

Reading Policy

At Pentland Primary 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; therefore reading is given a much higher priority at Pentland Primary School now, we have new strategies in place which will enable the children to become enthusiastic, independent and reflective readers across a wide range and types of literature, including different text types and genres, books, posters, magazines, signs and newspapers.

Aims

Our aims are for all children at Pentland is to:

- Become fluent, confident and expressive readers;
- Read with enjoyment across a range of genres;
- Read for pleasure as well as for information;
- 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 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;
- 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.

We aim to develop, through our teaching of reading, the following attitudes:

- Curiosity and interest;
- Pleasure and thoughtfulness;
- Critical appraisal;
- Independence;
- Confidence;
- Perseverance;
- Respect for other views and cultures;
- Reflection.

Action and Implementation

Reading at Pentland Primary 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.

From Y2 through to Y6, the reading standards are led by the texts in Literacy and Language. The Literacy and Language programme is used as a framework for all literacy work. Guided reading is also supported by the

strategies within the Reciprocal Reading programme and children learn these from Y1.

Graded reading skills are in reading logs in which children record their reading responses.

The evidence of teaching the comprehension skills can be found in teacher's literacy planning, reciprocal reading planning, topic planning when appropriate. The evidence of the children's work related to the practising and recording of these skills can be found in the children's reading journals and the reciprocal reading response sheet completed by the teacher during reciprocal reading sessions.

Reception and Key Stage 1

- Shared Reading, using a big book or text on the interactive whiteboard, with small groups or the whole class;
- Guided Reading sessions (teacher to lead one group, introducing the reciprocal reading approach)
- Daily and frequent readers on a 1:1 basis, for those children who need to 'catch-up' with their peers/chronological age;
- Daily phonics lessons, using the RWI structured programme.
- Reading of texts linked to topic work;
- Story time in which the class teacher reads to the class;
- Library visits, including the school library and local library;
- World Book Day involving local authors, booksellers, poets, storytellers and a range of book related activities;
- Extra activities to raise the profile of reading, linked to different themes, such as the Reading Café, bed time story event where parents are invited in for a special evening after school to raise the importance of sharing a bedtime story with their child.
- Literacy crowns are awarded in assembly to celebrate children who have worked hard on their reading/ literacy skills throughout the week. They wear these for the following week and referred to as 'your majesties'
- Children in Key Stage 1 are presented with a reading award sticker and a book to keep. Their photograph is taken and put on the 'Reading bug' chart in the KS1 hall for the following week.

Key Stage 2

- Shared Reading, including use of the interactive whiteboard;
- Guided Reading of the same text, in small groups or taught as a whole class depending on the needs of the reading group;
- Weekly comprehension activities linked to the literacy theme/topic;
- Daily and frequent readers on a 1:1 basis, for those children who need to 'catch-up' with their peers;
- Regular word level, spellings and phonics work, as a whole class or in small groups for those who need it;

- Reading intervention groups (including Nessy and Lexia);
- Reading of texts linked to topic work;
- Reading for pleasure opportunities;
- Other comprehension activities;
- Story time in which the class teacher reads a class novel to the whole class;
- Visits from the local librarian;
- School librarians who run the loaning of school books in the school library 2x a week, take the mobile library round the classrooms every Friday and carry out a story time session 1x a week.
- World Book Day involving local authors, booksellers, poets, storytellers and a range of book related activities;
- Extra activities to raise the profile of reading, linked to different themes, such as The Reading Café and a reading aloud competition.
- Literacy crowns and badges are awarded in assembly to celebrate children who have worked hard on their reading/ literacy skills throughout the week. They wear these for the following week and referred to as 'your majesties'

Role of Parents and Carers

Parents and carers are strongly encouraged to be actively involved in their children's reading at all ages, by listening to them read, reading to their children, and by promoting a home environment in which books are valued. They are encouraged to write in their child's reading record at least 3 x a week to evidence when they have heard them read, to support the communication between home and school. Parents and carers are invited in to read with children during open afternoons at points throughout the year. Various reading incentive schemes in school (KS1's reading mountain, bedtime story event and KS2's librarians, Reading Café and reading aloud competitions) are also planned to raise the profile of reading at home and at school. Children and families are encouraged to take part in the local library Summer Reading Challenge every year, starting and finishing with visits from the local librarian.

Assessment and Record Keeping

Assessment is used to inform the planning and teaching of reading. We assess reading strategies as well as reading comprehension, using the FFT Reading Comprehension Framework which is broken down into the following skills and strategies to read for understanding:

- Use prior knowledge to support understanding
- Check that books make sense to the
- Ask questions to improve their understanding
- Skim, scan and read closely
- Use strategies to locate or infer the meaning of unfamiliar words
- Annotate text

- Visualise their understanding of what they read
- Make predictions
- Summarise understanding
- Adapt reading strategies for different purposes according to the text type.

Assessment against these strategies takes various formats:

- Classroom monitor to record progress and achievements. Reading levels ('below', 'close to', 'secure' or 'beyond') are shared with parents during parents evening;
- Marking of written responses to texts – usually in reading logs;
- KS1 (and less able KS2 pupils) weekly and half termly phonics tracking assessment, in which children are assessed against the RWI sounds and fluency of reading;
- Reading tracking sheets using the colour-coded book bands so appropriate books are given for children to take home;
- Reading planners, 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;
- Well structured reading comprehensions given out at the end of each unit to assess children's understanding and application of taught skills and strategies, e.g retrieval q's only/ inference q's only practising the skills of either matching, sequence order, labelling, multiple choice style, true and false, find an copy, fill in a gap and underline that the children have practised in recently)
- SATs Reading Test at the end of Key Stage One (Y2) and end of Key Stage Two (Y6), as well as optional SATs in Years 3 – 5;
- Pira tests are carried out each half term in every year group in order to provide a standardised assessment of a pupil's reading attainment and an overview of the children's reading skills.

Pupil progress meetings, between each class teacher and the team leader and deputy head, take place at the end of every half term, in which children's progress, achievements and areas for development are identified and steps put into place to close any gaps.

Monitoring of the Policy

We will monitor and update the school's Reading Policy on a regular basis so that we can take account of improvements made in our practice, and changes to assessments, materials and government requirements. We will therefore review this policy at least once every year.

Reading throughout the school and how it reflects this policy, will also be reviewed throughout the year in the following ways:

- Governor's work scrutiny;
- SLT/staff work scrutiny;
- SLT/staff pupil interviews
- EYFS/KS1/KS2 external moderation;
- EYFS/KS1/KS2 internal moderation;
- Moderation with other schools;
- Working closely with schools in a similar area of deprivation to share good practise and experiences.