



MICKLEOVER PRIMARY SCHOOL

Name of Policy: Reading

Date of Policy: May 2021

Member of Staff responsible: Mrs H Wildsmith & Mr S Welsh

Review date: June 2024

Signature: _____ **Chair of Governors**

Date Approved: _____

At Mickleover Primary School

We are:

Motivated to learn

Proud of our achievements

Successful and skilled for life



Reading Policy

INTENT

The intent of our reading curriculum is to deliver the aims of the National Curriculum in a way that teaches pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through our text based units, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading and writing enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society and this is what we strive towards in our curriculum. New knowledge which is sequenced and skills that build on what have been taught before work towards clearly defined endpoints.

At Mickleover Primary School we want to equip children with reading skills for life, so that they are confident readers of the future and can access the skills in all areas of school work and the wider world. As well as delivering and meeting the objectives of the National Curriculum we also want to foster a love of reading. By the end of Year Six we intend our children to have developed a confidence in reading that will allow them to discover more about the world and pursue personal interests.

AIMS AND OBJECTIVES

At Mickleover Primary School our reading aims are:

- To create a stimulating environment in which children are actively encouraged to enjoy books, and are motivated to want to read by themselves.
- To teach pupils to read efficiently and effectively for a variety of purposes.
- To teach the rules governing the structure of language and vocabulary.
- To provide children with an effective, rigorous and well-tracked phonics program in EYFS and Key Stage one that meets the requirements of The Letters and Sounds Program.

TEACHING AND LEARNING IMPLEMENTATION

FOUNDATION STAGE

Children will be taught to read in the Foundation stage using the Letters and Sounds resource from the DFES. Children will be rapidly introduced to phonemes (Phases 1-4) in the Autumn term and throughout the rest of the year, which will give them good foundations for learning to read. The 'tricky' and 'decodable' words from each phase will be introduced alongside reading books for children to develop a good sight vocabulary. Children will be introduced to a rich and wide selection of books, and reading will be modelled on a daily basis.

By the end of the foundation stage most children should demonstrate the following skills:



Read and understand simple sentences. They use phonic knowledge to decode regular words, read them aloud accurately, blend and segment. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

KEY STAGE ONE

In Key Stage 1 teachers will continue to build on the children's reading skills further by sharing books together and continuing to model good reading. As well as teaching the remaining phases 4-6 from the Letters and Sounds document. During whole-class lessons, children will be taught and encouraged to use the specific reading skills of Decode, Explain, Retrieve and Interpret. In addition, they will have the opportunity to do read in in groups, where teachers can target ability groups for reading and teach specific skills. Children will be introduced to a range of text types including; multicultural stories, poems, rhymes, fairy tales, traditional tales, encyclopaedias, dictionaries, non-fiction texts, picture books, stories by significant authors. Children will be taught how to read for meaning and answer questions about texts looking at characterisation and plot.

For children in key stage one who are struggling to read there is a scheme of books that these children can use and take home as their reading books. They can then be moved back onto the core reading scheme when they are ready. Some children may require intervention with extra phonics teaching to accelerate their progress. The Word Spark and Story Spark selection aim to accelerate phonics and vocabulary progress.

KEY STAGE TWO

In Key Stage 2 teachers are responsible for continuing the phonics program with children who need extra support in reading. Teachers will use 'whole-class' sessions to teach, and further develop reading skills (Decode, Explain, Retrieve, Interpret and explain author's Choice of language and their intent) and make assessments. A range of genres will be introduced to older children including auto biographies, letters, diaries, short stories, poems and play scripts. Children will be taught how to analyse texts and comment on author creativity. Children should have regular opportunities to read aloud to teachers and peers. From this the teacher can monitor mastery of sight vocabulary, application of phonics, development of fluency and expression, knowledge of the structure of language and audience awareness.

Teachers will keep records of their pupil's progress in reading and will report to parents regularly throughout the year. Reading achievements will be entered on the whole school tracking system.

READING SCHEMES

The core reading scheme is Oxford Reading Tree. This will be supplemented by other schemes to develop children's reading skills. Books will be chosen at the appropriate level for children as well as their key focus e.g. Word Spark books aim to build vocabulary skills and are 100% decodable to secure phonics. The reading books will be banded into colours in line with the national book banding scheme. Children will have to be fluent at one level before moving onto the next. Where appropriate, books will be fully matched to the child's phonics ability. Children will have the opportunity to read a range of books including stories, poetry, plays and non-fiction. Children will regularly read to their class teacher and comments on the children's progress will



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be noted in a home-school diary. Running records will be used against the national books bands to assess individual readers, ensuring that texts are instructional and 'instruct' learning to optimise progress; this focuses on word reading and comprehension skills combined.

LIBRARY

Choosing and reading books from the library is seen as very important in the development of independent reading. We aim for the library to be attractive and to provide a range of literature suitable for all age ranges and abilities. Children will visit the school library once a week to select a book, they will use the Junior Librarian System to issue their books and return them. The library will be used to research class topics and support learning in the classroom.

MORE ABLE READERS

We strive to ensure each child achieves their potential. An important part of this is ensuring more able pupils are sufficiently challenged and make optimal progress gains despite being naturally good readers. These children will be carefully tracked as part of our pupil tracking system and receive appropriate levels of challenge. This involves the texts being carefully selected to include challenging vocabulary, comprehension and word reading. We will also ensure more able pupils are challenged through high level questioning and in making strong and clear links between different texts, whilst building a varied reading repertoire.

COMPUTING LINKS

ICT will play an important role in developing the children's reading at school. Many internet sites are available to support the teaching of phonics with interactive games. Children can access the school's Learning Platform at home and follow links to reading games specific to their year group as well as Oxford Owl reading resource.

IMPACT - ASSESSMENT AND MONITORING OF READING

Through the delivery of our English curriculum at MPS, all children will have equal opportunity to become avid readers. Throughout the school year, children will read regularly with their teachers in order to identify how to improve their reading. Pupils from disadvantaged backgrounds will have additional support during the year to ensure they are on track to achieve.

Age related assessment criteria will be established in each year group. The children will be assessed against this through a variety of means; standardised tests, running records, reading comprehensions, teacher assessment and observations.

Reading running records will be used to assess word reading and comprehension against the national book bands and supports teachers in the planning, teaching and assessment cycle of reading. Teachers will be able to pitch individual reading books as well as their whole class reading lessons as a result of the rigorous assessment strategy. In EYFS, KS1 and any child who requires it thereafter, the running records are partnered up with phonics tracking which again, identifies key gaps for teachers to target in and around the literacy curriculum.



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Letters and Sounds is used across EYFS and KS1; it is used beyond this for children who require intervention in KS2. Phonics skills are carefully tracked and gaps are targeted through both the whole class pedagogy as well as specific intervention. Pre-screening checks also ensure that children who need extra support are quickly identified and learning is accelerated through additional high quality intervention.

An important aspect of our reading curriculum is our group reading intervention program that boosts learning and scaffolds vocabulary and phonic skills for the poorest readers in order to accelerate their reading progress and confidence. A carefully selected reading scheme will promote the sequential acquisition of gaps in phonics and vocabulary.

The monitoring of reading at Mickleover Primary is carried out in the following ways;

- Staff meetings to update teachers on new initiatives.
- Drop-ins and discussions with teachers across the school
- Co-ordinators to monitor planning and feedback to staff.
- Ensuring good quality reading books in all key stages for children to choose from.
- All children working within phases 2-6 in phonics will be regularly assessed and this information is passed onto the next teacher at the end of the year.
- Termly assessment of reading in KS1 & 2 recorded on the school's tracking system.
- Year 1 National Phonics Reading Check in the summer term.
- End of key stage SATs tests in reading comprehension
- Reading moderation exercises