

Chidham Parochial Primary School

Reading Policy

School Vision:

'A happy school where every learner will have the support and encouragement they need to enjoy their learning, make good progress, and be successful in achieving to the very best of their ability.'

John 15 v 12 " Love each other as I have loved you"

Written: January 2020

As a Rights Respecting School, we at Chidham Parochial Primary School foster a positive caring environment, where we provide an education in which all children achieve their full potential. This is in accordance with the UN Convention on the Rights of the Child (on which our Rights Respecting School work is based). All children have the right to an education: Article 28.

At Chidham Parochial Primary School we are committed to providing all children with exciting learning opportunities. This reading policy has been developed through a process of consultation with school staff and governors.

Rationale

At Chidham Parochial Primary School, we know that reading is the key to success for children. If a child reads fluently and enjoys reading and therefore reads widely a whole world will open for them. They will improve their vocabulary, sentence structures and knowledge of the world. We aim to teach the children to read fluently and with understanding. We promote a love of books and an enjoyment of reading.

The school aims to:

- Provide the children with the skills and strategies necessary to develop into competent and fluent readers
- Encourage the enjoyment of books and reading so that the children develop a life-long love of books
- Develop study skills so that the children can find appropriate fiction and non-fiction books to support their learning
- Develop a critical appreciation of the work of authors, poets and illustrators in order to emulate these skills in their own writing
- Encourage care and ownership of books
- Make sure children are familiar with a large bank of rhymes and stories including nursery rhymes, traditional tales and stories from other cultures
- Provide a rich and varied diet with a range of authors and books to suit different interests.

To achieve the above, we do the following:

Teach Phonics - *see separate policy*

General class teaching - As a school we recognise that speaking and listening is a big part of understanding texts. In our English lessons and in all curriculum areas we try to give pupils opportunities to talk and listen in a wide range of contexts.

We understand the importance of language comprehension and this is built in alongside simple decoding. We have a lot of picture books in school and sometimes use these for whole class or group teaching so that all children can discover what is happening in a book and be able to use skills of inference and deduction even if they struggle to decode.

Foundation stage

- All children bring a book bag into school each day
- The teacher provides every child with a reading book and a reading home/school diary
- Daily Letters and Sounds phonic work
- Individual reading - The teacher/TA will hear each child read 1.1 twice a week.
- Children are grouped for guided reading with picture books to discuss at the beginning of the year moving onto books with text at their level later on in the year.
- Children learn a story every half term so that they know it thoroughly and start to build up a bank of stories that they are very familiar with or know by heart.

KS1

- The teacher provides every child with a reading book (below the level they are reading at in school to build fluency and intonation) and a reading home/school diary which they take home every night. The expectation is that they read to an adult at least 3 times a week.
- Daily Letters and Sounds phonic learning.
- Guided reading happens weekly and children are heard individually where it is felt that they need extra support or for assessment.
- Group and individual reading targets are kept in guided reading folders.
- Groups working independently may do a piece of writing related to their reading book or play phonic games.
- Teachers read aloud to children every day.
- Throughout the year, children become familiar with well know stories, which they can they use as models to support writing.

KS2

- Guided reading happens weekly alongside a carousel of reading activities in class.
- The teacher provides every child with a reading book. The expectation is that they read at least 3 times a week.
- Teachers read aloud to children regularly during the week -they should hear 2 or 3 substantial works of fiction each year this is a good way to interest children in reading and to tackle comprehension questions as well as get children discussing and talking about books.

We prioritise reading in terms of adult support in school which includes volunteers who give extra support on a 1:1 basis.

The School has created a reading leaflet for parents & carers called, "Supporting your child with reading."

Assessment

Assessment against the "age related expectations" (ARE) are undertaken 4 times a year and shared with the leadership team at the termly progress meetings. (These help to track progress and timetable any interventions as needed throughout the year)

Three times a year, children will be assessed using a range of summative assessment materials for their age group

Interventions

Children who are falling behind age related expectations are identified early by the school tracking systems and the regular pupil progress meetings and support is put into place. This could be from a teacher who is employed for that purpose or a TA, in a small group or 1:1. These interventions are closely monitored and adapted as needed.