum of three times per year.

In Reception and across Key Stage One, children are taught in their guided groups. Throughout the week, adults provide additional reading support for targeted groups. Books, which have been previously read in guided reading, are available for children to re-read themselves and to take home to further develop their decoding, fluency and pace.

Each guided reading lesson begins with a book introduction led by an adult to 'unpick' a new text. For example, the introduction covers any tricky vocabulary, difficult or unfamiliar language structures. The introduction can become less lengthy as children progress beyond orange level.

Guided reading sessions focus on building the children's mechanical reading skills and on developing their comprehension skills. Comprehension skills at Key Stage One focus on:

- Explaining the gist of a text – summarising.
- Understand the meaning of words and developing vocabulary
- Prediction skills.
- Asking and answering questions about a text.
- Giving a personal response.
- Making deductions and inference.

When responding to the themes, ideas and events in a text, children are encouraged to relate texts to their own experiences, other known texts and their knowledge of the world around them. As children become more confident with the mechanics of reading towards the end of Year 1 and beginning of Year 2, the reading lesson will also include whole class texts.

Key Stage Two:

Children are taught age-appropriate expectations within whole class reading sessions. Reading is linked across all curriculum areas and focuses on developing children's 'response to text'. Children requiring additional support to access class texts will be targeted through pre-teaching opportunities or by having the text read to them. Class teachers will identify children requiring additional support with the mechanics of reading on a termly basis. Colour-banded books will be used to provide additional reading and comprehension opportunities for targeted individuals and small groups. Where needed, children continue to access phonics intervention groups in Key Stage Two.

Throughout Key Stage Two, children are given independent reading activities to consolidate and further develop comprehension skills across the range of reading skills. Children's learning will be evidenced in their learning journey books or within reading journals.

Comprehension skills at Key Stage Two focus on children being able to:

- Ask and answer questions about the text
- Construct mental images / sequence the text mentally
- Summarising
- Give a personal response
- Make deductions and inferences
- Activate prior knowledge
- Predict
- Empathise
- Understanding vocabulary
- Understanding author intent

In all classes, records are kept of each lesson on feedback record sheets. Next steps are noted and used to inform future planning and learning.

Individual Reading (Reception and Key Stage One):

This involves reading books at a slightly lower level than in shared reading, in order to gain greater fluency and confidence. These books can then be taken home. Children choose a book from the appropriate colour band, which is shared with an adult before it goes home. Children should take home books with which they are familiar as we recognise that not all of our families are able to support children in the reading of new texts.

Independent Reading (Key Stage Two):

Children select a text from the class or school library within the appropriate colour band to read for pleasure in school and/or at home. Books taken home are changed with guidance from an adult at least once a week. Children are expected to record their response to the text in their reading record books through the completion of tasks linked to the development of all reading skills.

Assessment:

Reception and Key Stage One:

In Reception, children are assessed termly via the Foundation Stage profile and Benchmarking (where appropriate) takes place towards the end of the year. Children are assessed half-termly on their phonic skills, throughout Reception and Key Stage One. Groupings are reviewed half-termly and adjusted as appropriate. Assessments are passed onto the next class teacher.

Key Stages One and Two:

Children in Key Stage One and where appropriate in Key Stage Two are benchmarked termly. Running records are analysed and used to identify children requiring additional interventions to support the mechanics of reading. Testbase reading tests are used to obtain a child's chronological reading age and a snapshot of their independent comprehension skills. Years 2 and 6 are formally assessed via that national SATs tests in the summer term. From Year 3 onwards, children are assessed using the optional SATs tests during the summer term.

These judgements are used in conjunction with ongoing teacher assessments during explicit reading sessions, to inform next steps for learning and to identify groups and individuals requiring additional interventions. Assessment information is entered onto 'Class Track' and 'O-Track' and the information is used for formative and summative assessment purposes. At the end of Key Stages One and Two, children are assessed via the national SATs test.

Family participation:

Family engagement is crucial for all children. Book bags need to go home and be returned regularly and parents and carers are required to find time to share books with their children.

We recognise that this may be in English or the family's first language (ie. in the majority of cases this would be Punjabi, Urdu or Bangla).

We recognise that time in the mornings, when families are welcomed into school, prior to registration is a good time for parents and carers to stay and share learning activities with their child. At this time in the morning, teachers and teaching assistants are often available to model strategies to encourage parents and carers to support their child. Wherever possible we will endeavour to work closely with our families. Parent workshops are run, focusing on how to help your child with reading.

Updated by J.Meredith, Z. Cook & G. Garvey (July 2019)