



**Parkland**  
Primary School

Learning together

# Reading Policy

"Today a reader, tomorrow a leader."

Margaret Fuller

Reading Policy

Updated Sept 19

<b>Updated by:</b>	Clare Hill and Debbie Raymond	<b>First Issued:</b>	May 2017
<b>Approved by:</b>		<b>Last reviewed:</b>	Feb 2019
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## **Aims and Purposes**

We aim to enable our pupils to read confidently, fluently, accurately and with understanding.

We aim for the children at Parkland to use a full range of reading cues - phonic, graphic, syntactic, contextual - to monitor, correct and make sense of their own reading.

We aim to foster an interest in words and their meanings and to gain an appreciation of books from a variety of genres.

We aim to enable the children to find books interesting, to read with enjoyment and to evaluate and justify their preferences.

We aim to develop in the children a real love of reading and books.

## **The Foundation Stage**

At Parkland, reading is taught alongside Letters and Sounds initially. This initiative promotes a strong and systematic emphasis on the teaching of synthetic phonics to aid the teaching and learning of reading. As part of this scheme the children will be taught to:

- Discriminate between the separate sounds in words;
- Learn the letters and letter combinations most commonly used to spell sounds;
- Read words by sounding out and blending their separate parts;
- Study written representations of a sound and how it looks;
- Recognise on sight vocabulary identified as 'Tricky words'

Reading is taught through Guided Reading sessions and opportunities to practise and consolidate skills through independent reading. EYFS follow Letters and Sounds through a daily 20 minutes phonics session. The children are given opportunities to apply their phonic skills throughout the day.

Resources in Foundation Stage include: Bug Club guided reading books, Phonics Bug books, big books for shared reading, a wide variety of picture books available in each class reading area, PM reading books (reading recovery levels), book banded reading books.

## **Key Stage 1**

Key Stage 1 continues to follow Letters and Sounds to increase the children's phonetic knowledge. This is taught in discrete 20 minute daily sessions and opportunities are given to apply their knowledge throughout the day.

Reading is taught through weekly Guided Reading sessions, and opportunities to practise and consolidate skills through independent reading happen daily.

Children not reading at ARE will be heard at least 3 times per week by an adult, the teacher will hear them at least once a week. Records will be kept in the class reading folder.

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## **Key Stage 2**

Key stage 2 pupils are taught using a weekly whole class shared reading session, with an independent follow up activity during morning time and a cold text lesson during the week. Within these sessions a range of reading skills are taught to the children based on the national curriculum expectations. The areas of the curriculum are divided up into the 7 content domains –

2a: Give/explain the meaning of words in context

2b: Retrieve and record information / identify key details from fiction and non-fiction

2c: Summarise main ideas from more than one paragraph

2d: Make inferences from the text / explain and justify inferences with evidence from the text

2e: Predict what might happen from details stated and implied

2f: Identify / explain how information / narrative content is related and contributes to meaning as a whole

2g: Identify / explain how meaning is enhanced through choice of words and phrases

2h: Make comparisons within the text

## **Progression and Continuity**

### **Expectations**

At the end of EYFS: children are expected to be secure in phonics phase 3 and reading at book band 3.

At the end of Year 1: children are expected to be secure in phonics phase 5 and reading at book band 5-8.

At the end of Year 2: children are expected to be secure in phonics phase 6 and reading at level 10-11.

Children in KS2 will continue to build on their phonic knowledge to become increasingly fluent. They will use a wide range a reading strategies to develop their comprehension and vocabulary skills.

### **Teaching and Learning**

We will ensure that all children are given opportunities to study a range of good quality and interesting fiction and non-fiction texts from a variety of genres. They will have the opportunity to read 'real' books and newspapers, big books, posters, ICT based texts on individual computers and whiteboards, large texts, information booklets, banded guided reading materials and reading schemes.

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## Inclusion

Provision is made for all children such as SEND, Gifted and Talented, disadvantaged, gender, language and ethnicity. Additional support/interventions are given where appropriate and available. PIVATS are used to track progress and as a guide for teaching those children who need alternate provision.

## AR books

### Star Reading

Star reading is a computer-adaptive skill-based assessment linked to the requirements of the National Curriculum. It is used to determine students' reading levels for Accelerated Reader. It helps measure progress over time. Termly, children take a 20 min test which sets their level (ZPD) and helps teachers monitor progress.

A range of book levels recommended for each student based on their reading ability

The student has free rein to choose books from within their entire ZPD range



### Accelerated reader

AR holds a database of over 28,000 quizzes to ensure comprehension of books that children have read. It offers instant feedback and reports that can be used for monitoring. When children have finished a book they take a quiz to test their comprehension of the text.

Reading books are book banded (colour banded) and come from a variety of schemes.

Children are encouraged to read from a wide variety of genres.

There should be at least 3 dedicated reading sessions per week, where children read their AR book. These sessions should be 20-30 minutes long, during that time teachers can work with focus children to hear them read and work on their comprehension skills.

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## **Links with other Curriculum Areas**

Children will have access to a wide variety of print around the school. Classrooms will have well stocked and attractive reading corners providing both a range of fiction and non-fiction texts, reflecting cultures, gender and languages and books relevant to the topic being studied each term.

At least one learning journey each year, should be based on a high quality, age-appropriate text. This should be used to lead the learning and engage the children in their topic. A time should be made each day for the children to listen to a class text that is linked to their topic. During this time the teacher can model reading aloud and exposing the children to new and exciting vocabulary.

## **Reading at Home**

In KS1, children will have a reading book at their appropriate reading level to take home each day. Children may take more than one book if monitored by the teacher. Foundation Stage children will take home sounds they are learning in phonics and High Frequency words to help with their reading. KS1 children will take home relevant High Frequency words. Parents are invited to attend workshops to help to develop their understanding of the teaching of reading and the importance of books. A phonics pack and activities are available for parents to do at home with their child.

In KS2, children are encouraged to take home AR and library books for their enjoyment. Children will be encouraged to borrow books from the school library.

## **Assessing Progress**

In KS2 continuous assessment of the strategies employed by the child during independent reading sessions are ongoing, using the curriculum statement and assessment processes.

In KS1 phonics is assessed each half term and progress recorded on the class phonics tracking sheet. Reading levels are recorded on the class reading tracker each term.

## **Monitoring and Evaluation**

Teachers will be required to have a range of recording of reading teaching, including: reading statement assessment results, ongoing reading folders containing information about individual running record levels and interventions, reading targets and evidence of children's reading on an individual basis. Tracking sheets are monitored by the English leaders; and SLT as per the M & E timetables. The progress of classes and individual children are discussed at termly Pupil Progress Meetings. These will be held three times a year.

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**Resources include:**

Banded reading books.  
PM books.  
Levelled AR books.

**Policy Review**

Reading policy to be reviewed Spring term 2020.

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<b>Approved by:</b>		<b>Last reviewed:</b>	Feb 2019
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