



GLENBROOK

PRIMARY SCHOOL

READING POLICY

Introduction

The best primary schools in England teach virtually every child to read, regardless of the social and economic circumstances of their neighbourhood, the ethnicity of their pupils, the language spoken at home and most special educational needs or disabilities (Reading by the Age of 6)

This is our aspiration for each of our children so they are prepared for the next stage of their journey as articulate and literate individuals with a strong love of reading. We aim to ensure that all children have the chance to follow an enriching curriculum by getting them reading early: learning to read → reading to learn.

Aims and Objectives

At Glenbrook Primary School, we will teach the skills and strategies necessary for pupils to develop into competent and fluent readers by:

- Encouraging a love for reading where pupils choose to read frequently for enjoyment and information
- Developing the ability to read easily, fluently and with good understanding
- Developing an interest in words and their meanings to acquire a wide vocabulary
- Developing research skills using library and class texts in conjunction with ICT
- Developing a critical appreciation of the work of authors, poets and illustrators in order to emulate these skills in their own writing
- Developing life-long readers
- Ensuring that every child achieves at the expected standard by the end of KS2

Reading is closely linked with writing, speaking and listening with the four activities reinforcing each other. At Glenbrook Primary School we recognise that reading skills need to be taught and that every teacher is accountable for the progress in reading for the children in their class. We aim to:

- Teach reading skills on a daily basis
- Teach phonics and word level skills on a daily basis
- Teach Guided Reading on a daily basis
- Provide a language rich environment that promotes a culture of reading
- Develop in children a love of books by exposing them to a wide variety of quality books
- Identify pupils who require additional support and intervene at an early stage

Core teaching methods

The school teaches reading through a combination of approaches:

- Whole class shared reading
- Modelling reading
- Guided reading
- Independent reading at school and at home
- Letters and Sounds
- Reading comprehension with written answers
- Targeted intervention groups: Switch On, Reading Recovery and RWI
- Paired reading
- Performance reading

Implementation of the policy

Word Reading

Foundation

The focus is on children sounding and blending unfamiliar printed words quickly and accurately. All children take part in daily phonics sessions following the Jason Wade phonics curriculum. They are expected to be working within Phase 4 by the end of Foundation. Children are taught:

- To discriminate between separate sounds in words
- Grapheme – phoneme correspondences
- To apply the skill of blending phonemes in order
- To recognise sight vocabulary identified as common exception words

Phonics is tracked on a half-termly basis using the Glenbrook Phonics tracking grids.

Word reading strategies are taught during Guided Reading sessions as well as English lessons.

KS 1

The focus is on children building on their phonics and spelling knowledge so that they can read a wider range of words. All children take part in daily phonics sessions following the Jason Wade phonics curriculum. Pupils are expected to have achieved Phase 5 by the end of Year 1 and to have met the required standard of the Phonics Screening Check. By the end of Year 2, pupils are expected to have achieved Phase 6. Phonics is tracked on a half-termly basis using the Glenbrook Phonic tracking grids. Some pupils who are not making the expected progress in each year group will receive 1:1 intervention using RWI for phonics or Reading Recovery. These pupils will be chosen for a range of reasons. Formal assessments of phonics progress are carried out using Phonics Screening Check materials.

Word reading strategies are taught during Guided Reading sessions as well as English lessons.

KS2

Children will take part in word level lessons as part of a structured programme following the Jason Wade Spelling curriculum.

Word reading strategies are taught during Guided Reading sessions as well as English lessons. These are:

- Reading words in context
- Prefix and suffix understanding

Comprehension

Foundation

Children are taught simple retrieval of information using both pictures and words. Children take part in weekly Guided Reading sessions to support their comprehension abilities.

Key Stage 1 and 2

All children in Key Stage 1 and 2 take part in a weekly Guided Reading programme. Each class is organised into four or five ability groups who complete the following tasks:

- **Guided Reading:** Focussed reading session guided by a teacher working on specific decoding and comprehension strategies.
- **Follow-up comprehension task:** Children independently answer questions about the text shared with the teacher the previous day.
- **Free reading:** Children read for enjoyment and pleasure using classroom and ELS books or magazines.
- **Extended Reading comprehension task:** Children independently answer questions about a text.
- **Pre-reading task:** Children read the text in preparation for the Guided Reading session the next day.

Guided reading texts are carefully selected by the teacher to provide a suitable level of challenge to ensure the children are reading at instructional level. A wide range of texts are available for guided reading, including fiction and non-fiction texts by a number of different authors.

Home Reading

All children are provided with a choice of fiction and non-fiction books from the classroom as well as e-books on Reading Eggs. All of these books are banded from pink to burgundy. Children are expected to read and share these books at home every night. Teachers are expected to involve parents in their children's reading through discussion and modelling. Children who don't read at home on a regular basis are targeted for additional reading support through our PTA, NTU students and Eon reading volunteers. Children are regularly assessed using Running Records and moved up the book banding system to ensure they are always reading at a level appropriate to their ability.

Foundation Stage

Pupils take books home weekly to read and share with an adult. One book is at the child's reading level to help them learn to decode and apply their phonics. This includes e-books on Reading Eggs. The other book is a Chatter-Book, above their reading level, to share with their parents/carers and to expose pupils to a higher level of vocabulary. Reception children take a reading diary home for parents to write a comment in after reading with their child. An adult in school checks these diaries once a week. By the end of Foundation, children are expected to have achieved Red Book Band.

KS1

In Key Stage 1 there is a wide variety of fiction and non-fiction books available in each classroom for children to take home. In addition, e-books are available on each child's Reading Eggs account. Pupils are expected to take 2-3 books a week and parents are expected to fill in their reading diaries, which are checked weekly by an adult. Teachers and teaching assistants monitor the books children take home to ensure they are at an appropriate level. By the end of Year 1, children are expected to achieve Turquoise Book Band level.

KS2

Pupils are expected to read every night using e-books on Reading Express or levelled novels. Reading diaries are to be filled in every night and checked by an adult in school on a weekly basis. These allow the Literacy co-ordinator to monitor pupil reading habits and choices.

Assessment of Reading

Teacher assessment of the skills needed for reading, and the ability to read is carried out throughout the year. Targets are shared and updated with children as they move through the book bands. Reading levels are carefully assessed every term using summative tests, running records and formative assessment opportunities. This informs teacher assessment against the National Curriculum objectives.

Foundation

In Reception phonic assessments are carried out frequently and Glenbrook phonics phase trackers filled out on a half termly basis.

- Guided Reading records for every child are completed by the teacher on a weekly basis with comments on all age-appropriate objectives, basic comprehension and reading strategies used.
- Glenbrook phase trackers are completed for phonics half-termly.
- Each child's book band level is assessed using a running record half-termly.
- The EAZmag assessment system is used to observe assess and track pupil progress.

KS1

There is continuous assessment and movement of children in all reading groups. The class teacher, assessment lead and HT agree on children who required additional intervention. In addition, the following assessments are completed:

- Year 1 and 2 Guided Reading records for every child are completed by the teacher on a weekly basis with comments on all age-appropriate objectives, basic comprehension and reading strategies used.
- Glenbrook phase trackers are completed for phonics half termly.
- Each child's book band level is assessed using a running record half-termly.
- PiRA Tests are completed at the end of Autumn 1, Spring 1 and Summer 2 by the class teacher.
- Formative assessment is recorded on Climbing Frames half-termly

KS2

There is continuous assessment and movement of children in all reading groups.

- Guided Reading records for every child are completed by the teacher on a weekly basis with comments on all age-appropriate objectives, comprehension and reading strategies used.
- PiRA Tests are completed at the end of Autumn 1, Autumn 2, Spring 1 and Summer 2 by the class teacher.
- Each child's book band level is assessed using a running record half-termly
- Formative assessment is recorded on Climbing Frames half-termly

Reading Intervention programmes

A number of reading intervention programmes are delivered across the school to provide targeted support where necessary. The intervention programmes are outlined below:

- **Reading Recovery:** This is a 1:1 intervention which targets children who are working significantly below age-related expectations in KS1. Children work individually with a specialist teacher for 30 minutes a day for between twelve and twenty weeks in order to achieve accelerated progress in reading.
- **Switch on Reading:** This is a 1:1 intervention which targets children who are working below age-related expectations in Years 2-6. Children work individually with a trained member of staff for 30 minutes, 3 times a week in order to accelerate progress in reading and reach the expected book band level for their age group.
- **RWI:** This is a 1:1 intervention which targets children who are working below age-related expectations in phonics in KS1. Children work individually with a trained member of staff for 15 minutes daily in order to accelerate progress in phonics and reach the expected standard in this area.
- **Inference training:** Inference training is a group intervention for pupils in KS2 and KS3 who decode adequately but fail to get full meaning and enjoyment from their reading. Children work in small groups to boost vocabulary, activate background knowledge, make inferences, integrate and build meaning. The result is the promotion of enjoyment in reading and accelerated progress.

Reading Environment

Every class will have access to a reading area where children can access a variety of fiction and non-fiction texts reflecting the IPC topic being taught. In addition, each class will have a class book/story which is a quality story/novel that is read to the whole class for the enjoyment of listening. Both Key Stage 1 and 2 have a key stage library featuring book-banded books as well as free reading books. These texts reflect the interests of the children. The Key Stage 2 library is currently under development.

Reading across the curriculum

Key Stage 1 and 2 classes both use the IPC to plan cross-curricular topics. An integral part of this topic is a book that both supports and inspires learning across the curriculum. An example of this is the use of Charlie and the Chocolate Factory by Roald Dahl to support the lower KS2 Chocolate topic. Both fiction and non-fiction books are used in guided reading, whole class reading and in all subjects. Classrooms all have both fiction and non-fiction topic books in their reading areas that are linked to the current topic.

Monitoring and Review

Standards will be monitored on a half-termly basis by the headteacher, Deputy headteacher, English lead and Key Stage leads monitoring English Activity books, English books, Book Band records, Climbing Frames assessments, Phonics assessments and intervention assessments. In addition, Guided Reading and English observations will be scheduled throughout the year.

INSET days and staff meetings are planned throughout the year to develop and improve the teaching and learning of reading.

The reading policy is reviewed every three years by the English lead and agreed by the HT and governing body. The impact of the reading action plan is reviewed throughout the year and reviewed by the Senior leadership team and governing body.

Policy prepared by: Victoria Cairns

Date prepared: 1st September 2016

Date ratified by the Strategic and P&P Committee: 13th October 2016

Signed:

Mrs P Shaw

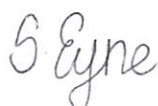


(Chair of the Strategic and P & P Committee)

13.10.16

Signed:

Mrs S Eyre



(Head Teacher)

13.10.16

Review date: 13.10.19

