

John Blandy Primary School



Reading Policy October 2024

Reading Policy

“The more that you read, the more things you will know. The more that you learn, the more places you'll go.”

— Dr. Seuss, *I Can Read With My Eyes Shut!*

Intent:

At John Blandy Primary School we are passionate about reading. We value reading as a key life skill and are dedicated to enabling our pupils to become lifelong readers. We believe that reading is key for academic success and progress in many areas of the curriculum, therefore we provide our pupils with the skills and confidence to deal with printed language critically. We aim to provide children with experiences that will lead to rich language development so that at the end of their primary education with us, they are empowered with a breadth of vocabulary that they can build on in the secondary phase.

We promote the enjoyment of reading by carefully selecting high-quality texts that are used as a vehicle for learning across the curriculum. By providing our children with the skills to read, they are able to broaden their knowledge in a range of subject disciplines. We hold reading for pleasure at the heart of everything we do so that pupils develop a real love and thirst for reading a range of genres.

Aims:

At John Blandy Primary school we aim to:

- Develop happy, healthy and curious learners who read confidently and fluently and seek to acquire knowledge independently
- Help our pupils to develop a lifelong enjoyment of reading taking genuine pleasure from what they read
- Give our children the reading skills they need to access all areas of the curriculum
- Enable children to access, understand and begin to manage information
- Help children understand the meaning of what they read and what is read to them
- Help children make responses to what they read, justifying those responses
- Allow all children to use reading to become immersed in other worlds...both real and imagined!

Implement

Early Reading

Children in Reception and Key Stage One take part in daily Read Write Inc Phonics lessons, where they learn to:

- Decode letter-sound correspondences quickly and effortlessly
- Use their phonic knowledge to decode and read words
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression

Children read aloud to their partners which allows teachers to hear every child in their group read daily.

Children in Key Stage Two who are not yet 'free readers' continue to take part in regular Read Write Inc Phonics sessions to ensure that they become fluent and secure with decoding. Children in Upper Key Stage Two, who are working significantly below age related expectations complete 'Fresh Start' phonics intervention x 3 weekly.

KS2 Reading and KS1 after phonics

After completing the phonics programme Read Write Inc, children continue to take part in Reading lessons at the start of each day. There are 3 different types of reading lessons:

Fluency Sessions

These lessons follow the 'Reader's Theatre' approach. The teacher is the 'expert model' and reads a short section of an appropriate text. The children each have a copy of the text and together they explore the language and practise reading it in short sections, focusing on fluency and reading for meaning with expression. Children use the school's code for 'text marking' to annotate their text supporting their reading aloud. Children engage in repeated oral reading of the text section and are encouraged to 'perform' short sections to the group.

Extended Read Sessions

As school we have created a reading for pleasure spine to be used in extended Read sessions, linking to other curriculum areas and diversity. This ensures children are exposed to a wide range of vocabulary and text structures to enhance their love of reading and develop their background knowledge of the wider world. In these sessions, teachers predominately read the text aloud with the children following eyes on, modelling fluency and prosody. Together they explore new language and authorial intent as well as continuing to develop the reading skills of retrieval, inference and summarising.

Close Read Sessions

These sessions deepen children's understanding of texts and the subjective element of Reading. Children practise extracting information from shorter extracts of texts. Children use their background knowledge of the world around them, understanding of vocabulary and comprehension skills and transfer these ideas into written answers.

Timetabling

Children in KS1 who have completed the Read Write Inc Phonics scheme take part in 3 Fluency Sessions and 2 Extended Read sessions per week.

Children in KS2 take part in 2 Fluency Sessions, 2 Extended Reads and 1 Close Read per week.

Children in KS2 who are still working through the Read Write Inc Phonics programme take part in the Fluency Read whole class sessions x2 and then take part in Phonics groups on the other days.

Shared Reading for Pleasure

Adults at John Blandy Primary School, continue to read to their class and groups of children every day to promote a love and enjoyment of reading. This includes reading their writing-based book, extended read book or other examples of high-quality texts.

The Reading Environment

We have an excellent library which offers both recent and up-to-date fiction and non-fiction books. Our fiction books also reflect our increasingly diverse community; our non-fiction books reflect the curriculum we teach. Within every classroom, are a wide-range of reading books on display for children to choose and read. High quality displays around the school promote reading, celebrate the work children have done in reading and introduce children to new authors. Each classroom has a selection of high-quality books which offer opportunities for pupils to apply their reading skills across the curriculum.

Home/ School Partnership

At John Blandy Primary School, we aim to work closely with parent/ carers to support children to learn to read. We offer Reading and Phonics workshops where we aim to empower parent/ carers to feel confident supporting their children with reading at home. We use homework books to communicate with parent/ carers about the progress of their child's reading. Reading books are changed weekly by children's class teachers/ TAs and are closely matched to the pupil's reading ability. Free readers are supported by staff to choose appropriately challenging books from the school and class library.

Role of the Subject Lead/ Monitoring

The Reading Leads carefully monitor children's progress in Phonics, reading fluency and comprehension skills ensuring challenge and support is in place for all. They identify the lowest twenty percent of readers and look at ways in which these children can be supported. The Reading Lead provides training and support to staff to ensure that all staff are expert reading teachers. The Reading Leads carries out learning walks to ensure consistency of teaching and to coach staff in areas where they feel less confident. Whole class reading planning and teaching is monitored to ensure high-quality texts are being used and children are being exposed to a wide range of genres.

Impact

At John Blandy School we regularly assess children's progress in reading to ensure that all children are supported and challenged. We use the Read Write inc entry assessments to assign children to phonics and reading groups. We then reassess the children every six to eight weeks. We use the data to identify children and groups of children to target.

From the end of Year 1 we use the FFT Reading Fluency assessments to assess children. As they move into Year 2 these Fluency assessments are then repeated 3 times per year and daily readers fluency lessons and other interventions are put in place to support this progress. This is reviewed with class

teachers and SLT at pupil progress meetings. As well as this, Year 3-5 complete reading assessments twice a year and Year 6 use end of KS2 reading assessments to help identify misconceptions and to ensure next steps in learning are planned for.

By the time children leave John Blandy, we strive for our pupils to be competent readers who can recommend books to their peers, have a thirst for reading a range of genres and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader. They can also read books to enhance their knowledge and understanding of all subjects on the curriculum and communicate their research to a wider audience.