



English – Reading Policy

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Intent

We believe that reading is an essential skill, which is central to children’s learning. It is an important form of communication and understanding both in society and within school, which enables pupils to access the whole curriculum. High standards in reading are best achieved when there is a commitment on the part of all teachers to a balanced and interesting programme requiring approaches, which are appropriate to the needs of individual children.

- To develop a life-long love of reading.
- Read fluently and with understanding across a broad range of texts;
- Use all the available clues in texts to search for meaning;
- Recognise that makers of texts devise them for a variety of clear purposes;
- Develop a range of reading strategies for individual texts, and across a range of texts;
- Read for different purposes (eg., for pleasure, to find information, to discover models for own writing, to explore the views and attitudes of others etc);
- Make realistic predictions about texts and to check/amend those predictions depending on textual development;
- Make progress as readers;
- Be increasingly reflective on their reading development.

Implementation

Teaching and Learning

We believe that reading skills should be taught using a variety of approaches and using an extensive range of relevant materials.

Phonics

At Swallowfield we follow the Read Write Inc. phonics programme from Foundation Stage, through KS1 and into KS2 if appropriate. The programme focuses on securing word recognition skills, essential for children to decode (read) and encode (spell) words accurately, and language comprehension. The key features of the programme:

- Carefully structured into developmental phases.

- Delivered on a daily basis
- Lively and engaging delivery
- Continuous monitoring of outcomes to ensure expected progress.
- Timely support and intervention delivered.

Guided Reading

All children participate in guided reading sessions either individually, in small groups or as a whole class.

- Teachers modeling strategies
- Children develop their own strategies for understanding and meaning.
- Opportunities are provided to discuss an extensive range of texts and explore meanings.

Independent Reading

The children also have the opportunity to select from a variety of books available in the classroom, in the school reference library and on the library bus. ERIC (Everyone Reading In Class) time is an important feature of the school day where all the children and adults read a book of their own choosing for a sustained period of time.

- It is an opportunity for the adults to model reading behaviours.
- The children can develop their reading skills and enjoyment of reading.
- It provides children with time to explore their own interests.

Reading at Home

Parent's help run the Home/School library from which, once a week, children can borrow a maximum of two books from a range of fiction and non-fiction books to read at home. The children are encouraged to make personal selections based both on their ability and particular interests to support their enjoyment of reading and their development as life-long readers. We place a strong emphasis on parental support and involvement so that children recognise the importance placed on reading both at school and at home. A home reading diary is sent home which provides a valuable means of communication between parents and school.

Learning Environment and Classroom Strategies

- Experiences of hearing high quality texts
- Use of big books and digital books for class reading and the teaching of reading strategies
- Modelled and shared reading
- Read and see plays performed
- Guided reading sessions using texts appropriate to level
- Regular opportunities to share books with the class teacher
- Interventions when appropriate, including reading volunteers
- Opportunities for independent reading, both at school and at home
- Studying books by significant authors, including visits and projects

Impact

Assessment

Children's reading will be assessed in both formative and summative ways.

- Teachers will assess children's reading skills during daily phonic lessons.
- Half – termly phonics assessments for all children in Foundation and KS1.
- Statutory Phonics Screening Check at the end of Year 1.
- Reading assessment during 1:1 reading sessions and whole class reading
- Peer and self-assessment are useful tools which encourage the children to become reflective learners.
- As appropriate children will complete reading comprehension assessments.
- Hamilton Assessment Tracker will be updated half termly. This data will then be used to inform termly G2 judgments.
- Relevant statutory assessment frameworks will be used throughout the year and when making final assessment judgments.

More Able

More able children will be provided with opportunities to extend their reading skills by exploring more challenging texts. Differentiation will enable more able learners to be challenged within the context of a lesson to ensure their full potential is reached. High quality reading material will be used and reading that exceeds expectations will be modelled throughout the school.

SEND

Children who are making less than expected progress with reading are quickly identified so that appropriate support can be put into place. Progress will be monitored carefully to measure the impact of the support or intervention program used. Where progress continues to be a concern, the SENDCO is consulted to plan further support (see also Special Educational Needs Policy).