



Reading Policy

Pioneer Federation

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Introduction

At Pioneer Federation Schools, we are constantly looking at how we can improve the inclusive provision for our children to ensure that they meet their potential and achieve at school. To this end, the information contained within this policy will be regularly reviewed and updated as necessary.

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.

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as of extreme importance since through it 'pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually'. Reading allows pupils to 'acquire knowledge' and to 'build on what they already know' (p11).

Our Aims

Our aims are based on the core message within the federation vision:

Our vision is for our children to value learning as a creative endeavour that underpins their aspirations for great futures and to ensure that we are all focused on seeing opportunities and believing that anything is possible. We craft meaningful contexts for learning and tasks that develop key skills for independence, confidence and resilience, which actively engage children.

It is our aim to ensure that each pupil is able to develop as an effective reader by:

- Becoming confident, independent readers who understand that books of all kinds are a source of pleasure, information and new insights.
- Feeling at home in the world of books and literature as attentive listeners and reflective readers.
- Reading and responding to a wide variety of stories, novels, poems, plays, non-fiction and media texts.

We also aim for children to:

- Achieve a reading ability at least comparable with their chronological age.

- Achieving fluency, accuracy and understanding with their reading.
- Enjoy, and have experience of, a wide variety of texts, including those of their own and other cultures.

Foundation Stage

At Pioneer Schools, we use a synthetic phonic approach, which is our primary method of teaching reading. This is not exhaustive, however, and it is therefore necessary to ensure that a structured programme, incorporating a variety of proven approaches, is used.

Beginner readers learn that print on the page actually means something. Words name things; they tell us stories or give us information. We want children to be inquisitive and to find out and learn through 'real' experiences. It is essential that children see reading as a fundamental way of life and that it has a purpose to all that we do.

The children's creative learning journeys are often based around key texts from quality authors. When planning the range of reading experiences children have in the early years, it is important to bear the following in mind:

- Children enjoy being read to.
- The text has a clear role to play in teaching the child to read.
- Learning to read is an interactive process; the child learns to read by having the opportunity to talk about what is being read, and through this process meanings are explored, shared and developed.
- Reading is something which should be intrinsically enjoyable; the more enjoyment children gain from the experience, they more likely they are to want to read more.
- Attention can be drawn to letter shapes and individual words in the natural course of sharing a book.
- Children quickly become familiar with how books work and the conventions upon which they are based, eg title page, the way the pages are turned, etc.
- The story is a powerful way of engaging children's interest.

Key Texts

It is very important to us that children want to read and have a love of literature. Teachers indicate this through their enthusiasm, the joy which can be derived from books, and it is hoped that this is transferred to all children, including those who may be experiencing difficulty. The most important aspect of this is the use of key texts to guide the children through their creative learning journeys, where everyone shares this rich experience.

Key Stage 1

At Pioneer Schools, classrooms contain writing which the children need to read for information. Every opportunity is taken to show children the value of reading. Children's own writing is often part of displays. They are encouraged to look at the way writing is used in the environment.

Children are offered a range of experiences:

- The teacher reading fiction, non-fiction and poetry to the class, and to groups, at various times during the day. This is a mixture of familiar and new material.
- Opportunities to tell stories, listen to recorded stories, draw on the children's knowledge of rhymes and stories from books, DVDs and music.
- Time to browse and look at books in the classroom library.
- Opportunities to share books with teachers, other adults or older children on a 1:1 basis.
- Developing literacy skills through group, guided, shared and whole class reading.
- There are opportunities to share books with the class and small groups, as a way of introducing and talking about letter shapes and sound/shape correlations. This is also a way of initiating group discussion about text, the way it is presented and its content.
- There will be opportunities to use rhyme, letter and word patterns, songs and word games such as 'I Spy'.
- The use of a reading scheme, with books from schemes such as the Oxford Reading Tree, Collins Big Cats, Fireflies and Rigby Star.
- Children will be taught to find information within a text and give verbal and written responses to discussions and answers to questions

Phonics at Pioneer Schools

The Pioneer Federation has a rigorous whole school approach to the teaching of phonics through daily teaching sessions and ongoing assessment.

All children in Nursery, Reception and Year 1 will be taught phonic skills through a range of teaching methods. The Letters and Sounds framework and Jolly Phonics letter sounds and actions are used alongside a wealth of games and activities. The content of the 'Phonics Play' planners are used as a basis for teachers' planning for each new sound, alongside thorough ongoing assessment. Online learning tools are also utilised in phonics sessions; Discovery Espresso Phonics clips, games and activities alongside many others. '

Phonics is taught daily for 20 minutes. The dedicated daily phonics lessons follow a thorough programme to ensure the rapid learning of skills.

Nursery	Phase 1 games and activities
EYFS Reception	Term 1 - Phase 1 revision alongside Phase 2
	Term 2 - Phase 2 and beginning Phase 3
	Term 3 - Phase 3
	Term 4 - Phase 3/4
	Term 5 - Phase 4/5
	Term 6 - Phase 5
Year 1	Phase 5 and recap lower phases based on assessment
Year 2	Phase 6 and recap of lower phases based on assessment. No Nonsense Spelling taught alongside this. Intervention for any children identified in need of support.
KS2	Intervention for any children identified in need of support. No Nonsense Spelling taught alongside this.

In Reception the children start with Phase 2 sounds (s, a, t, p, i, n) progressing onto Phase 3 (digraphs and trigraphs.) Phase 4 is then taught using the sounds that the children already know to build up skills of blending and segmenting longer words.

In Year 1 we assess how secure the children are with the Phase 3 content, and consolidate any gaps in the children's knowledge of Phase 4. Teaching then moves rapidly onto Phase 5. As in Reception, we use a range of strategies in whole class daily teaching sessions. The mixed aged Key Stage 1 class is taught in year groups with the class teacher overseeing other staff who are trained in phonics delivery. Ongoing assessments are used to track progress. Year 1 pupils do the Phonics screening in June of Year 1.

In Year 2, we revisit and revise Phase 5 phonic gaps highlighted by the Phonics Screening Check, making connection between phonic sounds and spelling by following the No-Nonsense Spelling approach. The children will also onto developing the skill of understanding and answering comprehension questions. Some Year 2 children may need to re-visit the Phonic screening if they did not achieve the pass mark - these children will receive specific intervention to support them to pass this by the end of Key Stage 1.

Current phonics learning is displayed on class working walls for the children and adults to be referring to throughout the school day. The sound of the day or pattern will be highlighted throughout other learning so that this becomes embedded.

Phonics is tracked throughout the school and individual children are identified for extra intervention if needed. This continues throughout Key Stage 2. If children do not pass the Phonics Screening Check at the end of Year 2, their intervention continues throughout Key Stage 2 to ensure they have the knowledge they need to develop effective reading skills.

Phonics information meetings are also held to advise parents on the reading strategies used in school and how best they may help their child before the children start their Reception Year, and in Nursery where appropriate. Additional meetings are held to support parents prior to the Year 1 phonic screening in the Summer Term.

Key Stage 2

Children will continue to be at very different stages of attainment in their reading development, especially in the early stages of Key Stage 2. As the children develop as readers, the school will provide time for a range of different reading experiences. These will include:

- Browsing, sharing and talking about books.
- Opportunities for sustained, silent reading and, at times, a range of shared or paired reading experiences.
- Developing skills through group, shared, whole class and guided reading.
- Reading for pleasure and information, and to gain new insights.
- Having access to frequently updated, stimulating book displays and selections.
- Seeing their own writing as part of the shared reading experience.
- Becoming aware of the reading demands of texts in all areas of the creative curriculum, and not those defined as English.
- Developing the ability to demonstrate their understanding of what they have read.
- Beginning to learn techniques which will assist research such as skimming and scanning, and selecting text to support their work.
- Developing a greater ability to understand meanings which are not directly stated.
- Growing ability to consider the ways in which language is used to achieve its effects.

What is regular reading?

In Reception, children will read 1:1 with an adult **at least 2 x per week**, however reading opportunities are represented in continuous provision daily. From Year 1 upwards, children on the reading scheme book bands will read **at least 2 x per week**. This will be evidenced through guided, group, whole class reading or 1:1 with Teacher, TA or trained volunteer (this could be parents, community members, reading mentors). Once the child has moved off banding, an interim measure of **at least 2 sessions per week** of evidenced 1:1, guided, group or whole class will be in place. Fluent free readers must read **at least weekly** through evidenced 1:1, guided, group or whole class reading sessions.

Strategies and teaching styles

The teaching of reading is delivered in a variety of ways across the federation, depending on learning styles and abilities of the children in the class or group.

The styles of teaching could include the following:

- **Guided Reading**
 - This is a shared reading experience in a small [4-6] group guided by an adult. All guided reading sessions should have an objective linked to year group expectations. During guided reading the adult with each group will record children's responses to the text and the skill being taught. Depending on the age of the children, this may involve children giving written responses to questions.
- **Shared/Whole Class Reading**
 - This takes place during English lessons and often forms the basis of further literacy work. 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, widen the children's vocabulary and develop their levels of comprehension. Higher order reading skills and reading comprehension are explicitly taught through planned lessons based on good quality literature.
- **Individual Reading**
 - All children will have at least one individual reading book either from the schools reading scheme or the school library free reader books. This can take the form of key words, sounds or individual reading books. This will be recorded in the child's reading record.
 - Key Stage 2 children are encouraged to keep their own record of the books they read. They are expected to make a short comment upon a book once it has been finished, in their reading record.

- There are opportunities planned for children to read aloud to a variety of audiences. These could be through Literacy Work, Guided Reading or performances to audiences including whole school and families.
- **Class reads**
 - All classes must have daily reading sessions. These should be purely reading for pleasure where the class teacher, another member of staff, a pupil or a 'mystery reader' comes to read to the class.
 - The book(s) read could be linked to the class topic and could be chosen by the class teacher or recommended by pupils or other adults.

Expectations of parents

Parents are expected to listen to their child read and ask questions about the book to check comprehension, making comments in the reading record. Parents are expected to listen to their children read **at least 3 times per week** and discuss the text as homework, making comments in the reading record. Whilst it is not expected that parents will hear their child read every day, frequent involvement in the process is still important. Discussions about the books read and understanding of issues covered help to improve reading skills. Parents are encouraged to sign the reading record as frequently as they read. Children are rewarded for reading at home as detailed below.

Reading Rewards

East Hoathly and Chiddingly

Parents/carers are required to write in the record book: every time a child reads, they will cross off a number on the class number square. The class with the most 'reads' win the class reading cup and a special 'Friday Read' book for their class. The aim of this is to encourage regular reading at home; allowing for systematic practicing of skills and developing a love of reading at home.

St Mary the Virgin

When children read at home, it is recorded in their reading record, with the amount of minutes they have read for recorded. These minutes then become 'miles' on the whole school reward chart. This is a map of the UK split into 4 sections - bronze, silver, gold and platinum - with cities and homes of famous authors detailed. The classes will make their way round each section's route and the class with the most weekly minutes recorded win the 'Reading Cup and Mystery Book Bag'. The class will then enjoy the Mystery Book for their end of day class story.

The role of Teaching Assistants

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 the English lesson, leading guided reading groups or hearing individual children read.

The Role of Volunteers

The school encourages people who have some time to come into school to hear readers. The volunteer will be allocated to a class teacher who will then select children who would benefit from the extra reading to an adult. The class teacher is responsible for ensuring that the volunteer has the support needed to help them carry out the role effectively. The teaching of reading is greatly helped if there is strong communication and support from parents. Volunteers will be trained through the school's annual volunteer meeting.

Assessment

Children are assessed in line with the school's Assessment Policy using a variety of strategies. Children are tested on a regular basis for phonic knowledge and spelling capability.

Year 1 children are assessed against the Government's Standardised Phonics Assessment in the summer term.

Year 2 and Year 6 children are assessed using the Government's standardised Reading Test [SATs].

Data from all assessments in Oct/Dec/Feb/March/May/July is shared with senior leaders in Pupil Progress meetings on a half termly basis. Next steps decisions are considered and intervention strategies are put into place to address any underachievement.

SEN and Equal Opportunities

Those children who, as a result of assessment or normal classroom activities, are identified as needing extra support will be monitored closely by the Class Teacher and the SENCO.

Specific interventions will be put in place to support those children. Other intensive programmes may be used if the need arises. Parents will always be informed and involved.

EAL

Children who have English as an additional language will have tailored support from the school and Local Authority, to help develop their early mastery of English. Dual language books and resources will be used.

Displays

There are 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, joined up font, phrases and complete sentences.

All classrooms have a class library of books which must be well organised and easily accessible within an attractive reading area (where space allows - see Learning Environment policy).

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

