



CLIFFE V.C. PRIMARY SCHOOL

READING POLICY

Title	Author	Approved		Review Date
Reading Policy	AB / JT	Full Governing Body	Date July 21	July 23

CLIFFE VC PRIMARY SCHOOL'S READING POLICY IS BASED ON THE FOLLOWING PRINCIPLES :

- The ability to read is fundamental to many aspects of life.
- Reading is central to securing general progress and developing an understanding in a wide range of areas of the curriculum.
- The teaching of reading is to be given a high priority by all staff.
- Success in reading is crucial in developing children's self-confidence, motivation to learning, later life chances and quality of life in general.

AIMS :

- Develop fluent, confident and independent readers through a structured focus on word, sentence and text level knowledge.
- Encourage children to become enthusiastic and reflective readers by teaching them to understand and respond to a variety of texts.
- Give children the confidence to read aloud with expression and with clarity.
- Develop and extend the children's vocabulary through shared and guided reading.
- Help children to enjoy reading and recognise its value.

INTENT :

- Curriculum coverage throughout school will be based upon that prescribed by 'The Early Years Foundation Stage (EYFS) Statutory Framework' and the 'The National Curriculum - English programmes of study: key stages 1 and 2'.
- Curriculum objectives for reading will be reflected within the English section of individual class annual plans and teachers' short term lesson planning. In all plans there should be careful consideration for activities which are well matched to the range of ability within the class / group.
 - Individual class annual plans for English will give note to the following;
 - Curriculum Coverage
 - Rational
 - Pedagogy
 - Enhancements
 - Skills developed (transferable)
 - Knowledge acquired (Subject specific)
 - Vocabulary learnt
- Teachers in the Foundation Stage work to the objectives set out in the Early Learning Goals which underpin their curriculum planning. Later in the Foundation Stage year, the National Curriculum may be used alongside the Early Learning Goals, to ensure continuity and progression from one framework to the other.
- All National Curriculum Programmes of Study statements must be covered at least once in each key stage.
- During the school year, teachers may include short term themes in their planning, which promote favourite authors, authors from underrepresented backgrounds, popular titles or any aspect of the world of children's literature and reading for pleasure.



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IMPLEMENTATION :

- As for all areas of the curriculum, imaginative and challenging activities together with varied approaches and rich, varied resources are needed to engage, maintain and respond to pupils' interests.
- There will be plenty of opportunities to forge strong links between plans for reading activities and those for writing, speaking and listening and other curricula areas. In the same way that 'talk' can be used to prepare for and help improve children's writing, so too it can be used to improve children's level of understanding of a text. We actively encourage opportunities for children to talk in pairs or small groups to broaden their understanding of the text.
- In the Foundation Stage children should be given opportunities to become immersed in an environment rich in print and possibilities for communication. They use communication, language and literacy in every part of the curriculum, and they are given opportunities to speak, listen and represent ideas in their activities.
- Children in the Foundation Stage, Year 1 and as appropriate beyond there will be taught phonic skills through use of the 'Read, Write, Inc' approach (see Phonics Policy).
- Children are also taught to read 'High Frequency Words' out of context (known as 'Red Words' in Read Write Inc) and Year 1 need to be able to read 'nonsense' words for the Statutory Phonics Check' which takes place during the summer term.
- In Key Stage One, we aim to continue the learning from the Foundation Stage so that children begin to read a range of texts independently and with enthusiasm. Guided Reading represents an important means to improve the knowledge, skills and understanding of reading. Whole texts are also used as a whole class in the form of picture books, shorter and longer novels to develop early vocabulary and comprehension skills linked to the children's interests and wider curriculum.
- In Key Stage Two, children should read a range of texts and respond to different 'layers' of meaning, both literal and inferential. They should explore the use of language in a variety of texts. Whole class and Guided Reading represent important tools in this Key Stage.
- Reading stories from big books / electronic books enables the children to see how books and stories work. Systematic synthetic phonics and knowledge of high frequency words, taught on a daily basis, are key features of the best practice which should lead to success in reading decodable texts from an early age (see Phonics Policy).
- The school will ensure the children have a choice of both fiction and non-fiction texts, reflecting different cultures and lifestyle choices. There will also be books relevant to the topic/theme being studied each term.
- Teaching strategies aim to enhance children's motivation and involvement in reading and to develop their skills through the following:
 - Building phonic skills
 - Reading with peers
 - Reading with an adult
 - Shared Reading
 - Guided Reading (see below)
 - Reading aloud (child and adult)
 - Independent reading
 - Questioning
 - Comprehension Activities
 - Tasks related to the texts
- Our reading books include a range of commercially produced schemes which are supplemented with a range of other quality 'real world' titles. These reading scheme titles give children the opportunity to practise their developing reading skills with texts which have appropriate vocabulary and sentence structure related to assessment focuses.



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- Children in the early stages of their reading journey will be provided access to lively phonetically decodable books, which are closely matched to their increasing knowledge of phonics and 'tricky / common exception' words. In addition to this they will also be given access to higher level texts, which although not matched to their phonic ability will be used to develop a 'love of reading' and show the richness of texts available.
- All children throughout school also have access to a range of 'non-scheme' books which they will be encouraged to read for pleasure and information. Each classroom has a 'classroom library' which has a selection of non-scheme books from the central library. These will be rotated regularly and include fiction, non-fiction and poetry with a range of genres and other reading materials such as magazines. Children are given regular opportunities to explore the classroom library and select books for school or home reading. Texts will be selected based on current topics and children's interests first and foremost, before matching children's reading abilities. This strategy is used to both inspire reluctant readers with 'aspirational' texts and also encourage fluent readers to still read purely 'for pleasure' even if the level of challenge is relatively low. Children can also access the central library for wider reading choices, in which books are loosely organised by Key Stage.
- A combination of both whole class and small group teaching will be used to teach reading across school. Both structures are appropriate and effective depending on the needs of the class, and will be chosen at the discretion of the teacher. This will often vary through the year and on age group. For example, Year 2 and Year 6 benefit more from small group work when preparing for end of key stage tests.
- The organisation of lessons will allow children to work together and provide them with an opportunity to discuss their ideas.
- Teaching assistants have a vital role to play. They will not be expected to take sole responsibility to support pupils with low levels of achievement (this is without question the role of the class teacher) but to observe, assess and support pupils from all ability groups.
- Intervention materials are available to teachers and teaching assistants to help children.
- Enrichment activities are used across the school to foster a love of reading, these include:-
 - Drama activities.
 - Visits from authors, storytellers etc
 - Activities linked to World Book Day
 - Recording and sharing reading activities.
 - Scholastic Book Club visits.
- There will be additional time outside of the English Lesson to develop reading skills across different areas of the curriculum. The teaching of reading develops skills through which our children can give critical responses to the questions they meet in their learning for Science, Geography, History, PSHE & other subject areas.
- Pupil's understanding and appreciation of a range of texts should bring them into contact with their own literary heritage, texts from other cultures and authors / viewpoints which come from a different context to their own. Classroom libraries and the central library are rich in texts celebrating diversity.



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IMPACT :

Assessment and Record Keeping

- Foundation Stage:
 - In the Foundation Stage we keep a record of each child's phonics skills, detailing which sounds and high frequency words are recognised by the child. Later in the year, records for shared reading indicate how well children's accuracy, fluency and understanding are developing. Records of child initiated and teacher led activities are made to indicate progress against Early Learning Goals and Foundation Stage criteria.
 - The progress of individual children will be discussed at termly Parent Meetings.
- Key Stage 1
 - In Key Stage 1 we keep a record of each child's phonics skills, detailing which sounds and high frequency words are recognised by the child. Children's reading skills, related to a child's progress, are, in the main, recorded during Guided Reading sessions. This is supported by end of term reading assessments using the PIRA Assessment scheme and SATs for Y2.
 - We also keep records to show progress with the colour coded graded reading books. The progress of individual children will be shared / discussed at various points within the year including termly data updates and home / school consultation evenings.
- Key Stage 2
 - Continuous assessment of the strategies employed by the child, during independent, shared and guided reading sessions are ongoing. Teachers will keep evidence of children's competencies in reading, their attitudes to reading and their experience of reading a range of different types of text. Reading will also be assessed termly using the PIRA Assessment scheme. In addition previous SATs papers may be used as appropriate.
 - Children will keep a log of their own home reading in the form of a 'home-school journal' and will be encouraged to reflect on their own progress as readers. Teachers will also keep records of individual reading to an adult to monitor progress.
 - We also keep records to show progress with the colour coded graded reading books. The progress of individual children will be shared / discussed at various points within the year including termly data updates and home / school consultation evenings.
- Following termly PIRA Assessment assessments data will be analysed and discussion entered into to by Class Teachers, Curriculum Leads, SENDCO and the Head. This ensure children are on track and those not making the required progress are given targeted support.
- An online platform for analysis is used for the PIRA assessments which allows teachers to identify and target particular gaps in reading comprehension skills.



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Intervention and Support

- During each Key Stage the assessment of individual pupils' progress, including phonic knowledge and skills, is sufficiently frequent and detailed to identify the pupils who are failing to keep up with their peers. Effective provision to support them to 'catch up' is put in place as early as possible.
 - In the FS this is most likely to take place during the second and third term. Pupils will be provided with additional phonics teaching and opportunities to consolidate and apply this knowledge with greater frequency.
 - In Key Stage 1 pupils not making progress as hoped will receive similar adult led support and underlying causes investigated.
 - Within Year 2 and above those pupils not reading with the expected fluency will be considered for intensive support, such as the Toe by Toe scheme.

Home Learning

- Throughout their child's time here with us, parents, carers and other family members are encouraged to play a vital role in their child's reading development. Parents / carers are shown ways in which they can foster a love of reading in their children. Children will take home books to share and enjoy with their parents. A home/school reading diary will accompany their books with adults being encouraged to comment on their child's progress and response to the book.
- Arrangements for taking books home to read are as follows:
 - Foundation Stage – Pupils will take home graded 'Read, Write, Inc' reading books, closely matched to their level of phonic development. In addition to this they will also take home a 'higher level text', which although not matched to their phonic ability will be used to develop a 'love of reading' and show the richness of texts available. Adults at home will be encouraged to participate in daily activities such as reading with/ to the children and playing word recognition games. The importance of adults reading to children and engaging in conversation around this will also be stressed.
 - Key Stage 1 – Pupils will take home a graded reading book, closely matched to their level of phonic development and / or level of fluency and comprehension. In addition to this they will also take home a 'higher level text', which although not matched to their phonic ability will be used to develop a 'love of reading' and show the richness of texts available. Reading log books are used to record the pages read together with a comment from adult sharing the text with them. Reading is a key daily activity and every child should spend 10 or 15 minutes reading time or sharing a book with an adult every day. In Years 1 and 2 we would expect children to spend approximately 1 hour on home learning spread over the week (predominantly reading). Phonics should also be rehearsed regularly where appropriate. Pupils will generally be set an additional phonics or spelling challenge to complete via See Saw.
 - Key Stage 2 - Reading remains a key daily activity for all children. Even though children may be confident and fluent readers it is important to develop comprehension skills. Reading with an adult, and listening to an adult model reading, is important to ensure that these higher order reading skills are practised and more demanding texts are accessible and understood by the child.

Expectations are that the children read a minimum of three times a week at home. All children will have access to the wider collection of books enabling them to periodically choose additional books which may not be so closely matched to reading ability. This will be by agreement with the class teacher. This strategy is used to both inspire reluctant readers with 'aspirational' texts and also encourage fluent readers to still read purely 'for pleasure' even if the level of challenge is relatively low.
 - In Year 6 - Reading expectations are more formal, with a minimum expectation of 3 times a week, with this being written up in their journal. Read Theory (comprehension) tests are also completed each week. There will also be weekly spelling tasks on Seesaw.



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EQUAL OPPORTUNITIES ;

- We proactively recognise the importance of reading in determining both future academic success and later life opportunities. We will provide all of our pupils with the best possible start on their 'reading journey' and be particularly sensitive to the needs of vulnerable / disadvantaged pupils.
- We will ensure all children have equal access to the curriculum, regardless of gender, race or ability. Children with specific reading, speech and hearing difficulties will be identified and supported through intervention programmes in school.
- We will ensure that the books and literature available to children both represent as wide a range of cultures as possible and come from authors etc of varying and rich cultural backgrounds.
- The books which our children read will be chosen carefully, to ensure they promote positive images of people of 'protected characteristics' and cover issues related to equal opportunities sensitively.
- The interests of individual children will be taken into consideration when reading activities and materials are selected.