

# **Ridgeway Primary Academy**



## **Reading Policy 2018**

*The best primary schools in England teach virtually every child to read, regardless of the social and economic circumstances of their neighbourhoods, the ethnicity of their pupils, the language spoken at home and most special educational needs or disabilities (Reading by the Age of 6)*

### **Aims and Objectives**

Reading is essential to attainment and success across all subjects. Pupils who do not learn to read are effectively disenfranchised from participating fully as a member of society. (New Primary Curriculum) As a school we are committed to:

- ensuring pupils make progress in their reading skills including decoding, accuracy, fluency, understanding and response to texts.
- ensuring children are aware of their own progress and development as a reader
- ensuring children are able to use a variety of different texts e.g. fiction, non-fiction, poetry, reports and understand their purpose
- creating a positive reading culture where children enjoy reading, want to read regularly and discuss their reading.
- encouraging reading outside the classroom through forging strong links with home.
- developing children's experiences through a variety of texts including use of libraries, ICT and other available media.
- teaching children to apply the skills they learn in reading across the curriculum.

According to Arlington et al 2008, 'Some researchers suggest beginning readers need to read 600-1000 words a week to become competent readers'.

At Ridgeway Primary Academy, every attempt is made to ensure that our children gain 'reading mileage.' This means ensuring that the children have opportunities to read wherever possible, both within Reading lessons and across the curriculum.

Throughout the school, all children are encouraged to choose books which they would like to read and are given the skills needed to choose books which are appropriate.

Opportunities for extending reading mileage at Ridgeway are:

- Individual Reading ( 1:1 reading with an adult in school)
- Shared Reading
- Whole Class Reading

- Guided Reading
- Reading across the creative curriculum
- Independent reading
- Story Time
- Home reading

Children should also listen to stories read aloud on a regular basis.

## **Teaching Reading**

To ensure progression and a cohesive approach, the following guidance must be followed:

### **Phonics**

Phonics teaching must be consistent, well-structured, fast paced and multi-sensory. All children will be taught skills following the Sounds-Write programme, in dedicated phonics lessons. Children will be grouped according to which code they are working on. Those children who have not made expected progress within the extended code by the end of Key Stage 1 will be identified for intervention in Key Stage 2 to address gaps in their knowledge. Assessments will take place every half term in order to track progress, identify children who need further support and identify gaps in learning for specific groups or cohorts of children.

### **KS1 Guided Reading**

During a normal week in school, all children in KS1 will be heard read once a week as part of a guided reading session. Children will be assessed against objectives and appropriate comments/ evidence will be recorded by the teacher.

In KS1, Guided Reading will form part of a carousel of activities. The carousel of activities should include: Read Theory, Independent Reading and Reading comprehension. All activities should have a clear learning outcome for children. Children will be made aware of their progress and how they can improve their reading during these sessions.

Independent reading should have a purpose, and children should be given the opportunity and encouraged to discuss and summarise their reading after each session.

## **Shared Reading**

This takes place during English sessions and is therefore included within English plans. This includes big books or texts displayed on the Interactive Whiteboard. During this time, specific reading skills or features of genre will be taught and modelled. This is an opportunity to discuss the use of language and widen the children's vocabulary.

## **Individual Reading**

In Foundation Stage and Key Stage 1, children who are not accessing reading at home will be targeted to read with an adult volunteer to support their reading. In Key Stage 2, the children will begin to gain independence in their reading, and will use a Communication Book to keep track of their reading. Teachers will check the children's choice of book and that it is at an appropriate level of challenge. They will provide appropriate extra support for free readers working below year group expectations.

Reading journals will be checked at least once per week to keep track of reading and check that the children's choice of book is at an appropriate level of challenge. (See Appendix 1 below.)

## **Whole Class Reading**

Whole Class reading is used in KS2. During these sessions, children read a class text and use reading VIPERs (**V**ocabulary, **I**nference, **P**rediction, **E**xplanation, **R**etrieval) to interrogate the text to develop their reading comprehension skills. The children's responses to the text are recorded in their reading journal.

## **Notice and Note**

During independent reading, the reading signposts developed by Beers and Probst are used to help develop the children's close reading skills. Independent reading is given a purpose for the children to identify significant plot developments, and share them with the class.

## **Read Theory**

The Read Theory website is used by children in KS1 and 2. Each child will take an initial baseline assessment to gauge their reading comprehension level. The children then access reading comprehension quizzes in school at least once a week, and at home, to develop their comprehension skills.

## **A Reading Culture**

All adults should be good role models for children in modelling both reading aloud and silent reading. Teachers promote a love of reading through story time and the sharing of class novels. Each class will promote reading for example through class libraries, use of the school library and the sharing of favourite books and authors. Reading is celebrated on World Book Day with activities throughout the day and during the week leading up to it for example visits to the library and dressing up. The school is continuing to invest in the new library provided by FORA for the children to use.

## Communication Books

The Communication Book is used as a liaison between parents and teachers. In Foundation Stage and Key Stage 1, parents are expected to listen to their child read, discuss the book and write a comment each time they read with their child.

In Key Stage 2, parents are expected to discuss their child's reading book with them and sign the reading journal on a weekly basis. Where children are not working at expected levels in Key Stage 2 parents, are expected to continue listening to their child read and commenting in the reading journal. All Children must bring their reading book and record to school every day.

## Assessment

Children are assessed in line with the Learn-At Assessment Policy.

Year 1 children are assessed against the Governments standardised Phonics Assessment.

Year 1 to Year 5 complete PIRA assessments each term and standardised scores are recorded on O Track. Year 6 reading is formally assessed using previous SAT papers each term, with scaled scores recorded on O Track.

Teacher Assessments are made each half term.

## Dave Turner Jan 2018 (Review each year.)

## Appendix 1

### Appropriate Level Texts

According to Ofsted 2004, 'Texts pupils read should match children's proficiency so they are reading at 90% accuracy.' At Ridgeway, we understand the importance of children enjoying the reading process and how this can be impeded if the children are faced with texts which are inaccessible. Therefore, staff ensure that the texts that the children are reading are sufficiently accessible, so that at least 90% of the words are decodable. In addition, it is important to check that the children are understanding the text – reading is a 'message getting activity' (Clay) not simply a decoding activity.

**Accuracy rate 95-100%.** The reader is reading a text which is EASY. A high level of success will be experienced. Texts that children read independently of adult support should be of this level.

**Accuracy rate 90-94%.** The reader is reading a text which is INSTRUCTIONAL. At this level, children will require adult support in order to decode at a rate which does not impede comprehension. This level of text could be (is) appropriate for guided reading or reading with an adult.

**Accuracy rate 50-89%.** The reader is reading a text which is HARD. The rate of reading will be too slow for the children to comprehend what they have read. A child found to be reading a text of this level should be encouraged to change their book. This might be to a book at a lower level or an easier book at the same level. The adult also might decide to read the book to the child first, share-read the book or 'introduce' the story and characters first – this might shift the book from hard to instructional level and enable the child to carry on with texts at this level.