

Reading Policy 2020

Aims and Objectives:

Reading is taught at Bourton-on-the-Water Primary School so that pupils can read with fluency, accuracy, understanding and enjoyment. We believe reading is an essential life-long skill and encourage children to learn to read for pleasure. Pupils are taught to read a range of texts (including fiction, non-fiction and poetry) in various forms, both in print and using ICT resources. This policy is intended to ensure consistency across the school in terms of the teaching of reading and should enhance learning by

- Clearly setting out teaching practices and the framework around which reading is taught
- Setting expectations around planning, delivery, marking and assessment
- Focussing on reading across the curriculum

Agreed Procedures for Teaching and Learning

Teaching Reading:

- Phonics
 - Pupils in Key Stage 1 are systematically taught Phonics using the Read Write Inc Scheme
 - In Year 3 – Children will be reminded of the sounds during lessons before being taught spelling rules
- Shared Reading
 - Shared Reading takes the form of
 - Reading a short text together
 - Teacher Reading and Children Echo either as a chorus or an individual
 - Text length and sophistication grows as pupils get older
- Guided Reading
 - Takes place outside the 'literacy session'.
 - Children will be in a teacher (or TA) led group for at least **15 minutes per week**
 - The Teacher will lead one group, and the rest of the class will work independently on an automaticity activity such as a structured SPAG task, a simple vocabulary game, a simple reading comp or memory game
- Vocabulary
 - From Year 2 children will be taught vocabulary
 - at the start of a comprehension session. This vocabulary will reflect Tier 3 words associated with a specified TOPIC or Tier 2 words
 - **From Y5** - as a guided reading task to find synonyms, antonyms etc ...
- Comprehension
 - Will be a regular activity for English lessons
 - At least one comprehension per half term will relate to the Topic being covered
 - A Comprehension lesson will start with a glossary session to introduce new words or wider vocabulary
 - Scaffolds will include – simplifying (not a different text) or working as a small collaborative group
- Listening to a Story
 - Teachers will read to the class at least 2 times a week and discuss elements of the narrative
- Fluency
 - The ability to read fluently is essential to good comprehension. To that end children will be listened to read on a 1:1 basis at least once a week.
 - To improve reading levels, children working over a year below reading age expectation should be listened to on a one to one basis at least 3x a week. (TA, other adults and older buddy readers could be used to listen to these children)

Teachers will use the **objectives** from the Literacy long term skills as a focus for Guided Reading and record progress using the SPS sheets each week.

Home Reading Systems:

- Reading books will be sent home as an official homework to be practiced each night (see homework policy).
- Children will begin working on banded reading books at level 1, and will progress through the scheme to band 11. When the class teacher or TA feels that a child is reading securely in a band, s/he will assess whether the child should move to the next band. After a child has mastered band 11 s/he will then be eligible to move on to 'free reading' books. For advanced readers a wider selection of books will be available (Wizard's Apprentice in Y3/4 and Word Wizards in Y5/6).
- Opportunities for books will be changed will be made available at least 2x a week, on completion of a book and related comprehension activity. Children working on bands 1-9 will answer a simple question about the text that they have read; while more experienced readers will complete a comprehension task. Tasks become progressively more difficult with the age and experience of the child.

The policy will be reviewed by the English leader in 2020,

It will be monitored by:

- Observing Phonics sessions
- The impact at national testing in Year 1
- Observing Guided Reading sessions and monitoring the impact and success against SPS grids termly
- Monitoring how often children are changing books (focus on activity progression) 3 times a year
- Observing and Book looks focussing on Comprehension sessions across KS2
- Judging the attainment of higher ability pupils at the end of each key stage (SATs results) and progress made by other groups