


RISE PARK PRIMARY AND NURSERY SCHOOL



Reading Policy

November 2021

Signed by Chair of Committee	
Print Name	Jeanette Kirkby
Date	November 2021
Date of review	November 2022

Rise Park Primary and Nursery School English Policy
January 2020 Updated November 2021

Intent

As a school, we believe that creating a culture of reading is a vital tool in ensuring our children are given the best life chances. Cultivating readers with a passion for a wide range of materials will ensure that children's love of reading will extend far beyond the classroom and allow them to build on their skills independently through a real curiosity and thirst for knowledge.

The development of reading cannot be seen in isolation from writing, speaking and listening/drama. The best readers are the best writers. Strategies for writing, speaking and listening/drama therefore form an integral part of this reading policy. In our school, we will strive to give pupils a stimulating environment, where reading materials are presented in an attractive and inviting way. Furthermore, within English lessons we create an environment that stimulates the generation of ideas from texts where all ideas are accepted and valued.

Teachers will act as role models in their enthusiasm for both reading and writing by keeping up to date with current children's literature.

Aims

'Reading should not be presented to children as a chore, or a duty. It should be offered as a gift.' Kate DiCamillo.

Our aims for reading are to:

- Enable our children to become confident, fluent readers who read accurately and with understanding.
- Instil children with a love of reading that lasts for their lifetime; share with them an enthusiasm for children's literature and help children to recognise the value of reading as a life skill.
- Develop our children's understanding of a variety of text types including non-fiction, fiction, poetry and play scripts.
- Immerse children in a variety of texts, using drama and role-play where appropriate, and build their vocabulary through both implicit and explicit teaching.

Implementation

Teaching and Organisation

Reading is taught discreetly for half an hour each day in years 2-6 through whole class teaching. A different text and text type is focused on each week, and the children build up their knowledge of this text through analysing it each day. The texts that are chosen are aimed at the year group and often link to the children's Foundation subjects, or the children's interests. In this way, children are exposed to a range of text types, and further their knowledge of the wider curriculum and develop a love for reading. The skills for reading are taught explicitly and children are taught how to think as readers. We can break the skills down into six sections:

Vocabulary
Inference
Prediction
Explanation
Retrieve
Summarise

A different skill is taught through the text each day:

Monday – fluency

Tuesday – vocabulary

Wednesday – retrieval

Thursday – inference

Friday – mixture including summarise and prediction

On Friday, children are encouraged to work independently on the text, using the skills that they have been taught during the week to answer the questions. Comprehension work is marked as a whole class, with misconceptions being challenged each session. How to think like a reader and understand the text is taught each day and the skills are modelled to the children through the teacher's internal dialogue, and as the teacher models answers on the board. Within these lessons, children are also taught what to do if they are stuck on a word, or if they do not understand something.

All children complete the same reading activity, unless they have SEN, or new to English. They may then have a separate text to work through or may be working through a phonics programme instead. Children who cannot access whole texts have part of the text to support them with completing the activity or questions.

In EYFS and Year 1, children are taught reading through the 'Read and Respond' approach for shared reading. Teachers will choose up to three texts to read throughout the week. They will read them together as a class, and ask comprehension questions based on the VIPERS skills as the book is being shared. They will then have a response task to complete, linked to the book. In EYFS, this will be a task based within the environment and play. They also completed guided reading in groups, using the decodable books that they take home. This ensures that the children are applying their phonetical knowledge and becoming fluent readers.

Volunteers and dinner-time staff read 1:1 with children regularly, focusing on children who are struggling with their reading or who do not read regularly at home. These children are identified by the class teacher and reading lead, with a focus on the bottom 20%.

Parental Engagement

We work in partnership with parents, so pupils develop a love of books and reading. Daily reading at home and at school ensures children make good progress in developing reading skills, whatever their age.

Children are expected to read at home every day and a record of this must be made in their Home-School Diary at least three times a week. These are checked and signed each week by the teachers who will speak to parents if a child is not reading regularly at home. If the child is still not reading regularly at home, then the reading leads will speak to parents and monitor this to ensure that they are reading either at home or in school on a 1:1 basis regularly.

At Rise Park Primary and Nursery School, we ensure that parents have the opportunity to come into school and read with their children. We also run reading and phonics workshops to ensure that parents understand how to read with their children and develop their decoding skills, and we have a dedicated section on the website to reading.

Reading in English

English lessons are all based around books and high-quality texts. At the end of each year, teachers and the subject lead will review the books that they have used in their English lessons to ensure that they are using the best possible texts that the children really enjoy and engage with. Where possible, the books are chosen to link with the year groups' topic, allowing them to learn cross-curricular through English. These texts are then used as a model for high-quality writing.

Reading Across the Curriculum

Reading takes place throughout the curriculum, and children are encouraged to apply the skills that they have been taught in focused reading lessons to the wider curriculum. Books are used across the Foundation Subjects to inspire the children's learning and bring both fiction and non-fiction into the Foundation Subjects.

Reading for Pleasure

All children within school take home a banded reading book and a book from their class or year group library each week. The book that they choose does not have to be one that they can decode, but could be a book that their parents read to them. There are boxes of high interest, low ability books in years 4, 5 and 6 that the lower level readers can choose from, so they are not discouraged by choosing KS1 books. All books from colours lilac to turquoise are fully decodable, and teachers who have children on these book bands choose the book for them to ensure that they have a book that they can fully decode.

Each year, we celebrate World Book Day through a themed book week in which lots of different activities take place such as book swaps and share your favourite book. We also have the Book Fair in school twice a year so that children are able to come into school and buy a book of their choice. We use the money raised from this to buy new books for our class libraries.

At least three times a year, assemblies focus on promoting reading. Different members of staff and pupils are encouraged to share their book recommendations within these assemblies and children are introduced to new authors and books.

At Rise Park Primary and Nursery School, regular whole class story time takes place across all year groups. The class are allowed to choose a book that they want to read or the teacher may recommend a book to them. This takes place at the end of most days.

The reading for pleasure lead runs a book club each term for different year groups. Within this club, all children receive a copy of the same text and they read some together within the club. They are then encouraged to go home and read more of the book either independently or with an adult. When they next attend the club, they then take part in book talk and discuss their likes and dislikes. Teachers encourage the children who do not normally read at home, or are disengaged with their reading to attend this club.

There are also other activities and incentives that happen throughout the year that encourage the children to read for pleasure such as 'Bedtime Book Boxes.' In addition, in years 5 and 6, there are Reading Buddies and Library Monitors who are our top role-models for reading. They keep our libraries tidy and have a buddy from years 1-4 who they read with on a weekly basis.

Displays

Book corners are the staple of every classroom and inspiring and engaging. Teachers are expected to organise their book corners at the start of the year and maintain them with the help of the children.

Book corners should contain the following:

- A range of age-related texts (with options that will stretch and challenge as well as some texts that can be accessed by lower ability readers), which can be swapped with the year group libraries.
- A comfortable space for children to sit and read – this could involve soft seating, cushions, beanbags, rugs etc.

In years 1, 3, 5 and 6, there are also class libraries outside the classrooms that children are encouraged to borrow books from. There are also e-readers within these libraries that contain a number of different books that children are able to sit and read. In years 2-6, the skills for reading are displayed within each classroom, and children are encouraged to refer to them during the lesson.

Teachers as Readers

The reading subject leader will provide staff with regular updates on recommended reads for children and INSET will take place each year to update teachers on any new ideas for teaching reading. Teachers and teaching assistants are expected to regularly recommend books and to share a passion for reading with the children.

Assessment

Teachers and TAs read with children to assess their fluency and ability to decode, especially in EYFS and KS1. Teachers use assessment for learning in all reading lessons to assess the children in reading and to tackle any misconceptions that the children have. Each term, teachers use a reading test to assess children and ensure that they have the stamina for reading.

Monitoring and Evaluation

The reading leader, phase leaders and SLT will monitor reading through lesson observations, and checking Home-School diaries, English books and Reading Folders. They will also read with selected children from each year group and consider the following things:

- Can children read fluently?
- If a child cannot read fluently, what is being done to develop their reading skills?
- Can children decode and blend as needed?
- Do children know what to do if they get stuck on a word?
- Do children know how to choose books?
- Are children able to infer?
- Do children enjoy reading?
- Do children know the skills for reading, and are they able to apply them?
- Do children know how to answer comprehension questions successfully?

Review

This policy will be reviewed in accordance with the policy review schedule.

Intended Impact

- Pupils will have a thirst for reading across a range of genres and see themselves as readers.
- Pupils of all abilities will be able to succeed in reading lessons, becoming confident, fluent readers.
- Pupils will be confident at understanding texts and using a range of skills to answer comprehension questions.
- Pupils will be ready and excited to read in any subject.
- Parents and carers will have a good understanding of how they can support reading at home, and contribute regularly to home-school records.
- Pupils will make at least expected progress in reading.
- The % of pupils working at ARE within each year group will be at least in line with national averages.
- The % of pupils working at Greater Depth within each year group will be at least in line with national averages.
- There will be no significant gaps in the progress of different groups of pupils.