

Willoughby Primary
School

'Learning for Life'



Reading Policy Statement

National Curriculum Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Our Teaching Philosophy

Reading is a vital skill that will support children's learning across the whole curriculum.

As a school, we will ensure that our children are taught to read with fluency, accuracy and understanding through a variety of discreet and cross-curricular learning opportunities.

Above all, we want children to become enthusiastic, independent and reflective readers. Essentially, we want children to enjoy reading.

In our school, we will strive to give pupils a stimulating environment, where reading materials are presented in an attractive and inviting way.

Aims of Reading at Willoughby Primary School

Our aims of reading are to:

- Instil children with a love of reading that lasts for their life time, share with them an enthusiasm for children's literature and help children to recognise the value of reading as a life skill.
- Encourage children to become enthusiastic readers by introducing them to good quality books from a variety of cultures and in a range of different styles and formats.
- Develop our children's understanding of a variety of text types including non-fiction, fiction, poetry and drama.
- Ensure our children have sound phonic awareness and use phonics as a first approach to reading.
- Value and promote the role of parental involvement in the development of children's reading.
- Develop children's confidence, fluency and independence when reading for different purposes.
- Share the use of books with different people.
- Link reading with other aspects of language, reflecting on the language and punctuation choices made by the author.
- To use a variety of means of assessment and recording to recognise at what stage of reading development the child has attained and to identify areas for development.

The Teaching of Reading

Reading is taught throughout the whole school discreetly as part of English and as an integral part of the school day.

Our approaches include:

- Individual Reading (1:1 reading with an adult in school)
- Reading across the curriculum
- Guided Reading (Juniors)
- Reading Comprehension
- Home reading

Individual Reading

Children read aloud with staff and other adults in school. They will be encouraged to talk about what they are reading and generate conversation and discussion. Any unfamiliar words will be sounded out. Reading aloud improves children's reading ability and their vocabulary. This in turn will feed into the quality of their writing. Individual reading will be recorded in reading diaries.

Reading across the curriculum

Reading is practised and used extensively across the curriculum in many ways and forms. Staff and adults often read to children for enjoyment, information is read as part of a topic, songs are read in assembly and work is read out to the school in celebration assembly. Reading is embedded at every stage of children's learning, broadening their understanding of literature.

Reading Comprehension

Children in KS1 and KS2 complete reading comprehension tasks both formally and informally over the year. It involves retrieval of information from a text, encouraging and developing reading techniques for different purposes. This may be completed in the form of written answers or verbally when answering questions. Reading comprehension forms part of the overall assessment criteria for English. The children in KS1 and KS2 are tested in Reading Comprehension in the spring and summer terms.

Guided Reading

KS2 take part in Guided Reading sessions in groups of children at a similar level. Children take it in turn to read a page, out loud, to their group. An adult will listen to the group and ask questions to develop comprehension skills and vocabulary as well as leading to discussion about the story. A note is made in reading diaries to keep up to date.

Home Reading

In order for our children to fulfil their potential in reading we need as much parental support as possible. Reading regularly at home makes a huge difference to children's reading ability and helps develop an enthusiasm for reading and a life-long love of books. EYFS and KS1 children are expected to take their reading books home every night and parents are asked to make a record of it as well as any comments for the teacher to read.

Individual Class Reading

EYFS

Children develop a love of books from a very early age. Books are shared and enjoyed daily in class with our Reception children. Each child is given a book (initially with no words) to take home from the Oxford Reading Tree scheme. Parents are encouraged to share the book and generate discussion around the picture story. On a more formal note, phonics is taught systematically following Jolly Phonics and Letters and Sounds scheme in a staged approach.

Years 1 & 2

In KS1 children continue to follow the Oxford Reading Tree scheme. The scheme is divided into colours and books are enjoyed at every level. The children read a variety of texts –fiction, non-fiction and poetry, which helps not only to broaden their reading but also their understanding of literature. Books are changed daily and a record is made in the reading diary. Story books with phonics (eg the 'ee/ea' sound) are interspersed throughout the lower stages of the scheme which help embed the learning of phonics and prepare Yr1 for the phonics screening check. Children are encouraged to break down unfamiliar words into sounds, blending them together to build the word.

Years 3 & 4

In years 3 & 4 children will receive a new Reading Diary to record their reading activity in KS2. Some children may still follow the Oxford Reading Scheme and some children will be more independent readers. Books are levelled in colours and children are able to make a more independent choice of book within their banding.

Years 5 & 6

Most children will be independent readers. All children will have a reading book, chosen by them, at an appropriate level. They have a free choice of reading book and often bring in books from home. Children are still listened to weekly and often share a book as a class as part of their English work.

Monitoring and Review

As we are a small school we have a team approach to responsibility for the standard of children's reading.

We have a named member of staff and Governor for English and the Head Teacher monitors overall standards.

Ratified by Governors October 2019

Review date: October 2022