



Reading Policy

Francis Askew Primary School Reading Policy

Our Vision

At Francis Askew Primary School we will meet the needs of each and every child, promote positive values and aim to make every day enjoyable and rewarding. We will work in partnership with parents, families and our community to provide a calm, safe and nurturing environment where people respect each other and feel happy, secure and valued.

We encourage children to aim high in everything they do. We believe in developing individual talents and celebrating success in all aspects of school life. Our lessons, supported by new technologies and extra-curricular provision, will nurture curiosity, inspire and love of learning, foster independence and equip our children with the skills they need for the future.

By having high expectations and a relevant, creative curriculum, we will bring out the best in everybody.

At Francis Askew Primary School we believe that reading sits at the heart of the entire curriculum. Without reading children would not be able to access the world around them and we believe that giving them a range of reading experiences, allows them to learn and access the wider world.

Reading and comprehension skills are the cornerstone of learning and we ensure that each child follows the journey from “learning to read to reading to learn.” We believe in giving children the tools and skills they need to develop, not only well developed comprehension skills, but a love of reading, books and a thirst for knowledge.

At Francis Askew Primary School we agree the following non-negotiable aspects of the curriculum to promote reading:

All children will have a reading book

All classrooms will have a range of fiction and non-fiction books for the children to ‘choose’ to read in an accessible ‘book area’

All classes will allow the children time to read independently, for enjoyment

All classes will have an ongoing class ‘novel’ or text, in FS and KS1 this may be a different, shared text each day

All children will have a reading journal to support their guided reading (from KS1 as is appropriate for the individual child)

Every child will have at least one guided reading session each week

As well as the above non-negotiables, each classroom will ensure that there are a range of supportive materials displayed in the classroom to support children with reading. All classrooms will display a '44 phoneme chart' and the school handwriting font. Classrooms will have a range of books available for the children to select and resources to aid reading a comprehension will be readily available. Classrooms must have a bank of dictionaries, relevant to the age and stage of the children and a 'book area' or 'reading area'.

In EYFS and Y1 where outdoor provision is key, early reading skills will be promoted. Resources such as large letters, digraphs or trigraphs will be displayed as well as written instructions and key questions for the children to refer to.

At all times, reading will be in the forefront of teachers' minds when planning meaningful and purposeful activities for the children to engage in.

Planning for reading and guided reading

As with other curriculum subjects, reading should be planned for, meeting the needs of all learners in the class.

Guided reading should be planned for, using the guided reading planning and record sheets. Each session should have a clear shared focus from a whole class text to ensure that all children can access all elements of the reading curriculum. Guided reading will continue to be focussed around the four main elements of reading which are: working through the strategies of predicting, clarifying, questioning and summarising.

Guided reading records will be kept, which provide a clear overview of the child's attainment over the year. During individual sessions it may not be possible to record comments for every child, but where possible these should be kept as concise and succinct as possible, providing teachers with a clear evidence base when making summative assessment judgements.

Alongside guided reading records, each child will have a journal which they will use to complete pre or post reading activities during guided reading. These along with the records will be used to make summative judgements about attainment and progress and will be used to moderate reading judgements across the school.

The assessment of reading

Reading will be continually assessed through guided reading and the accompanying records.

Children will undertake a termly test using the PIRA reading test. This will give them a standardised score which can be used to measure progress over the term/year.

Reading will be taught throughout the school using the following approaches:

Early reading and phonics

Francis Askew Primary School believe that phonics should be the first and prime approach to the teaching of reading. The Simple View of Reading is adopted as the basis for the teaching of early reading. This adopts the view that children learn to read through the two processes of language comprehension and word recognition. The word recognition strand focuses on decoding the words on the page, using phonics as a first strategy. Language comprehension skills are developed alongside word recognition, focusing on ensuring children understand the stories they hear and read and are able to comprehend the world around them. Once these two processes are secure, children are able to develop their reading comprehension skills, applying their decoding skills and their understanding of what is being read.

Throughout FS and KS1 the focus is on the development of these skills, along with fostering a love of reading. As the children become ready, the focus shifts to children applying their reading skills, using these for comprehension purposes and developing higher order skills of comprehension. Children develop preferences and are encouraged to read a wide range of texts and text types to give them a 'breadth of reading experiences.'

In KS1, reading is taught daily through a mixture of whole class guided reading and a carousel method. For two lessons a week children study a whole class text, for which they will study six a year. During these sessions, children will have opportunities to practise a wide-range of skills during the week, all based on the Canine skills: Vocabulary Victor, Rex Retriever, Sequencing Suki, Inference Iggy and Predicting Pip. The remaining three sessions are focussed on developing decoding skills through a carousel method. On these days, children will read with an adult, access Lexia and spend time peer reading.

Across the school phonics will be used as the prime approach to the teaching of decoding skills and where relevant to the needs of individual pupils. Where phonics does not appear to be supporting a child, alternative methods of developing reading skills will be planned for and delivered. Additional guidance from the Literacy team or SENCO will be sought by the class teacher.

Whole class texts

Children will study a range of different books, extracts and poems, including examples of different text types and genres. By the time the children leave the school at the end of Y6 they will have spent time studying a range of fiction, non-fiction and poetry texts and will be clear regarding the key features of different types of texts along with their purposes.

Teaching of reading in KS2 is predominately done through their class novel, of which they study three each year. The transition to LKS2 is helped by the continued use of the Canine skills, albeit slightly tweaked to match the demands of the new key stage (Vocabulary Victor, Rex Retriever, Summarising Sheba, Inference Iggy, Predicting Pip, Cassie the Commentator and Arlo the Author). When children enter UKS2, they use the acronym VIPERS instead as a more age-appropriate reminder of the key skills they study (vocabulary, inference, prediction, explanation, retrieval and summarising). Two lessons a week focus on vocabulary and basic retrieval, two lessons study the other domains – with heavy weighting given to inference – and a Friday is dedicated to an unseen non-fiction text with questions similar to those on National Tests.

Children will also spend time being read to and reading for enjoyment. We believe that reading is a key basic skill which will enable children to access the world around them. The children will hear a range of different texts, stories and poems, developing their comprehension skills and helping them to learn which text types they particularly enjoy along with preferences for different authors.

Shared reading

Shared reading plays a key role in whole class reading sessions, sharing a text as part of the literacy lesson or across the wider curriculum. Shared reading involves the teacher, teaching assistant and children 'sharing' a text, focussing on the key features, use of language etc. Shared reading allows the teacher the opportunity to guide the children through a text, as a class, ensuring that they

understand the themes, language and key features. Sometimes shared reading is used to identify key features for writing, but it should also be used to develop reading skills.

Independent reading

All children will be given the opportunity during the school week to read independently, for enjoyment. Teachers will allow children 10-15 minutes, at least 3 times per week to read. It is important that teachers and teaching assistants model the reading process to children showing children the value and importance of reading for enjoyment

As a school we ensure that we constantly add to the books we have in school, making sure that these are relevant and of interest to the children.

Reading scheme books are available for all children. Books are banded across the school and the children are able to independently select books from the appropriate bands.

Additional support – SEN, FFT, Reading Recovery, Interventions

Class teachers and Phase Leaders have a duty to ensure that any children who are not making progress or attaining at the expected level, receive extra support to allow them to 'catch up' or to meet their full potential. Intervention sessions can be aimed at children who are falling behind, vulnerable pupils or more able pupils. Sessions are tailored to meet the needs of individual pupils or small groups of learners and can focus on either reading, phonics/spelling, writing or maths. On top of this we have a number of intervention programs which run across the school (including the FFT wave 3 programme which is specifically designed to develop both reading and writing skills). This focuses on children's specific needs and aims to enable them to reach their full potential. The interventions are delivered by teachers and teaching assistants who have been specifically trained in intervention strategies. The school also employs a teaching assistant with a responsibility to enrich the reading curriculum for children. She holds a weekly reading club and also invites parents in to read with their children in the school library.

Reading across the curriculum

As well as reading during literacy lessons and for enjoyment, appropriate texts are used in the classroom to support the wider curriculum.

The skills of skimming and scanning are developed as the children progress through the school and the emphasis shifts onto applying these skills across the curriculum, using reading skills to further develop knowledge and understanding across a range of subjects.

The school takes part in events such as World Book Day and holds at least two book fairs a year, at which parents can buy high quality books at reduced prices. In addition to this, a reading raffle is held weekly, during which children who have read regularly in the week have a chance to win a reading book.

Library skills

Each class has a timetabled 'slot' in the library where they are able to take books out and use the library to develop research skills, referencing skills and to support the wider curriculum as well as developing preferences for texts and authors. The library is also open on selected evenings straight after school for children to attend with their parents.

The library is a key resource in supporting children's reading across the curriculum and we ensure that this is kept well stocked with up to date and current texts of interest to the children. Children are involved in the selection and ordering of new texts. The school employs a qualified Librarian who ensures that the library is kept up to date with books that children enjoy but also find appropriately challenging. She liaises with the library service so that children are able to take part in a number of reading events and invites authors in to work with children. In addition to this, she also liaises with the local Gipsyville library which enables children to visit when in key stage one.

Home Links

At Francis Askew we promote the love of reading and acknowledge that parents are key to ensuring that their children are able to access this. We encourage children to read at home and aim for parents to fill in the Home/School reading diary at least 5 times in one week. Children are

encouraged to read regularly and although every child is provided with a book to read at home, it does not have to be this book that they read to parents. It could be a list, something from a comic or magazine, something on line, a letter or an e-mail as well as a story book from home. Any child who has been seen choosing to read and trying their best is chosen to be put in a class draw taken in the regular celebration assemblies. The winners are able to choose a book from a wide range of books. A sticker is put in each one to say that the child has won the book.

Parents are encouraged to come into school on many occasions and we have regular Book Fairs so that parents can buy books for their children. Books are often given as presents and we also encourage parents to come into school when we give out the Bookstart (Booktrust) books for Foundation1 and 2.

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