

Chancellor Park Primary School - Reading Policy

Introduction

At Chancellor Park, 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 we pride ourselves on the fact that reading is given a high priority at Chancellor Park Primary School, enabling the children to become enthusiastic, independent and reflective readers across a wide range and types of literature, including different text types and genres.

Aims

Our aims at Chancellor Park are for all children 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;
- Develop and inspire confidence in reading so as to enable a greater level of fluency.
- 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 endeavour to meet these aims by ensuring that the pupils are taught and given experiences that help them to adopt the following attitudes toward reading:

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

Teaching and Learning

Chancellor Park teaches and celebrates reading through various ~~methids~~[methods](#); it is taught daily throughout the school 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 or by the [LSATA](#), or voluntary readers.

EYFS 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 of the same text in small groups, including teaching a range of reading strategies and comprehension;
- Daily and frequent readers on a 1:1 basis, alongside further 1:1 reading for those children who don't have the opportunity to read as regularly at home or who are further behind their peers.
- Daily phonics lessons, using the Letters and Sounds document alongside the National Curriculum and through interactive resources such as Phonics Play.
- Phonics intervention groups lead by the LSA in each class where needed;
- Reading of texts linked to topic work;
- Story time in which the class teacher or LSA reads to the class;
- Library visits, including the school library and local Library Bus;
- Children's Book Week and World Book Day involving local authors, booksellers, poets, storytellers and a range of book related activities;
- English weeks, with a timetable which is focused on promoting a love of reading;
- Extra activities to raise the profile of reading, linked to different themes, such as Extreme Reading Competition and Bed Time Story Evenings.

Key Stage 2

- Shared Reading, including use of the interactive whiteboard;
- Guided Reading of the same text, in small groups;
- Weekly comprehension activities often linked to the literacy theme/topic;
- Daily and frequent readers on a 1:1 basis, alongside further 1:1 reading for those children who don't have the opportunity to read as regularly at home or who are further behind 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;
- Reading of texts linked to topic work;
- Reading for pleasure opportunities;
- Opportunities for children to present and recommend what they have been reading and for others to comment and question them;
- Other comprehension activities;
- Story time in which the class teacher or LSA reads to the class;
- Library visits, including the school library and local Library Bus;
- English weeks, with a timetable which is focused on promoting a love of reading;
- Extra activities to raise the profile of reading, linked to different themes, such as Extreme Reading Competition and Bed Time Story Evenings.

Reading and Homework

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. We have high expectations here at Chancellor Park, and children should read every evening. Listeners are encouraged to write in their child's reading record when they have heard them read, to support the communication between home and school. Various reading incentive schemes such as Extreme Readers are in place to raise the profile of reading at home, and 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. Additionally, as a whole school, reading at home is celebrated during weekly achievement assemblies where the children in the class with the highest weekly reading percentage are rewarded and praised for their efforts.

A new reading scheme is being trialled with Class R, with the intention of being rolled out to KS1 for the next academic year. More detailed information will be included at next policy review or when a new scheme is embedded.

Assessment and Moderation

Assessment is used to inform the planning and teaching of reading. We assess reading strategies as well as reading comprehension, using the National Curriculum objectives and regular moderation. Throughout the school, children are assessed by their teachers on a termly basis, with class teachers using both formative and summative assessments to inform their judgements. This enables them to monitor closely the progress that the children make and record this accurately using the school's assessment tracking systems.

Children are deemed as working at one of the below standards:

- The **Expected** Standard – in line with where they should be considering their age group;
- **Greater Depth** – demonstrating a writing ability which exceeds the standards required for their age group;
- **Emerging** – demonstrating a writing ability which does not fulfil all of the standards required for their age group;
- **Below** – where pupils are unable to access the curriculum content for their age group and are therefore working from objectives covered at a younger age.

Assessment of reading at Chancellor Park considers all of the strands of the National Curriculum domains in the following ways:

- Individual sheets to record progress and achievements.
- KS1 (and less able KS2 pupils) termly phonics tracking assessment, 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 record books, 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 Test at the end of Key Stage One (Y2) and end of Key Stage Two (Y6), as well as supplementary test bases assessments in Years 3 – 5;
- Termly word reading test to give the child's reading age, which is included on the pupils' reports.

Staff regularly meet to discuss and evaluate the children's work and their assessments as part of our in-depth internal moderations. Furthermore, pupil progress meetings, between each class teacher and the head teacher, take place at the end of every term, in which children's progress, achievements and areas for development are identified and steps put into place to close any gaps.

Additional Needs

As previously outlined, teaching is differentiated effectively across the school. Children with additional needs are identified as part of the planning process and activities are planned for them on an individual basis. There are occasions where children will be working from a more individualised programme, progressing through objectives which more accurately reflect their ability. Furthermore, class teachers will work alongside others such as TAs and the SENCo to ensure that they are able to make good, sustained progress alongside their peers.

Monitoring

This policy will be reviewed regularly by the designated subject leader so that changes and developments in our approach, assessments and resources can be accounted for. Moreover, reading throughout the school will be reviewed during the year in the following ways: book looks and work scrutiny, observations of teaching and learning, staff meetings, climate walks and moderations with link schools in the local area.

This should be read in conjunction with the school's 'Writing Policy' which, combined, make up Chancellor Park Primary School's English Policy.

Reviewed Autumn 2019/20

This policy will be reviewed every 3 years unless the need arises beforehand.