

GISBURN ROAD C.P. SCHOOL BARNOLDSWICK

READING POLICY



DATE AGREED: March 2025

REVIEW DATE: March 2028

READING POLICY

The more that you read, the more things you will know. The more that you learn, the more places you'll go." – Dr Seuss

Aims

This policy aims to:

- develop an interest in and a love of books, encouraging children to become attentive listeners, independent and reflective readers.
- develop reading strategies and skills, accuracy, fluency, understanding and response to texts.
- develop the ability to use and manipulate a variety of texts, both fiction and nonfiction.
- develop children's experiences through a variety of text including the use of libraries, ICT and other available media.

Guidelines

These will ensure a progression of reading throughout the school and a cohesive approach to reading the following guidance must be followed.

Phonics

All children will be taught phonic skills through the Lancashire Red Rose Phonics scheme. This will take place through dedicated daily phonics lessons. Children are taught as a whole class and children who are identified as needing further support will receive additional teaching as part of a small group. A phonics workshop for new parents will be held for each class from Pre- School to Year 1 each year.

Guided Reading

Guided reading operates for four days each week from 9:05-9:30. All children will have the opportunity to take part in a guided reading experience in a small group (usually 6-8 children). A focused session will take place with an adult at least once a week sometimes two in Key Stage 1 and Key Stage 2.

In Early Years and Foundation Stage, children use Book Talk to develop their understanding of books, moving to Guided Reading as soon as they are ready.

All guided reading sessions should have an objective and these should be recorded on the schools guided Reading Planning/Record sheet. During guided reading the adult with each group will record children's responses to the text and the skill being taught. The objectives are taken from the GRCPS Reading LAPS and then teachers assess against those reading LAPS to inform part of the reading assessment on Lancashire Tracker.

It is expected that guided reading activities will be recorded in the child's Reading Journal. On the days where groups are not being teacher led, an appropriate Reading activity/challenge will be set and recorded in their reading Journal. The groups follow the pattern of a pre reading task, guided reading, a follow up activity plus one other activity to develop comprehension skills. Year 6 and Year 5 summer term will focus daily on whole class reading comprehension; covering all of the content domains. This may be taught in differentiated ability groups or as a whole class.

Shared Reading

This takes place during a literacy session and as such is planned within the literacy plans.

This includes texts from a range of media; photocopied texts, or texts displayed on the Interactive White Board. During this time specific reading skills or features of differing genre will be taught. This is an opportunity to discuss the use of language and widen the children's vocabulary. Time is also spent on developing fluency using a range of strategies including modelled reading, paired, choral and echo reading. Evidence from the Reading Phase will be recorded in literacy books so clear progression through a unit can be seen.

Individual Reading

All children will have at least one Individual Reading Book either from the school's graded reading scheme and one from the School Library.

Children who are free readers may also bring a book of their own choice from home with the agreement of their teacher. Children are being encouraged to read everything and anything to develop their interest and love of reading. Parents and children are asked to record when their child has read. Again it can be their home reader, a library book, a magazine, a comic, an annual, reading at bedtime or any other kind of reading for around ten minutes or more. Each class has a reading challenge reward system to encourage regular reading at home. Book bags and home reading diaries are checked regularly by the class teacher or TA.

Listening to readers and home reading

Children are heard read by an adult in school on a regular basis. Staff work to develop de-coding skills, fluency and comprehension. Comments are recorded in the class reading file and these help to inform teacher assessment judgements.

Up to the end of Phase 5, home reading books are phonically decodable and matched to the sounds being taught in phonics lessons.

Reading Books will be changed regularly. Children may be heard read by other adults such as parent helpers. Parents are expected to listen to their child read and ask questions about the book to check comprehension, making comments in the reading record book. Where a child is not reading at home, staff will listen to that child regularly.

Staff are responsible for changing the reading books, children may be involved in this choice to develop their reading preferences. Children should read a range of fiction, non fiction and poetry.

Lowest 20%

Each class teacher is responsible for identifying the lowest 20% of readers in their class. These children should be listened to at least three times each week. The progress of these children is tracked termly.

Reading Aloud

There should be opportunities planned for children to read aloud to a variety of audiences.

These could be through English lessons, Guided Reading or performances to audiences including whole school and parents.

Higher order reading skills and reading comprehension are explicitly taught through planned English and Guided Reading lessons.

All teachers will read a class book/novel to the class for 10 minutes everyday to encourage 'Reading for enjoyment'. This book does not need to link to the class topic or Literacy unit but should be chosen to capture the interest of the class. Across the year, a mix of fiction, non fiction and poetry should be read aloud.

Library

The School Library contains Fiction and Non-Fiction books. All children are entitled to borrow Library Books. There will be the opportunity to change library books once per week. All children have a planned session in the library with our librarian. This is when they change their books and are informed of new books. These sessions are invaluable for developing an appreciation of books and being exposed to a wider genre of books too. All books contain a bar code and books must be scanned out using this system. When returning books, the books should be rescanned to show they have been returned.

A charge will be made for books that are lost or missing using Teachers to Parents

The Role of Teaching Assistants

Teaching Assistants are expected to take an active role in supporting children with their reading as directed by the Class Teacher. They are responsible for checking that each child is reading regularly at home, sending out reminder texts for any unseen or lost books and for listening to the lowest 20% of readers in their class read. They are also responsible for maintaining the class reading file with up to date records. They may also work with groups of children during the English lesson, lead guided reading groups and hear individual children read. Teaching Assistants can also run intervention reading programmes such as Fast Track phonics, Lancashire Reading partners and comprehension programmes.

The Role of Volunteers

The School encourages people who have some time to come into school to hear readers. The volunteer will be allocated to a class and the class teacher will then select children who would benefit from the extra reading to an adult. An induction, training and handbook are provided to reading volunteers. The Class Teacher is then responsible for ensuring that the volunteer has the support needed to help them carry out the role effectively.

Working in Partnership with Parents

The teaching of reading is greatly helped if there is a strong communication and support from parents. The school Reading Record is a way in which communication is easily made. Within the record are hints and suggestions of how parents can best support their child to become a fluent, confident reader.

Phonics workshops are held to advise parents on the reading strategies used in school and how best they may help their in EYFS and KS1 classes.

Assessment and Record Keeping

Children are assessed in line with the schools Assessment Policy using a variety of means. We have adapted the Lancashire LAPs for reading to plan and assess during Guided Reading lessons. Children are 'tested' on a regular basis for phonic knowledge using Phonics Tracker.

Year 1 children are assessed against the Governments standardised Phonics Assessment.

Year 2 children are assessed using the Governments standardised Reading Test.

Year 6 children are assessed using the Governments standardised Reading Test.

The school also uses the NFER Reading Tests for Years 1-6. Data from these alongside teacher assessed levels submitted in Dec/March/July is used to:

- identify those children who 'should' and 'could' achieve age related expectations
- identify gaps in learning linked to content domains to inform future teaching
- action any special needs provision.
- group the children.
- identify the most able to ensure provision of extension/enrichment work.

These will be discussed during pupil progress meetings.

Teachers are using Lancashire Tracker to record reading assessments.

SEN and Equal Opportunities

Those children who as a result of test or normal classroom activities are identified as needing extra support will be monitored closely by the Class Teacher and the Head Teacher/SENCO. Progress for these children can be discussed at Pupil Progress Meetings with the Head teacher. Specific interventions will be put in place to support those children.

Our policy is monitored to ensure that all pupils have equality of access to a range of reading opportunities and experiences so that all pupils achieve to the best of their potential regardless of gender race or culture.

The school will put in place positive steps to support those children who have limited access to reading at home through lack of parental education.

A Reading Culture

A team approach is essential when creating a Reading Culture in school. A variety of reading experiences are planned and carried out each academic year.

There should be opportunities for pupils to experience print around them through classroom notices, labels and signs. These should be discussed with the children and should take a variety of forms such as single words, phrases and complete sentences.

All classrooms should have a class library of books which should be well organised and easily accessible.

All adults should be good role models for children in modelling both reading aloud and silent reading.

This policy operates in conjunction with the English Policy.

This policy was written in consultation with the staff and will be revisited each year. A full review will take place every three years.

The policy was agreed by the Governing Body.

Signed.....

Date.....