



# Mayville Primary School

## Reading Policy

### 2022

Approved by:

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Last reviewed on: March 2022

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

*"If you don't have time to read, you don't have the time (or the tools) to write. Simple as that." — Stephen King*

## **1. AIMS**

1.1 At Mayville Primary, we believe that reading is one of the most important skills we teach our children. We want them to learn to read quickly and effectively, so that they can access learning in all areas of the curriculum. To support this, we have an emphasis on early reading and phonics from nursery and into Key Stage 1. Alongside the important skill of decoding, we teach children how to comprehend and understand what they are reading. We aim for all children to have strong word recognition skills and strong language comprehension skills. Our expectation is that all children will be fluent readers by the end of Key Stage 1. We are determined that every pupil will learn to read at Mayville Primary School and we aim for everyone to develop a life-long love of reading.

1.2 We aim for each child to:

- have a positive attitude towards English
- have self-confidence in their ability
- be able to work enthusiastically, co-operatively and with perseverance
- be able to think independently
- experience a sense of achievement regardless of age or ability
- be able to apply previously acquired concepts, skills, knowledge and understanding to new situations both in and out of school
- be able to communicate with peers and adults, ideas, experiences, questions, clearly and fluently, using appropriate language
- have equality of opportunity regardless of race, gender, or ability
- be aware of the uses of literacy beyond the classroom
- be effective, competent communicators and good listeners.

## **2. AIMS OF READING**

2.1 We want our pupils to enjoy and be engaged in reading, to be able to use their reading skills to help them learn and to develop an increasing confidence and competence in reading. This will allow them to:

- Read fluently, accurately and with understanding
- Become independent and critical readers and make informed and appropriate choices
- Select information from a wide range of texts and sources including print, media and ICT
- Evaluate sources effectively
- Apply techniques such as skimming and scanning effectively in order to research and appraise texts
- Develop silent reading.

### **3. TEACHING AND LEARNING STYLE STRATEGIES FOR READING**

3.1 Across the whole curriculum, teachers will provide activities for pupils to:

- Read and follow written instructions
- Read to explore and develop understanding
- Learn how to skim and scan for information in a text
- Learn how to select from written material and challenge the information they are given in books, textbooks, newspapers or from ICT sources
- Use graphic organisers to consolidate learning.

3.2 Teachers will provide reading material of high quality, which is up to date, relevant and balanced in its presentation of culture, ethnicity and gender. Reading material will be appropriate for the age and ability of all students. All teachers will have a record of their pupils' reading age to support differentiation and inform intervention strategies.

### **4. EARLY READING**

#### **4.1 Our Phonics Programme**

4.1.1 We teach children how to decode using a single systematic synthetic phonics programme called Read Write Inc. Fidelity to one scheme ensures that the teaching of reading in our school is consistent, effective and that irregular words are fully learnt. All staff, Key stage 1 and Key stage 2 have been trained to teach phonics. In Early Years and Key Stage 1, all teachers and teaching assistants are experts in the teaching of phonics and receive regular training and development.

4.1.2 Children of year 1 have banded phonics sessions on a daily basis for approximately 40 minutes. Phonics assessments are conducted at the end of each half term, which determines children's phonics abilities. Ongoing assessments are also conducted throughout the term as and when needed. Children of year 1 are assigned phonics homework (based on the sound they are learning on any given day) on a daily basis and banded Read Write Inc. books are given to children every Friday which the children are expected to read at home, in order to consolidate the week's learning of sounds.

4.1.3 In the summer term, and near to the phonics screening checks, cusp children of year 1 embark on daily phonics mentoring sessions for 10 minutes with children who are considered higher ability in phonics. Afternoon phonics interventions are also run by Enrichment Officer for children who have gaps in their phonics knowledge. Children of year 2, who did not successfully pass the phonics screening check also join year 1 banded phonics groups in order to address the gaps in their learning.

4.1.4 Children who are considered higher ability in phonics, whom complete their set sounds (phonemes, diagraphs and trigraphs) a term prior to the phonics screening check, then move onto whole reading activities during their phonics banded sessions by using the bug club programme in the computer room. Teachers will ensure that books placed in children's virtual baskets are suitable for their reading level and are age appropriate.

## **4.2 Nursery Phonics**

4.2.1 The silly soup programme is implemented in nursery. Silly soup is an interactive phonics programme where nursery children learn simple phoneme sounds through rhymes and songs. Children in phonics are placed in three different groups according to their ability.

## **4.3 Reception Phonics**

4.3.1 The Read Write Inc. programme is also implemented in reception. A whole class phonics teaching approach is adopted in reception where phonics sounds are differentiated amongst groups of children. Reception teachers also assess the phonics ability of children in their class at the end of the spring term. In the summer term, all phonics groups in reception are banded.

## **4.4 KS1 Phonics**

4.4.1 Phonics is assessed on a regular basis in year 1. The Read Write Inc. assessments are used by Enrichment Officer in order to formally assess children's knowledge of sounds and blending skills. The phonics assessments are then used to inform phonics banding groups for the term. Phonics banded sessions for cusp children are normally delivered by more experienced phonics teachers and LSAs in year 1. In consultation with year 1 teachers and LSAs throughout the term, Enrichment Officer reassess individual children in order to identify gaps in learning, children are also moved to new phonics groups after assessment is completed.

## **4.5 Phonics Screening Checks**

4.5.1 Phonics screening checks take place on a yearly basis (during the summer term) and children of year 2 who did not successfully pass their phonics screening checks in the previous year, are expected to retake the phonics screening check alongside the year 1 pupils. The phonics screening check are administered by the class teacher and children of year 1 sit a mock test with the class teacher a week prior to the phonics screening check week.

## **4.6 KS2 Phonics**

4.6.1 In Key Stage 2 some children in year 3 may continue to access the Read Write Inc groups in Key Stage 1 for a short time. Children who have not yet successfully completed the Read

Write Inc programme will take part in 'hot spots' and catch up sessions with staff trained in delivering Read write Inc.

## **5. EVALUATION AND MONITORING**

- 5.1 Monitoring of the standards of the children's work and the quality of the teaching in Reading is the responsibility of the reading lead. The work of the subject leader also involves supporting colleagues in the teaching of reading, being informed about the current developments in the subject, and providing a strategic lead and direction for the subject in the school. The subject leader meets regularly with the headteacher and gives termly summary reports in which she evaluates the strengths and weaknesses. Termly summary reports evaluate the strengths and weaknesses in the subject, and indicates areas for further improvement. The subject leader has allocated time, in order to enable her to review samples of the children's work and undertake lesson observations of reading teaching across the school.

## **6. ASSESSMENT**

### **6.1 Reading Assessment**

- 6.1.1 Once assessed children are placed on a book band. All children are regularly assessed to monitor progression. Children in KS1 are given a banded book to take home on a weekly basis (once a week) and a book to take home which is unbanded and for them to enjoy. KS2 children are given a book to take home and reading records are checked. Assessment papers are given to the children on a termly basis (refer to Assessment Policy for further detail). However, year 2 and year 6 are an exception to this as children are assessed more regularly (every half term) in the lead up to the SATs.

### **6.2 Reading Comprehension Assessment**

- 6.2.1 Teachers assess children's work in reading in three phases. The formative assessments that teachers make as part of every lesson help teachers to adjust their daily plans. Teachers match these short-term assessments closely to the teaching objectives. Teachers use formative and summative assessments to measure progress against the key objectives, and to help them plan for the next unit of work. These assessments are also used to evaluate progress against school and national targets. They are reported back to and discussed with parents and are discussed during pupil progress meetings. Teachers assess the evidence collected against the national curriculum objectives and a tick sheet is kept in the front of reading comprehension books. At the end of each term, assessments of reading are recorded onto Target Tracker. Children undertake the national tests at the end of year 2 and year 6.

## 7. RESOURCES

- 7.1 There is a range of resources to support the teaching of English across the school; all classrooms have dictionaries, thesaurus, tailor-made vocabulary mats and literacy-rich environments as well as creative and imaginative book corners. All classrooms have a selection of fiction/ non-fiction texts and children have permanent access to the school library. In order to support children who are struggling with reading, Barington Stokes books and Nussy interventions are used regularly. These books are banded and are used throughout KS1 and KS2.

## 8. HOMEWORK AND THE ROLE OF PARENTS

- 8.1 We see parents as important partners in the process of developing children's Reading skills. This is because:

- They have an important influence on children's language before they come to school
- They provide valuable support at home in helping children to become fluent readers
- They offer a useful audience for children in their development as speakers and listeners, readers and writers as the children move through the school (e.g. phonics, reading, SAT's revision).

- 8.2 **We therefore encourage parents to play their full part in their children's education by:**

- Involving parents in the school's reading programme from the moment their child starts school. Parents are also invited to KS1 and EYFS phonics workshops and are invited to SATs workshops related to how they can support their child with their Reading SATs assessments.
- Updating the reading guidance for parents as their children move through school so that they can continue to offer appropriate support.
- Give parents termly outlines of the curriculum areas in Reading that each year group will be focussing on. Parents are also informed about their child's target during parent consultations with their child's class teacher.
- Welcoming offers of help from parents to assist in school by listening to children read.
- Sending homework home in accordance with the school's Homework Policy and encouraging parental support in reading via weekly homework.
- Parents are also invited to parent reading morning in EYFS, KS1 and KS2 on a weekly basis.

- 8.3 Information is also regularly shared on the school website, curriculum letters, during Phonics workshops, SATS meetings, parent information evenings and parents' evenings. As children progress through the school, they become more independent in recording what they have read in their reading records. We recognise the value of adults (both in school and at home)

reading aloud to children, in order to improve their grasp of story language, enthuse them with a love of books and inspire them as writers.

## **9. EXCELLENCE IN READING**

9.1 Visiting authors and performing arts groups are also actively sought, providing children with stimulating and enjoyable experiences associated with reading. Special events such as World Book Day and visiting book fairs are also used to promote excellence in reading. Children are also encouraged to take an interest in their own reading development and the reading development of others by the use of paired reading. Older pupils support younger children in the development of their reading and gain self-esteem and a sense of achievement from doing so. These paired reading sessions take place once a week whereby KS2 pupils listen to their KS1 reading buddy, read a story book.

### **9.2 Reading Clubs for the more able children (KS1 and KS2)**

9.2.1 The more able pupils from each year group attend a Reading club once a week. The reading clubs are delivered by middle and senior leaders across the school. The purpose of these reading clubs is to develop high order reading skills among the more able pupils across the school. At the end of each half term, pupils are encouraged to publish a book related to the book previously read in reading club.

### **9.3 Local Library Visits**

9.3.1 Every year group visits the local library (Leytonstone Library) once a term. The purpose of these visits is to promote reading at home as much as possible and to encourage parents and children to get library membership cards. During these visits, the librarian reads a range of books to pupils and pupils are provided with membership forms for their parents to complete at home.

## **10. READING REWARDS**

### **10.1 Reading Stars**

10.1.1 Every week, the reading stars are presented to selected pupils from each class where they are presented with a certificate and star badge, during whole school assemblies. Reading stars is a reading reward system whereby pupils are expected to read 20 books by the end of the year in order to achieve the gold star. Pupils are expected to evidence their reading of each of the 20 books by writing book reviews or completing a reading activity of some type. The first 28 children across the school to arrive at gold first, are rewarded with a school trip at the end of the academic year.