



English Policy

Reading

Reviewed: June 2018

Next Review: April 2019

Signed by Headteacher:

Date:

Signed by Chair of Governors:

Date:

Rationale

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.

Aims and Objectives

Reading for pleasure

Rivers (WAT) children enjoy reading because:

- They have easy access to a range of high quality texts many of which have been read and recommended by teachers
- They hear stories and read every day
- Their environment encourages them to get lost in reading and develop a love of books.
- It makes them think and helps them ask questions

Reading comprehension

Rivers (WAT) children understand what they are reading because:

- Reading skills (domains) are explicitly taught
- They are challenged to think beyond the obvious
- They regularly discuss their feelings and ideas about books
- They apply their wider reading when discussing and comparing texts
- They can apply skills in different contexts
- They are able to ask and answer questions about what they have read
- They can talk about their reading preferences and recommend books to others

Reading as a writer (teaching grammar in context)

Rivers (WAT) children apply the writers' techniques they have read because:

- They recognise the impact a text has on them
- They can talk about authorial intent (vocab, grammar and structure)
- They can recognise the grammar and literary devices within a text

A Culture of Reading

Developing a culture of reading at Rivers Primary Academy is fundamental to the progression of the children not only in reading but across all other subjects.

In classrooms teachers will place a high value on books and reading by: ensuring that the classroom has a well-designed and looked after book corner, using E.R.I.C time so that children are provided with daily opportunities for children to read independently and ensuring that daily class reading aloud of aspirational and engaging texts happens at the end of everyday

Organisation

- Children are taught to read in daily Guided Reading Sessions that are varied and engaging.
- Shared Reading Texts in English lessons are linked with Topic work and are of a high quality.
- Children are given the opportunity to read individually during E.R.I.C time.
- Children are exposed to high quality texts through shared class read which takes place at the end of every day for 15 minutes.
- Children in KS1 are also heard to read regularly on a one to basis with an adult. Those who need extra support or motivation are heard to read on an individual basis in KS2.
- An extra 20 minutes discrete phonics session is delivered daily from Reception to Year 1. Year 3 to 6 receive 1 timetable hour of SPAG weekly.

Phonics

Reading decoding

Rivers (WAT) children can read fluently because:

- Phonics is taught systematically
- They have daily sessions which are practical and engaging
- They can apply their phonics to find meaning in a text

Assessment

- End of Key Stage 1 Assessments.
- End of Key Stage 2 Assessments.
- PIRA reading assessment delivered termly for Year 1 upwards.
- Phonics screening test at the end of year 1 and tested annually for those children who fail.
- Spelling, Punctuation and Grammar test at the end of Key Stage 2.

Tracking – formal and informal

- Teachers track progress and report termly to head teacher.
- Teachers use our Trust wide assessment tool to track the ability of the children against key year group objectives.
- Progress in English is reported informally through open evenings and other contact with parents/guardians.
- A formal report is presented to parents annually, detailing progress made, indicating areas needing support and giving targets for improvement if appropriate.

Parental Links

Parental engagement with reading is very important to the development of our children's reading. In order to develop parental links at Rivers Primary Academy we:

- Hold workshops for phonics.
- Book day events.

- Home/School reading diaries.