



Burton Leonard Church of England (VC) Primary School

Reading Policy

Aims and objectives

The aim of teaching reading here at Burton Leonard School is to encourage children to appreciate and enjoy a wide range of different types of literature. All efforts should be made to help children become enthusiastic and independent readers as early as possible.

The objectives of teaching reading in our school are:

- To ensure full coverage of the current Government guidelines for English across all key stages across our creative curriculum.
- To foster a love, respect, interest and enthusiasm for reading a wide range of fiction and non-fiction material.
- To create a literature rich environment.
- To encourage confidence in reading for a variety of purposes and audiences.
- To provide frequent occasions when children are read to by teachers, other adults or other children.
- To encourage a home school partnership.

Curriculum planning for reading

- Current Government guidelines are used as a scheme of work for reading across all key stages across our creative curriculum.
- A wide variety of different types of high quality literature, including ICT, to stimulate imagination and enthusiasm is readily available for children to read and be read to by the teacher.
- **Guided reading** takes place at each of the key stages as follows: -

Foundation Stage: - 2 times per week.

Key Stage 1: - 2 times per week.

Lower Key Stage 2: - Once per week.

Upper Key Stage 2: - Once per week.

- **Individual reading** takes place at each of the key stages as follows: -
 - At Key Stage 1 children are engaged in an individual reading activity for approximately 20 minutes per day 3 times per week. Children requiring extra support are heard read individually as appropriate.
 - At Key Stage 2 children read individually for at least 20 minutes per day 4 times per week. Children requiring SEN support are heard read individually by the teacher, a teaching assistant or additional adult at least 2 times per week.
 - All children meeting the correct criteria receive extra support through personalised planning provision to meet their individual needs. This includes precision teaching, Phonics Bug phonic readers and targeted post teaching.
 - Individual reading books are categorised according to “Book Bands”.
 - Children take home an individual reading book from the level below their guided reading level.
- **Buddy reading**
 - Two Fridays each month, from 10.30 – 10.50, all children read within their house team in a mixed age, mixed ability pair which changes each half term. This offers multiple benefits including building social skills, confidence, responsibility, trust and cross age friendships.
- **Books and Buns Club**

Mrs Leader runs a popular Book Club with KS2 pupils every week after school.
- **Reading strategies**
 - The children are taught phonic skills to help them decode and encode the written word. LCP, using Letters and Sounds activities, is used as a scheme of work for teaching phonics in Foundation Stage and Key Stage 1 and where appropriate for children in Key Stage 2.
 - Children in Foundation Stage and Year 1 – Year 2 receive a daily 20 minute phonic session every morning. Year 3 –Year 6 children requiring Phase 5 or 6 support also receive a phonic session 5 times 20 minutes per week.
 - The “look and say” approach is taught alongside this to build up a sight vocabulary for common exception words.
 - Children will be encouraged to use the understanding of grammatical structure and contextual clues to make sense of print.
- **Involvement of parents**

- We recognise that parents have a major contribution to make and actively encourage parents to participate and share in their child's reading e.g. Book Week, World Book Day, inviting parents or grandparents in to school to read to and with the children. Children take home a home/school reading record in which parents are asked to comment on their child's progress on a regular basis and at least once per week.
- Progression in Reading, Progression in Reading: Genres and Progression in Word Reading documents are available on the school website to help parents support their children at home.

The Early Years Foundation Stage

We relate the reading aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs) for :

- Communication and Language: Listening and Attention, Understanding, Speaking
- Literacy : Reading and Writing

Inclusion

At our school we teach reading to all children, meeting ability and individual needs. We are a 'dyslexia friendly' school, providing a broad and balanced education to all children. Through our teaching of reading we provide learning opportunities that enable all pupils to make at least good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities or those with special gifts and talents.

Involvement of parents

- Progression in Reading documents are available on the school website to help parents support their children at home.
- Parents' evenings are held two times a year and parents receive an annual report of their child's progress at the end of each year.
- Open book evenings, when children have the opportunity to share their achievements with their parents, are held each term.
- Regular information evenings are held to inform parents of how children are taught reading in school and what expected standard in reading or greater depth within the standard in reading looks like.
- An open door policy allows parents to ask teachers for advice or support to help their children at home.
- Home/School Reading Records are used to inform parents of children's achievements and next steps in their reading.
- Parents are invited to our Celebration Assembly to celebrate children's achievements across the curriculum. This is held in school every Friday.

Assessment for learning

Children demonstrate their ability in reading in a variety of different ways. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress.

Children are encouraged to peer assess, self-edit and make judgements about how they can improve their own work.

Monitoring and review

- Children's reading progress is carefully monitored and assessed using North Yorkshire County Council Guided Reading Records. Teacher monitoring and assessments are used to make decisions as to whether it is appropriate to move a child on to the next reading level.
- In light of the National Curriculum 2014, our internal tracking system records those children termly who are emerging, developing, expected and exceeding national standards. Progress made by each child is recorded termly using our internal tracking systems for each year group and is inputted onto our school tracking system. Data is analysed and follow up pupil progress meetings are held to inform further learning needs. This tracking information is held by the class teachers and the Head teacher. Each teacher passes this information on to the next teacher at the end of each year.
- It is the responsibility of the English subject leader to monitor the standards of children's work and the quality of teaching in reading. The subject leader is also responsible for supporting colleagues in their teaching, for being informed about current developments in the subject, and for providing a strategic lead and direction for reading in the school. The subject leader evaluates strengths and weaknesses in reading, and indicates areas for further improvement. The subject leader has specially-allocated time for fulfilling the vital task of reviewing samples of children's work, and visiting classes to observe teaching of reading.
- The English Subject Leader, in agreement with colleagues, will update reading resources as appropriate.

Subject Leader – Mrs Dawn Leader
English Governor – Mrs Karen Fallis

Adopted Spring 2017
Next review Spring 2019



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