



ROMAN WAY ACADEMY

READING POLICY

Our vision: To build lifelong learners

Our mission: We enable every child to meet their full potential

This school is an inclusive school and all children, irrespective of social background, culture, race, gender, differences in ability and disabilities have an entitlement to this area of the curriculum. Reasonable adjustments will be considered to enable children to participate in the life and work of the school.

SMSC

Spiritual, Moral, Social and Cultural (SMSC) development is about everything we do at Roman Way and supports the rights and responsibilities of the child. As well as contributing towards the whole school values and ethos, it leads to children becoming lifelong learners who make a positive contribution to our world, preparing them for life in modern Britain. Within the curriculum, including Religious Education and Personal, Social, Health Education there are plans to develop SMSC.

Rationale

Reading is a vital skill that will support children's learning across the whole curriculum. As a school, we will ensure that our children are taught to read with fluency, accuracy and understanding through a variety of discreet and cross-curricular learning opportunities. Above all, we want children in our school to become enthusiastic, independent and reflective readers. Essentially, we want children to enjoy reading.

Aims and Objectives

- Instill children with a love of reading that lasts for their lifetime, share with them an enthusiasm for children's literature and help children to recognise the value of reading as a life skill.
- Encourage children to become enthusiastic and reflective readers by introducing them to good quality books, from a variety of cultures and in a range of different styles and formats.
- Develop our children's understanding of a variety of text types including non-fiction, fiction, poetry and drama.
- Develop children's confidence, fluency, independence and stamina when reading for different purposes.
- Develop children's abilities to reflect on and have an interest in what they have read and the language and punctuation choices made by the author.
- Use drama and role-play, where appropriate, to immerse children in the text.
- Ensure our children have sound phonic awareness and use a phonics first approach to reading.
- Develop a range of vocabulary appropriate from their age range through a choice of enriched texts.
- Encourage and support the use of enriched language in their writing.

Teaching Approaches and Strategies

At Roman Way, every child experiences high quality reading through phonics/spelling teaching, 1:1 reading, guided reading and shared reading. Reading is taught throughout the whole school discretely and as an integral part of the school day. During English lessons, guided reading and other areas of the curriculum, children will have the opportunity to experience a wide range of good quality texts and are encouraged to respond and reflect on these. Through shared and guided reading, children will experience good models of reading and reading discussion, using a variety of quality texts written for a range of purposes.

Guided reading takes place in addition to English lessons throughout the school. Teacher led sessions focus on key skills for reading:

- Literal skills (answers can be directly lifted from the text)
- Deductive skills (the text does not directly give the answer, but we can work things out by the information given)

- Inferential skills (the text does not directly tell us the answer, but we can work things out by considering the hints and clues in the text in the light of our own knowledge and experiences)
- Evaluative skills (giving personal opinions)

EYFS:

In EYFS, reading is an important feature inside and outside the classroom. At the early stages of reading, the children are taught to decode texts by following a synthetic phonics programme (Letters and Sounds). Teachers also use resources from Jolly Phonics and Phonics Play.

We have a range of ways in which we promote reading:

- daily phonics sessions
- book areas that are stimulating and accessible (inside and out)
- quality books in the book areas
- using core books to plan for children's interests and class topics
- individual reading
- guided reading sessions (reception class)
- using story props, story sacks and role play
- opportunities for children to learn from clearly modelled 'learning behaviours'
- involving parents in understanding the importance of early literacy through phonics workshops, shared reading, reading books etc.
- listening to and joining in reading with texts from a variety of genres.
- opportunities to retell and to act out stories using props and story maps.

Key Stage 1:

Children in KS1 take part in daily phonics lessons. (This is differentiated and sometimes taught across year groups in ability sets.) In Year 1, phonics teaching is based on Letters and Sounds and from Year 2, teachers use the No Nonsense Spelling (NNS) scheme to support the teaching and learning of spellings to most of the pupils. Where necessary, children continue to access phonics teaching or engage with phonological awareness training (PAT).

In Key Stage 1, teachers work with a focused group each day to improve the quality of reading and comprehension during guided reading sessions. Groups who are working independently are given additional reading tasks appropriate to their level.

Key Stage 2:

To support the teaching and learning of spelling, KS2 teachers use the NNS scheme. Where necessary, children continue to access phonics teaching or engage with resources such as PAT.

As children move into Key Stage 2, they participate in whole class guided reading sessions. Teachers refer to Bloom's Taxonomy of low and high-level thinking skills when planning guided reading sessions. Children have access to a variety of books in order to navigate reading with confidence. These books are complex beyond a lexical level and demand more from the reader than other types of books. Children will experience reading books with archaic language, non-linear time sequences, narratively complex, figurative/symbolic texts and resistant texts.

In KS2, children are taught a range of comprehension skills (see model in Appendix 1). Children are encouraged to react and respond to texts, developing their ability to use inference, whilst broadening their understanding of more complex and ambitious vocabulary.

Where appropriate, some children in KS2 will access texts at their level through smaller guided groups led by an adult.

SEN

All pupils with special educational needs will follow the same educational curriculum as their peers. This is differentiated where necessary to meet their individual needs.

Centre of Literacy in Primary Education - Power of Reading

From this year, we will be using an accredited resource from the CLPE to support our teaching of reading through the Power of Reading programme. Creative teaching sequences will enhance teachers' planning and ensure links are made throughout the curriculum.

Parental Involvement

Parents/carers are encouraged to listen to their children read at home. Children take a reading book home every day and have access to library books to share at home. Parents/carers are asked to comment/sign their children's reading record book every time their child reads at home. Teachers/TAs/volunteers write comments when they hear children read in school.

Story time

There should be a story time every day in all classes, so that children can hear how a good reader sounds. It is a time for children to enjoy books, while providing language rich experience and opportunities to develop vocabulary and comprehension skills.

Reading Areas

Each class is expected to have a reading area established by the end of the first week of term. Books should be easily accessible, and the reading area managed by the children.

Library

Children have the opportunity to choose books to share at home from our well stocked school library. Teachers may choose to take their classes in for whole class reading/story sessions. Children also use the library to support with research projects that take place in different subjects.

Assessment

Assessment for learning is ongoing. The staffs assess attainment in reading every term using evaluations made on their planning and guided reading sessions, written assessments of comprehension and independent learning the children have produced. Phonics progress is assessed termly.

At the end of Year 1 there is a statutory assessment - Year 1 Phonics Screening Check, which takes place in June of each year. This test contains a combination of real and pseudo words to test a child's phonetic awareness and ability to blend.

In Year 2, children who did not reach the required standard for the Year 1 Phonics Screening Check will need to be re-assessed. These children will then be required to retake the test in Y2 during the following June testing period.

Monitoring and Evaluation

The subject leader monitors the effectiveness of teaching and learning by listening to children read, drop-in sessions during reading activities, pupil voice and through data analysis. All data is securely stored on a password protected database which can be accessed by class teachers, subject leaders and members of the SLT.

Signed (Coordinator): *Rubeenah Gunness*

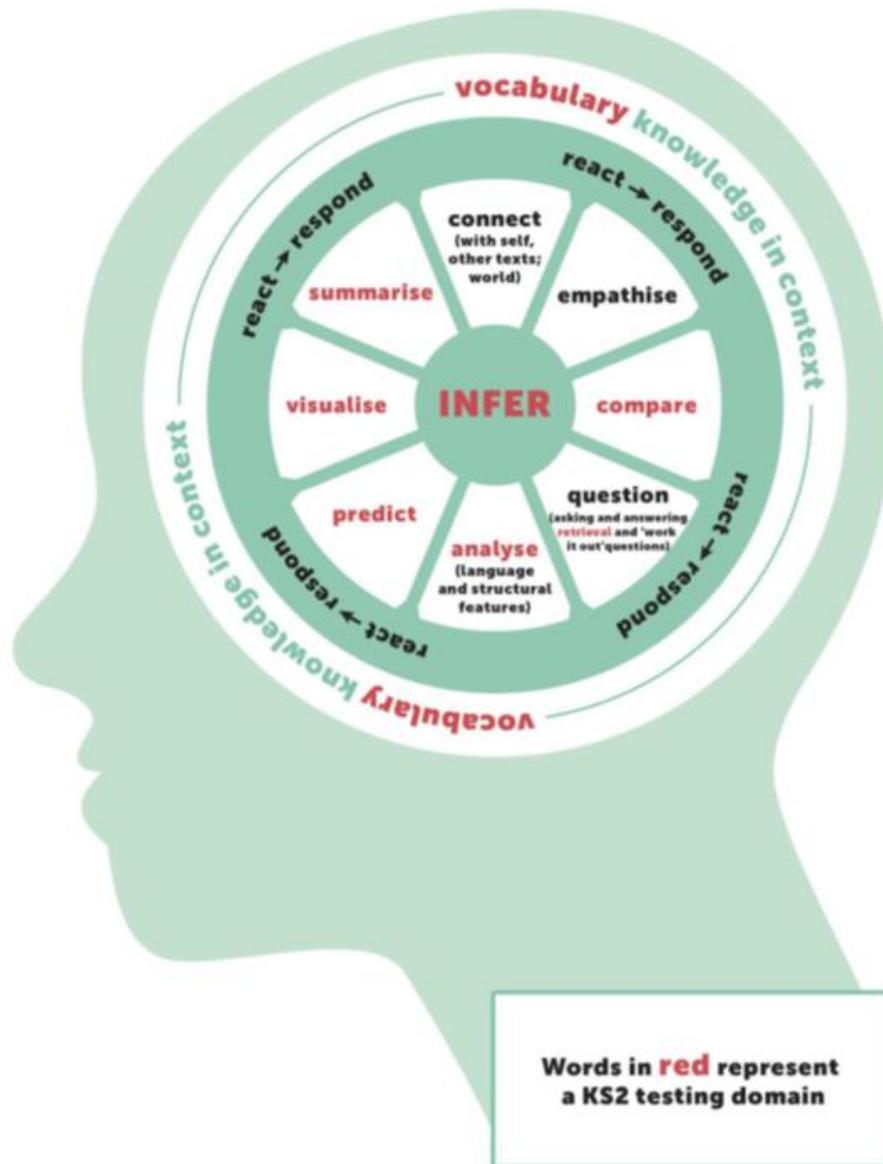
Approved by: *P. Baxter*

Approval Date: May 2020

Due for review: May 2022

Appendix 1

A Conceptual Model for teaching Reading Comprehension aligned with the National Curriculum



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