

Paulton Junior School
Learning Together, Learning for Life
English Policy: Reading

Rationale:

1.1 Success in reading is crucial to the development of pupil self-esteem and motivation. The ability to read fluently and with understanding is essential in order to make progress in most other areas of the curriculum. The competent reader has the key to independent learning.

1.2 In order that pupils make good progress and work towards achieving their full potential, it is essential that all staff give the teaching of reading the highest priority.

Entitlement:

2.1 Every child's entitlement is specified in the Programme of Study for English.

2.2 All children will read to an adult at least once a week. For priority readers this may be more frequent.

Guidelines:

3.1 The teaching of reading requires a multi-strategised approach, stressing reading for meaning in a purposeful way. Hence a wide range of reading material must be available for all pupils across the whole curriculum.

3.2 Priority must be given to the development of reading in the key areas identified in the National Curriculum as 2 dimensions: word reading and comprehension. These key umbrella terms are taught daily through focused guided reading sessions. Reading for comprehension involves work based on the ability to recognise and recall -

Literal: facts, main ideas, sequence of events, comparisons and contrast, character statements and reasons.

Authorial: analyse, synthesise and organise ideas and information explicitly stated in the text. Explain why a writer has chosen to organise a text in a particular way.

Deductive: the ability to answer questions where the text does not actually tell us, but we can work out the answer directly from information the text gives us.

Inferential: ability to use ideas and information stated in the text with own intuition and personal experience as a basis for conjecture and hypothesis. It demands thinking and imagination that go beyond the printed page.

Evaluate: make an evaluative judgement. Explain why a writer has chosen to use a specific word or phrase and the impact the word or phrase has on the reader.

Appreciative: be emotionally and aesthetically sensitive to the text. To relate the text to its social, cultural and historical traditions.

3.3 Children will be encouraged to read for pleasure and information, being given the opportunities to experience a wide range of books and other reading material, including high quality literature.

3.4 The reading programme will include whole class, shared, group and individual sessions.

3.5 Appropriate reading strategies including phonics, will be taught to help children to learn to read fluently, independently and with understanding. All children will be encouraged to read a range of increasingly challenging texts.

3.6 Children will be given opportunities for reading aloud to audiences, including their own and other classes, groups of children and the whole school. The use of the group reading texts and plays may be included in the weekly reading programme, particularly in reading aloud sessions.

3.7 Children will regularly be given advice and guidance on extending choice in reading, according to individual ability. Regular book sharing session is to be encouraged. In order to extend reading skills the children will be encouraged to respond to text in a variety of ways.

- 3.8 All children will participate in a daily reading session which will provide opportunities to engage with guided reading, reading comprehension, English based activities and other reading tasks which class teachers will arrange at their discretion in accordance with their year group partners. This will be delivered through a whole class teaching approach.
- 3.9 All children will be encouraged to read for pleasure and information, therefore regular visits to our school library (and local libraries) will be activity encouraged.
- 3.10 Reading scheme material is based upon Accelerated Reader and the ZPD range approach. The use of this material gives the children the opportunity to practice their developing reading skills with texts that have a structured approach. Children can challenge themselves using the higher end of their ZPD range or enjoy reading for pleasure at the lower end of their range. Renewal and updating of all book stocks will be regularly and carefully planned, as will be the funding necessary to achieve such renewal and updating.
- 3.11 Reading skills will be developed across the whole curriculum, using fiction and non-fiction texts as appropriate.
- 3.12 Literature and poetry will be valued in their own right, particularly high quality classic literature.
- 3.13 Reading aloud by the teacher to the class will be important part of the school day throughout the key stage; classes are strongly encouraged to have a class reader.
- 3.14 Children with SEND will be given appropriate help and support, including the provision of materials to match individual need. All children with special needs will be encouraged to read with confidence and see themselves as readers, according to their individual ability.
- 3.15 The use of ICT will form part of the reading programme for the development of specific skills where possible. A variety of media including film and lyrics may be used as a stimuli to support learning.
- 3.16 Social, emotional, cultural and spiritual issues will be taken into consideration when reading materials are being selected.
- 3.17 Everybody concerned will be encouraged to develop a strong home/school partnership related to the development of reading skills. Children will take home books to read with parents and other adults, who are encouraged to make responses about pupil reading development in the School Reading Record. As a school, we expect at least 3 weekly comments from home in a pupil's record.
- 3.18 An annual school book week or day will focus attention on the pleasure of reading.

Assessment:

- 4.1 Reading assessments will take place termly (6 per year) in the form of Star Reader assessments. This will give children their ZPD range and provide teachers with key information about pushing their reading forward. Summative assessments in the form of NFERs where a standardised score and reading age can be produced will take place 3 times a year. This will ensure appropriate interventions in put in place to support learners as necessary: to extend and support.
- 4.2 Teacher assessments will be made on a regular basis through daily guided reading sessions and monitoring children's success on Accelerated Reader quizzes.
- 4.3 Standardised assessment tasks will take place at the end of the key stage through external testing – currently a 1 hour reading test. The outcomes of these are reviewed and any changes will be shared with all staff.
- 4.4 Teachers will keep comprehensive records of individual pupil progress in reading.

References:

Programme of Study for English
Accelerated Reader
NFERS

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