

# READING POLICY



ST MARY'S LEWISHAM CE PRIMARY SCHOOL

## Our Vision

To be a learning community that promotes the unique gifts, wellbeing and potential of every person. Our work is founded on the life and teaching of Jesus Christ, building on His message of equality, peace and justice, guided by His words '*As I have loved you, so you must love one another*' (John 13:34).

## THE IMPORTANCE OF READING

Reading is an essential life skill that provides access to numerous experiences. It provides us with the opportunities to experience the lives of people from different cultures and times, as well as the knowledge to help us make sense of the world we live in.



Children must acquire good reading skills in order to access the information that will support their development in all curriculum areas. Reading helps to widen vocabulary and broaden knowledge. It allows our children to become lifelong learners.

## AIMS

The aims for the teaching of reading is to enable all our children to be able to read confidently and with fluency. They will develop their reading skills in the following areas

- word reading
- comprehension (both listening and reading).

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or

LOVE

PEACE

RESPECT

FORGIVENESS

RESPONSIBILITY

FAITH

use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

### **Reading in Nursery**

- Planned story time for at least 10 minutes x2 daily
- Each child is read with one-to-one on a regular basis
- Children choose and change a book to take home weekly. Reading records are sent home for parents to comment in and sign.
- Children are encouraged to develop their story language within role play scenarios using props.
- Opportunities for children to engage in, and retell stories independently are planned for and represented in different areas of learning
- Phase 1 phonics from Letters and Sounds is taught throughout the year.
- Read Write Inc. Phonics is introduced in either Spring or Summer Term based on the cohort
- Weekly planning is based around a book
- There is daily access to a variety of fiction and non-fiction texts in the learning area. These texts are chosen based on the children's interests
- The 'Talk for Writing' approach encourages oral retelling of stories learned. Story maps and pictures support the reading of these.

### **Reading in Reception and KS1**

- Class teachers should be reading to their class daily.
- One-to-One Reading should take place regularly
- Reading will be taught using Read Write Inc. Phonics programme and weekly 1:1 reading. 1:1 Tuition and more regular reading will be arranged for children who are reading below the expected level.
- All children will be assessed on a half-termly basis following the phonics assessments.
- Assessment notes from 1:1 reading should also be completed in the Reading Assessment Folders

### **Reading in KS2**

- Class teachers should be reading to their class daily.
- One-to-One Reading should take place frequently
- Reading will be taught through daily (30-40 minutes) Destination Reader sessions with a Big Picture session taking place on a Friday.

- Teachers will use high quality texts set out in the Curriculum Overview to ensure all children are exposed to a range of genres and authors. Other texts including non-fiction and poetry to be used to supplement these.
- Each class must have a Reading Wall visible, which will include reading strategies, core book visible, clarifying toolkit, and genre information. The class' Reading Journey should also be visible and include the texts and genres covered throughout the year.
- In each DR session, teacher input should be brief and include context, vocabulary and clear modelling of the skill being taught (no more than 15 minutes).
- There must then be dedicated independent reading time. During this time, the teacher/TA will hear each child read at least fortnightly. Teachers will record observations in the Reading Assessment folders.
- Children with lower than expected levels must be listened to weekly.
- Children will complete two 'Selfies' each week based on the strategies taught and these will be included in the children's Reading Albums. Big Picture test based questions will also be included in the Reading Albums.
- Bookmarks with sentence stems will be available on tables during each session.
- Reading Albums, lessons and planning will be monitored at regular intervals throughout the year by the Reading Coordinator and other members of SLT.
- Children will complete additional Reading Tests to support in the assessment of Reading level.

**Cracking Comprehension/Test Base** Style questions can be used regularly during the big picture sessions to build up children's familiarity with this type of questioning. Cracking Comprehension is linked to the Content Domains and is a good way to assess whether children can apply each reading skill.

## ASSESSMENT

Evidence from individual reading assessment notes, reading journals, phonics assessments and text-based work in literacy lessons can be used to help assess and track the progress of our children.

Class Teachers must complete the Book Level Tracker Document at the end of each half term and the Reading Tracker Document (ScholarPack Steps) at the end of the Autumn and Summer terms.

## LIBRARY

Our library offers a range of fiction and non-fiction texts. It is organised into picture books, chapter books, poetry and non-fiction books. Non-fiction texts are organised using the Dewey Decimal system. Chapter books are organised in alphabetical order by the author's surname. All books have been barcoded so that they can be electronically issued and returned. This helps us to keep track of books and monitor what is being read.

All classes should visit the library at least 1x weekly to choose and change books. These should be checked in and out using the electronic system. Children may visit the library more frequently if required.

**Book Corners** should be inviting and include relevant topic books and a range of fiction. These texts should be selected by the class teachers and signed out of the library each half term.

## **HOME READING**

All children should take reading books home and have them changed regularly.

- EYFS and KS1 – RWI Reading Scheme book + Free Choice Book
- KS2 – 1x fiction or non-fiction book

Children are also issued with a Reading Record that should be must be sent home daily. Parents in EYFS and KS1 should be signing these daily when their child/children read at home. In KS2 children are expected to record their reading daily and make comments using the Destination Reader sentence stems. These must be monitored and checked by classroom staff.