

Manor Hall Academy



READING POLICY

CICELY HAUGHTON SCHOOL

Building Relationships

Celebrating Success

Promoting Change

Amendments

CICELY HAUGHTON SCHOOL

READING POLICY

Every child has the right to a good quality education - Article 28
UN Convention on the Rights of the Child.

Vision-

Together, we are committed to creating a supportive environment, built on care and respect, in which all children are encouraged to believe in themselves and aspire to be the best they can be.

Purpose-

There are four main purposes to this policy:

- To establish an entitlement for all pupils;
- To establish expectations for all teachers and school staff;
- To promote continuity and coherence across the school;
- To state the school's approaches to this subject in order to promote an understanding of reading and its place within the curriculum;

The importance of reading-

Everyone at Cicely Haughton acknowledges that the ability to read is fundamental to pupils' development as independent learners. In order to read across the curriculum with fluency, accuracy, understanding and enjoyment pupils need to orchestrate the range of strategies, depicted in the New National Curriculum (2014), drawing upon knowledge of context and grammatical knowledge; applying phonics knowledge and skills; applying graphic knowledge and developing word recognition.

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as having extreme importance in the curriculum and is split into two main dimensions:

- Word reading
- Comprehension (both listening and reading)

It is essential that, by the end of their primary education, all pupils are able to read with fluency, and with confidence.

Strategy for implementation

English/RWI Phonics Lessons

Literacy lessons provide the structure which enables reading to be taught.

The role of the teacher is:

- to follow the school's policy with the aim of helping pupils to become confident and independent readers;
- to model the act of reading through shared reading and to provide focused support through guided sessions;
- to assess the pupil's progress as a reader and provide explicit guidance for their development;
- to use reading to foster a love of reading as an enjoyable, stimulating and worthwhile activity;

- to create a supportive environment for reading;
- to provide a wide range of appropriate and stimulating texts to encourage the love of reading.

In shared reading, the teacher models the reading process to the whole class as an expert reader, providing a high level of support. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and high levels of collaboration. The children's reading targets are taken into account and included in the planning where they are being taught. In KS1, when modelling reading, the pupils are encouraged to join in where appropriate. The texts selected are rich and challenging, being beyond the current reading ability of the majority of the class. In KS2, children have access to the text either individually or with a partner or at times as a whole class or group. They are expected to follow the text as the teacher reads and occasionally read out loud in an environment which encourages children to have a go and feel confident in sounding out unfamiliar words.

English lessons and phonics sessions are usually streamed and within those groups, our children take on the responsibility of developing their reading ability. In all classes, children have a wide range of confidences, and we seek to provide suitable learning opportunities for all groups of learners by matching the activity to the ability of the child through differentiation based on reading ability. Some lessons are planned to promote independent work while in other lessons, children are given the opportunity to talk and collaborate with their peers, thus embedding and enhancing their learning.

Teaching Assistants (TA's) are used to provide further individual support in the classroom and ensure they effectively support either groups of learners or specific learners. They are supported and directed by the class teacher and all receive appropriate training and direction to deliver their role as effectively as possible. All staff within CHS complete RWI training within the first year of them beginning employment at the school (usually sooner).

RWI is divided into two distinct programmes- Phonics and Literacy and Language. All the children are assessed on their phonic knowledge through a RWI Phonics Assessment when they arrive at the school. If they require further phonic teaching they will be placed in a RWI Phonic group according to their ability. If they are successful with their phonic knowledge their reading ability will be assessed using the Salford Reading Test; they will then be grouped in a RWI Literacy and Language class for their ability.

Phonics

During early reading, the pupils' phonological awareness and phonic knowledge is developed as they follow the RWI programme through daily phonics teaching. In Key Stage Two, phonics is continued through the following of the RWI spelling programme by experienced teachers and teaching assistants. Our phonics policy details more information about the teaching of early reading throughout school.

Zone 2+3

At this stage the emphasis is on developing children's interest and pleasure as they learn to read independently and with confidence. They focus on words and sentences and how they are put together to form texts. They bring meaning to the texts they read and say what they like or dislike about them. Enlarged texts, selected from the appropriate range of texts - fiction and non-fiction - are used for shared reading at Key Stage One. Teachers model a range of reading strategies, including the identification of sentence structure and the function of punctuation marks, and give pupils opportunities to practise phonic skills and word recognition in context.

Zone 4,5 and 6

Children encounter a wider range of texts in fiction, poetry and non-fiction. Teaching focuses on developing children's reading skills, e.g. generalising and making inferences by drawing on evidence from the

text. There continues to be a high level of interaction between teacher and pupils with teachers inviting pupils' individual responses and interpretations rather than narrowly focused comprehension.

The texts chosen offer challenge to all children in the class. The texts chosen are of a high quality and children can follow as the text is read to them through having a book individually or with a partner. Throughout the reading part of the literacy journey, the children undertake tasks to deepen their understanding of the text. Sometimes these work best before the reading of the text (e.g. raising prior knowledge, making predictions on the basis of title and illustration, whetting the reader's appetite), sometimes during (e.g. giving advice to a character at a point of crisis or decision, noting personal response in an on-going reading journal), sometimes after (providing opportunities for reflection on the whole text, mapping a character's literal or emotional journey). The intention is to illuminate text and keep the pupils focused on their personal response and critical interpretation.

The learning environment

All classrooms have well-stocked book areas with fiction and non-fiction titles. Care is taken to ensure that a wide range of texts is available in terms of content, form and genre, e.g. texts which are accessible and challenging, texts which show cultural diversity and avoid stereotyping of race, gender and class.

The learning environment should also promote reading in an engaging way. There should be an abundance of vocabulary for the children to access. Throughout the school, the classrooms have displays with graphemes and sound charts to support the teaching of RWI phonics.

In addition, pupils are made aware of the importance of print both inside and outside the classroom through the use of inter-active displays, notices, charts, posters, advertisements, signs, etc.

Assessment of Reading

The children take the SALFORD reading test termly and RWI Phonics Screen on a termly basis which assesses the pupils' progress and determines a new reading range for them so the variety of books available to them is continually changing whilst maintaining an appropriate level of accessibility of book bands and texts. The groups are revisited and children moved where appropriate to enable them to access the correct level of curriculum content.

Individual programmes for teaching and support are drawn up as appropriate by teachers in conjunction with the English lead and SEND co-ordinator. Care is exercised to ensure that parents and carers are involved appropriately and kept fully informed of their children's progress.

Teachers are responsible for assessing the progress of all pupils in their class. When the pupils have achieved a level of fluency and independence, it is the teachers' task to ensure that a range of reading is then tackled, including texts which provide challenge and extend pupils' reading.

SATS (Standard Assessment Tests) are given at the end of Year 2 and 6. They are used to show children's progress in reading. In KS1 the tests are more informal and the results are used to back up teacher assessment, while in KS2 the tests are more formal and papers are sent away for external marking.

The school has achieved dyslexia friendly full status and as such will give due regard to dyslexia friendly strategies and objectives.