



St Faith and St Martin CE Junior School

Reading Policy

THE IMPORTANCE OF READING

Reading is an essential life skill that provides access to the experiences of people from different cultures and times. Children must acquire good reading skills in order to access the information that will support their development in all curriculum areas.

GUIDELINES FOR TEACHING READING:

- The school identifies two important phases in reading development: *learning to read* and *reading to learn*. Teaching strategies are employed that recognise children's needs in each phase.
- Positive attitudes to reading are fostered through carefully designed teaching activities and classroom provision. The need for children to enjoy reading and actively choose to read for different purposes informs this provision. Reading celebrations such as World Book day and the annual visit of the Book Fair are used to emphasise the importance of reading and encourage children to read at home with their parents.
- Teachers use a balanced approach. Teaching activities promote children's abilities to decode written language at word and sentence level, and to search for meaning in the text. Teaching activities also reflect the need for children to engage imaginatively with texts, empathise with characters and develop their specific interests in the world around them through their reading.
- Reading scheme materials are used in guided reading and provide pupils with a variety of texts and structured activities that provide access to different sentence structures, lay-out and styles of writing.
- Home-school reading materials are drawn from a range of reading schemes.

STRATEGIES USED TO TEACH READING:

1. Phonics (for pupils who did not meet the expected standard in the phonics screening check in Y1 or Y2 of their key stage one education):

- The school uses synthetic phonics to teach reading to pupils who have been identified as needing additional support since the phonic screening check.
- A targeted programme of support which may include:
 - Whole class teaching;
 - Small group work;
 - 1:1 intervention programme (Read, Write, Inc materials)
- Speed sound charts displayed in all Y3/4 classrooms for assistance with decoding.

Phonics Assessment for identified pupils: Using the activities provided within the Read, Write, Inc phonics programme, pupils assessments will be carried out and shared with SLT termly. These will then be evaluated and next steps will be given.

2. Individual Reading

- For pupils who may be at the '*learning to read*' stage, teachers and support staff listen to children read individually on a regular basis. Children at this stage may not yet be part of a guided reading group.
- The school actively promotes the support of parents in this process by hearing their child read at least three times per week, recording this in the pupil's learning journal.
- Texts are chosen from the school's graded reading scheme and are at the instructional level for each child.

- Children are also encouraged to take home other books from the library to support their reading, and share with an adult at home.

Individual reading will be used to:

- Teach reading strategies and behaviours at the instructional level of the child;
- Provide a context for the teacher to teach high frequency words, decoding skills, use of picture clues and use of context to support prediction;
- Provide an opportunity for the child to practise her/his decoding skills;
- Explicitly support the child in her/his application of comprehension strategies;
- Monitor the comprehension and application of reading skills of the child.

3. Guided Reading

- Pupils who have learned to decode text are at the *reading to learn* stage. Guided reading is used as a key teaching strategy for pupils at this stage.
- Teachers will work with each guided reading group on a weekly basis for one twenty-five minute session.

Guided reading will be used to:

- Explore vocabulary within a text;
- Teach reading strategies and behaviours at the instructional level of the group;
- Provide an opportunity for pupils to practise their reading skills independently;
- Provide a context for pupils to share responses and understanding of different text types and genres with others;
- Explicitly support pupils in their application of comprehension strategies;
- Monitor the comprehension and application of reading skills of individuals.

4. Independent Reading

Teachers will set reading tasks for pupils that require them to read without teacher support. Some of these tasks might require a written response.

Independent reading will be used to:

- Promote enjoyment of reading;
- Promote the development of independent learning strategies;
- Provide a context for the application of skills and knowledge about reading.

READING MATERIALS:

Reading has a very high status at St Faith and St Martin CE Junior School, and as such the school seeks to provide high quality, up-to-date resources for teaching reading. It provides:

- Materials that are suited to the age range and reading abilities of the children. Materials are chosen to provide a mix of fiction, non-fiction and poetry with an emphasis on stimulating interest and motivation for pupils who are slower to learn decoding skills. These materials are kept in the school library and are graded in level-referenced bands (learning to read).
- A set of reading books for pupils who have learned to decode (reading to learn):
- A wide-ranging variety of materials is available for pupils who have acquired the expected decoding skills for their age group. The texts are chosen to provide coverage of a wide range of text types, genres and poetry and to be matched to the ages, interests and maturity of

the pupils. Children are encouraged to develop their own reading tastes and to be challenged into trying new types of reading materials. They are expected to learn from what they read; facts and information as well as empathy for characters, situations and dilemmas that they encounter in narrative texts. At this stage, teachers may allow children to bring suitable reading materials from home, especially where they feel that the child has well-developed reading tastes and habits.

Children are also encouraged to read books from the individual class libraries, and to record when they have read in their own reading record books.

HOMEWORK:

Children are expected to read at home independently/to an adult at least 3 times per week and update their reading record in their learning journal with the number of pages read.

READING ASSESSMENT:

During the assessment cycle, reading comprehension tests (Y3-5: NFER & Y6: Past SATs papers) will be conducted. Reading attainment and progress will be based on the test scores, and reported to parents during parents evening or the pupil's end of year report.

MONITORING OF THE TEACHING OF READING:

This will take place in the form of learning walks and formal lesson observations as required.

REVIEW AND EVALUATION:

This policy will be reviewed every two years and agreed by the Head Teacher.

Reviewed: 28-03-19

Next Review Date: 28-03-21