



Roskear Primary & Nursery School

## Reading Policy

<b>Accepted by Governors</b>	
<b>Review Date</b>	October 2024
<b>Associated Policies</b>	English Policy/ Homework Policy/ Marking Policy/ Teaching and Learning Policy/ Assessment Policy

“All children should be given access to hear and read beautiful language and experience what it’s like to lose themselves in a story, caught up in excitement, laughter, fear or joy.”

It is our job to “help children to develop a genuine desire to read.” (James Clements, 2017: Teaching English by the Book)

### Our objectives in the teaching of Reading are:

- ✓ to help them to become fluent, independent readers with a good understanding of texts, through an appropriate focus on word, sentence and text-level knowledge;
- ✓ to develop the habit of reading widely and often, for both pleasure and information, through contact with challenging and substantial texts which reflect our literary heritage;
- ✓ to acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading;
- ✓ to raise standards in reading, ensuring all children make progress in line with national expectations;
- ✓ to identify Higher Achievers and ensure they are given access to challenging texts - and the chance to respond with insightful analysis of the texts effectiveness using an in-depth understanding of spelling, punctuation and grammar.

### Guidelines for the Teaching of Reading

#### FS/ KS1

In EYFS the literacy area of learning is included within continuous provision and gives children opportunities to develop basic skills.

#### RWI

In the Foundation Stage and Key Stage 1, children are taught English through a synthetic phonics programme (RWI). Every child is assessed on entry and placed within a group of children learning phonics at the same level. These assessments are reviewed by the RWI Lead half termly and groups are adjusted accordingly. The programme is followed until every child can read fluently, confidently and with understanding.



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### **RWI- Off the Programme RWI Comprehension**

Once children have progressed beyond the RWI programme they join a KS1 RWI Comprehension Scheme. This group ensures children are revisiting RWI sounds daily, the teacher's main focus is to help children begin to use comprehension skills when reading. During these lessons children access a wide variety of reading materials; both fiction and non-fiction, on My On, thus ensuring children expand their comprehension skills. These children will also join the Accelerated Reading programme.

### **KS1 Taught Reading Lessons**

After completing at least a half term of RWI Comprehension (and dependent upon individual assessment and need) children will then progress on to whole class direct teaching of reading where written responses will be evidenced in reading journals. Children receive 5 taught reading sessions per week. In the taught sessions, children share a fiction novel over weeks 1 to 5 and a poem in week 6 - every Friday they will engage in Non-fiction Friday texts (one of which will be a biography of the author they are reading). During these sessions children are taught reading strategies (using the National Curriculum domains and the VIPERS icons) that help children to improve their comprehension over a wide range of texts. This includes classic and modern texts and where possible they are linked to their unit of learning.

### **Foundation Stage**

In addition to this the children in Reception have guided reading sessions one afternoon a week where the focus is on speed sounds, blending and fluency following the RWI format. Scaffolding is provided using sound mats and levelled books and children are grouped according to ability.

### **Reception**

Reception children have at least 3 stories/ poems per a day in addition to the Talk for Writing programme that is followed in English lessons. During these sessions the focus includes reading, producing story maps and retelling of the stories once a day.

They also share a story at the end of the day. Thus, ensuring that children have access to a wide range of reading throughout the school day.

### **Year 1 and 2**

In addition to the daily RWI/ RWI comprehension lessons, children also follow the Talk for Writing programme in English lessons. During these sessions children focus on reading and re-telling a text. They also share a class story daily, so that children have access to a wide range of reading throughout the day.



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### **KS2**

Reading is delivered outside the English lesson and is planned for in accordance with the objectives set out in the National Curriculum 2014, with all year groups using the Accelerated Reading programme.

### **KS2 – Taught Reading Lessons**

Children from years 3 to 6 participate in reading sessions where whole class direct teaching of reading will take place with written responses evidenced in reading journals. Children receive 5 taught reading sessions per week. In the taught sessions, children share a fiction novel over weeks 1 to 5 and a poem in week 6 - every Friday they will engage in Non-fiction Friday texts (one of which will be a biography of the author they are reading). Children are taught reading strategies (using the National Curriculum domains and the VIPERS icons) that help children to improve their comprehension over a wide range of texts. This includes classic and modern texts and where possible they are linked to their unit of learning.

### **KS2 and Year 2 – Accelerated Reading**

Children take a Star Reader test every half term, this generates an appropriate reading level for each child, allowing children to choose books from the school library of AR books. Accelerated Reading is monitored for progression by the class teacher on a weekly basis and children will be encouraged to read through in-class and whole school participation of a word count competition.

Children identified as struggling readers receive additional support through Fast Track Tutoring (RWI intervention) as well as Nessy and specific intervention. AR produces planning reports for each individual child so that class teachers and TAs are aware of areas that need intervention both as a whole class and for each child. This is monitored by the class teacher.

### **Reading Areas**

Each classroom will have the following:

- Good condition and high-quality range of fiction and non-fiction books
- Class libraries (from Nursery up to Year 6)
- Year 2, 3,4,5 and 6 will have their own selection of Accelerated Reading books outside the classrooms
- Every class shares a daily story session with books chosen from their class library

In addition to this, there is a well-stocked school library that is open every lunch time and used on a time-table basis by every class for their Book Talk sessions.



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### **Assessment, intervention and monitoring**

Reading is assessed continuously using Accelerated Reader, RWI assessments and teacher assessment beyond Foundation stage and reviewed by the Reading and RWI Leaders. Interventions are available for pupils across the school on a small group or 1:1 basis for reading, in addition, a specific intervention programme (Fast Track Tutoring and Nessy) is in place to help close the gap with pupils who require additional support with reading and comprehension skills.

The Reading and RWI Leaders will have release time to assess data, carry out observations and book scrutiny's as and when required.

### **Reading at Home**

**Reception:** Children take home RWI book bags, with set 1 speed sounds, the letter formation booklet, sound blending book and a book to share with their parents/ carers.

**Year 1 and 2:** Children will take home a core story, a book bag book and a book to share with their parents/ carers.

**KS2 and children off RWI programme in Year 1 and 2:** Children take home AR levelled books that are within their reading level to read as well as having access to the Myon platform where they can read books and take AR tests. Children are also encouraged to borrow books from the class library and the school library.

### **Further Reading Immersion**

Pupils also have the opportunity to celebrate different reading events, such as: World Book Day, National Non-Fiction Week and Reading Week.

Across Reception, Years 1, 2 and 3 children are able to collect karate bands for reading at home. While in KS2 children take part in the word count competition.