



**LONGSPEE**

*High Expectations on the Journey to Success*

# **LONGSPEE ACADEMY**

## **Reading Policy**

Adopted by Governors:

Summer 2012

**HIGH EXPECTATIONS ON THE JOURNEY TO SUCCESS**

**PART OF AMBITIONS ACADEMY TRUST**

# **Reading Policy**

## **Introduction**

Reading is a complex skill with many components. Successful approaches to the teaching of reading should encourage children to use a variety of strategies in their pursuit of meaning.

It is important to lay firm foundations in this crucial area of the curriculum and establish a consistent whole school approach to the teaching of reading.

## **Aims**

This policy aims to:

- Develop an interest in and a love of books, encouraging children to become attentive listeners, independent and reflective readers.
- Develop reading strategies and skills, accuracy, fluency, understanding and response to texts.
- Develop the ability to use and manipulate a variety of texts, both fiction and non-fiction.
- Develop childrens' experiences through a variety of text including the use of libraries, ICT and other available media.

## **Guidelines**

These will ensure a progression of reading throughout the school and a cohesive approach to reading the following guidance must be followed.

## **Phonics**

All children will be taught phonic skills through Letters and Sounds. This will take place through dedicated phonics lessons.

Children will be ability grouped for these lessons and these groups will operate across the whole school. Once the children are secure within Phase 5 of Letters and Sounds they will progress to the Academy Spelling scheme which will continue to develop their knowledge of sounds and words so they can become fluent readers and increasingly accurate spellers.

## **Shared Reading**

This takes place during a literacy session and as such is planned within the literacy plans. This includes big books or texts displayed on the Interactive White Board. During this time specific reading skills or features of differing genre will be taught. This is an opportunity to discuss the use of language and widen the children's vocabulary.

## **Individual Reading**

All children will have at least one Individual Reading Book either from the schools graded reading scheme or the School Library first free reader books and free reader books. Children who are free readers may also bring a book of their own choice from home with the agreement of their teacher.

## **Early Years Foundation Stage**

Children are heard read by an adult in school daily. This can take the form of key words, sounds or individual reading books. Each of these is recorded in the child's Reading Record Book.

Reading Books will be exchanged once the child had read to an adult in school. Children may be heard read by other adults such as Governors. Parents are expected to listen to their child read at home and ask questions about the book to check comprehension, making comments in the reading record book.

## **Key Stage 1**

Children are heard daily from their individual reading books. Children will experience individual reading with a member of staff in order to monitor their progress. This is recorded in the child's reading record book.

The Teacher monitors each child's progress using APP and sets targets based upon this. The targets are shared with parents and children and recorded on a target sheet which is at the front of the reading record book.

Key Words are also recorded and sent home for additional practice if needed.

## **Key Stage 2**

Children are encouraged to keep their own record of the books they read and parents are expected to listen to their children read. Opportunities for children to change their books will be given on a daily basis.

## **Key Stage 3**

Children are responsible for regularly changing their reading books, either from a scheme book or a free choice book from home or school. It is expected that most children will be on free choice books.

Reading Records are maintained by a member of staff. Targets for reading will be set for each child. Whilst it is not expected that parents will hear their child read, daily involvement in the process is still important. Discussions about the books read and understanding of issues covered help to improve reading skills.

## **Reading Aloud**

There should be opportunities planned for children to read aloud to a variety of audiences. These could be through Literacy Work or performances to audiences including the whole school. Higher order reading skills and reading comprehension are explicitly taught through planned literacy lessons.

## **The Role of Teaching Assistant**

Teaching Assistants are expected to take an active role in supporting children with their reading as directed by the Class Teacher. This can include working with groups of children during literacy, leading guided reading groups as appropriate or hearing individual children read. Intensive Support can also run intervention reading programmes across all Key Stages.

## **Working in Partnership with Parents**

The teaching of reading is greatly helped if there is a strong communication and support from parents. Reading books are sent home daily and parents are encouraged to hear their children read.

## **Assessment and Record Keeping**

Children are assessed in line with the schools Assessment Policy using a variety of means. Assessing Pupil Progress (APP) is used as a method of record keeping. Children are tested on a regular basis for phonic knowledge.

Year 1 children are assessed against the Governments standardised Phonics Assessment.

Year 2 children are assessed using the Governments standardised Reading Test.

Year 6 children are assessed using the Governments standardised Reading Test.

Pupil results are discussed during pupil progress meeting.

## **Children Requiring Additional Support**

Specific interventions will be put in place to support those children. A differentiated structured reading scheme as part of an agreed Individual Education Plan. Other intensive programmes may be used if the need arises.

Our policy is monitored to ensure that all pupils have equality of access to a range of reading opportunities and experiences so that all pupils achieve to the best of their potential regardless of gender race or culture.

The school will put in place positive steps to support those children who have limited access to reading at home through lack of parental education.

## **A Reading Culture**

A team approach is essential when creating a Reading Culture in school.

There should be opportunities for pupils to experience print around them through classroom notices, labels and signs. These should be discussed with the children and should take a variety of forms such as single words, phrases and complete sentences.

All classrooms should allow access to a wide range of books which should be well organised and easily accessible.

All adults should be good role models for children in modelling both reading aloud and silent reading.

This policy was written in consultation with the staff and will be revisited each year. A full review will take place every three years.

Next review: Summer 2015

This policy was agreed by the Governing Body.

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