

Marsh Green Primary School



Reading Policy

Written by: Natalie Ashcroft



Reading

'Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils' success. Through these, they develop communication skills for education and for working with others: in school, in training and at work.' (DFE, Reading Framework).

At Marsh Green reading is of the highest priority. Our reading curriculum is designed to provide all children with the opportunities that will enable them to become enthusiastic, confident, resilient and successful independent readers. We recognise that reading is an important life skill that opens a world of opportunity to our pupils.

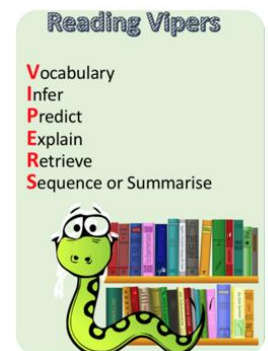
We aim for our pupils to have:

- Secure phonetic knowledge to access books independently at an appropriate level
- An enduring love of books and reading
- Natural curiosity about a wide range of texts that is highlighted through meaningful discussions and questioning
- The motivation and to keep practising and challenging themselves
- Confidence and independence in reading
- The skills to access print in all forms
- An awareness of the social importance of reading

Organisation

Reading is encouraged throughout the school through the use of:

- Daily Sounds Write phonics lessons-explicit teaching and consistent opportunities for children to overlearn and apply phonetic knowledge across the curriculum.
- All lessons planned around a range of high-quality texts
- Whole class reading focused on developing the skills children need to know and understand in order to improve their comprehension of texts through use of VIPERS activities (vocabulary, infer, predict, explain, retrieve, sequence/summarise).
- 1-1 reading
- Whole school shared love of reading-modelled consistently by all staff
- World book day celebrations/themed weeks/whole school texts/author visits/theatre performances
- Weekly reading celebration and ongoing whole school competition
- Class library areas
- School library
- Connections and visits to local library
- Open morning reading sessions



Home reading

- Children in EYFS begin their reading journey through by taking home shared reading books alongside an appropriately matched phonetically decodable book. These books are designed to allow children time to overlearn previous sounds, secure their knowledge of previous sounds and also have a book that captures their interest and promotes r4eading for pleasure.
- In KS1, children continue to be allocated a phonetically decodable book and will progress from a shared read to an independent reader from our Oxford Reading Tree Scheme (ORT), once their phonetic knowledge is secure.
- In KS2, children will continue to make progress through the ORT. These books slowly build in difficulty and aim to match children's reading skills. They are designed to allow your child to practise the reading they can do without feeling like it's too much or too hard.
- Our school works hand in hand with parents and carers as their children develop through their reading journey. To support this progression, we ask that children read to an adult a minimum of three times each week.

Special Educational Needs

Support for children who are identified as having specific learning difficulties related to reading, includes:

- Access additional explicit phonics lessons to develop word reading skills
- Daily 1-1 reading time with an adult
- Differentiated reading activities matched to children's abilities which are designed to build children's confidence and offer the right balance of word reading and comprehension activities
- Small group work, focused on developing oral discussion around a specific skill
- Book buddies

Assessment and Recording

All teachers record children's progression through both decodable Sounds Write books and ORT books on a year group reading tracker. Weely quizzes, overlearning of previous sounds and continuous teacher assessment supports the assessment of phonics knowledge (see Phonics policy for more details).

Teachers carry out ongoing assessment of children's reading ability when listening to individuals, and during whole class reading sessions which aim to provide children with the skills to complete independent tasks each week.

Discussion					
Lesson 'hook'	Vocabulary exploration	Adult reading (model read)	Further reading: <ul style="list-style-type: none">• choral• echo• paired• independent	Practise questions and answers, modelling thought process	Independent tasks

Salford Reading and Comprehension Age assessments are completed for all children in KS1 and KS2 (from Spring Term Year 1). These assessments allow teachers to further track children's reading, and ensure children are allocated to the correct reading stage as they progress through school. Summative assessments are carried out twice each year for all children in KS1 and KS2. These assessments allow teachers to monitor children's attainment in reading, and outcomes are used to plan lessons that will support further progression and offer the correct level of challenge.

Reading records are allocated to all children, and are used to monitor progression through reading schemes, and to share achievements and comments between home and school.

Monitoring and Review

The success of our policy will be monitored through termly assessments and annual test results and it will be reviewed accordingly to include current good practice.

This policy reflects the requirements of the National Curriculum programmes of study to provide a broad and balanced curriculum. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010. In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

The governing board will monitor the effectiveness of this policy and the headteacher will ensure that all required elements of the curriculum, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met. Provision is in place for pupils with different abilities and needs, including children with SEN. It is the responsibility of teaching staff to ensure that the school curriculum is implemented in accordance with this policy.