



Reading 2017

This policy should be read in line with The National Curriculum in England: primary Curriculum
<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

Craig Hayward-Mitchell & Jo Hawker

The National Curriculum in England (2014)

Rationale

At John Clifford School, we believe that the ability to read is fundamental to pupils' development as independent learners, during their time at school and beyond. Reading is central to our ability to understand, interpret and communicate with each other and the world around us. Success in reading has a direct effect upon progress in all areas of the curriculum. At John Clifford School, we work to integrate reading into all subject areas through our cross-curricular planning structures. This supports the children in becoming enthusiastic, independent and reflective readers, both across a wide range of topic areas and through a broad range of text types and genres, including books, posters, magazines, signs, newspapers and digital media.

Aims and Purposes

Our aims are for all children at John Clifford School are to:

- become fluent, confident and expressive readers;
- read with enjoyment across a range of genres;
- read for pleasure as well as for information;
- understand and apply their knowledge of phonics and spelling patterns and use this to decode words with accuracy;
- build their bank of sight words to enable fluent reading;
- read and respond to a wide range of different types of literature;
- understand the layout and how to use different genres and text types;
- understand that comprehension draws on both our linguistic knowledge and our knowledge of the world;
- have an interest in words and their meanings, developing a rich and varied vocabulary;
- understand and respond to literature drawn from a range of cultures and literary heritage.

Equality of Access and Differentiation

Reading is taught within the guidelines of the Chilwell Family of Schools Equality Policy. The Equality Act 2010, introduced the term 'protected characteristic' to refer to aspects of a person's identity explicitly protected from discrimination. Nine protected characteristics are identified:

- Race
- Disability
- Gender
- Age
- Sexual orientation
- Religion and belief
- Gender reassignment
- Pregnancy and maternity
- Marriage and civil partnership

We aim to give all our pupils the opportunity to succeed and reach the highest level of personal achievement and to promote the individuality of all our pupils irrespective of ethnicity, attainment, age, disability, gender or background.

All children have learning needs, including SEND and Gifted and Talented.

Our aim is to ensure that reading materials (including library books, home-school reading books, guided reading books, classroom reading books, big books, magazines, newspapers and online reading materials) in school:

- are from a range of cultures, countries and religions;
- are not stereotypical in their depiction of different cultures, countries, religions, race, beliefs, gender, age, and abilities;
- reflect accurately a range of cultures, identities and lifestyles.

All staff have a responsibility for ensuring that reading materials are checked and monitored before use to ensure they meet these criteria.

Our School Curriculum: Key Areas of Focus

Reading at John Clifford School is taught and celebrated in a range of ways. Some of these are generic across the whole school, whilst others are specific to key stages. These may be implemented by the class teacher, TA's, lead reading teacher or reading volunteers.

Reading in Foundation Stage: Knowledge and Understanding of the World

- All children take part in daily phonics lessons, using the Letters and Sounds document alongside the National Curriculum. Children enter FS1 working within Phase 1, with the aim for them entering KS1 working within Phase 4.
- In the Early Years Foundation Stage, shared reading forms a large part of the children's reading experience, either in small groups or as a whole class.
- Children read 1:1 where necessary, with class teachers, TA's, lead reading teacher and reading volunteers. 1:1 and group reading interventions are used to support children who need to 'catch-up' with their peers.
- In FS2, most children take part in Guided Reading each week, with a focus on children entering KS1 working above Pink book bands.
- Children are given opportunities to read for pleasure, including Parent Reading Mornings.

Key Stage 1

- All children take part in daily phonics lessons, using the Letters and Sounds document alongside the National Curriculum. We aim for children to enter KS1 working within Phase 4. Phonics teaching continues through both Years 1 and 2, with a progression to the Spelling Curriculum. All children take part in the Phonics Screening Check at the end of Year 1. Children who do not pass in Year 1 are re-checked at the end of Year 2.
- The children develop their reading and comprehension skills through Guided Reading. These include the use of a range of texts and comprehension activities.
- Modelled and shared reading are integrated into all areas of the curriculum, reinforcing reading as an all-encompassing subject.
- Children continue to read 1:1 where necessary, with class teachers, TA's, lead reading teacher and reading volunteers. 1:1 and group reading

interventions are used to support children who need to 'catch-up' with their peers.

- Children are given opportunities to read for pleasure, including Parent Reading Mornings.
- Bug Club, using online reading books carefully selected to match the reading abilities, is offered to all children as a resource for use in the classroom and at home.
- Daily scheduled story time allows the children to develop their understanding of 'book talk'.

Key Stage 2

- The children continue to develop their reading and comprehension skills through Guided Reading. These include the use of a range of texts and comprehension activities.
- Modelled and shared reading are integrated into all areas of the curriculum, reinforcing reading as an all-encompassing subject.
- Children continue to read 1:1 where necessary, with class teachers, TA's, lead reading teacher and reading volunteers.
- 1:1 and group reading interventions are used to support children who need to 'catch-up' with their peers. These include Switch-On, Nessy and Accel-a-read/Accel-a-write.
- Bug Club, using online reading books carefully selected to match the reading abilities, is offered to all children as a resource for use in the classroom and at home.
- Children are given opportunities to read for pleasure, including Parent Reading Mornings.
- Regular word level, spellings and phonics work, as a whole class or in small groups for those who need it.
- Children who did not pass the phonics screening check in KS1 continue to receive phonics provision to support them in their decoding skills.

Assessment, Recording and Reporting

Assessment is used to inform the planning and teaching of reading. We assess reading strategies as well as reading comprehension, using our own devised John Clifford School Reading document which is broken down into the following domains:

- Decoder
- Comprehender
- Responder
- Reading Detective
- Language Lover
- Big Reader

Assessment against these domains takes various formats:

- Group record sheets to record progress and achievements.
- KS1 (and less able KS2 pupils) phonics tracking assessment at the end of each phase, in which children are assessed against the Letters and Sounds phases and gaps in learning are identified.
- Reading tracking sheets using the colour-coded book bands.
- Reading Diaries, in which parents and staff note children's reading achievements and any areas on which they need to focus.
- Yearly Phonics Screening Check at the end of Year 1, which is then repeated at the end of Year 2 for those children who didn't meet the threshold mark.
- SATs Reading Tests at the end of Key Stage One (Y2) and end of Key Stage Two (Y6).

Assessment takes place daily through AfL to inform planning and teaching, and children's progress against the objectives within each phase are officially assessed and recorded. The end of each phase is as follows:

- End of Phase 1 = December;
- End of Phase 2 = April;
- End of Phase 3 (ARE) = July.

Progress is reported to parents/carers through Parent Evenings, held twice each year, and in the children's end of year report.

Reading Targets

All children are issued reading targets by the class teacher or lead reading teacher. These targets reflect the individual reading book band which the child is working on. They are placed into the Reading Diary and are updated as necessary.

Reading Diaries

All children are issued with a John Clifford School Reading Diary. Within the diary, the Home/School agreement is signed by the class teacher, parent/carer and the child. Reading at school is documented on the school page, with relevant targets and comments written for the parents about the reading session. The adult who has read also signs this page.

Our expectation at John Clifford School is that each child reads a minimum of three times a week at home, which is recorded and signed by the adult who has read. The number of times read at home are tracked in school. The Reading Diary is a tool for parental communication about their child's reading development, and as such is required in school each day.

ICT in Reading

We use ICT widely in reading. Children are given the opportunity to practise reading skills as part of keyboard skills and research.

At both key stages children have the opportunity to:

- Practise keyboard and typing skills;
- Locate and research information using the internet;
- Record findings using text, data and tables.

The Role of the Reading Leader

At John Clifford School, the Leader for Reading is Craig Hayward-Mitchell. His role within school in leading Reading is to:

- Inspire others to teach reading in a practical, engaging and challenging way.
- Monitor the effectiveness of reading within the school.
- Support teachers in their planning and strategies for classroom management.
- Keep up to date with any new, relevant government documents and disseminate new information.
- Ensure continuity and improvement of the teaching and learning of reading across the school by monitoring and professional development opportunities.
- Ensure that the reading assessment across the school is consistent, accurate and to judge whether data is in line with national averages.

Resources

John Clifford School uses several resources for the teaching of Reading. Children are sent home with a reading book that they choose within a relevant book band. Books are changed three times each week. At John Clifford School, we find it beneficial for children to re-read a text more than once, which supports in their development of sight word vocabulary, fluency and comprehension. Children who are reading longer texts have the opportunity to change as required.

Guided Reading banded resources are available in school. Teachers often use a wider range of text types, including magazines, newspapers and online reading materials to support in meeting a range of reading targets. These also expose the children to real-life reading materials.

Each Key Stage has a supply of available tablets which are used to support in reading. Bug Club, online reading books carefully selected to match the reading abilities, is offered to all children as a resource for use in the classroom. They are also used as a research support tool within reading research lessons.

This policy was written in Spring Term 2018 and will be reviewed Spring Term 2019.