



## **1. Introduction**

Clifton Green Primary School (CGPS) is committed to providing all our pupils with the necessary skills in Reading, from which they can become confident communicators in a variety of circumstances. Reading is a complex skill with many components. CGPS recognises the importance of laying firm foundations in this crucial area of the curriculum and the necessity of providing a consistent, whole school approach to the teaching of reading. This policy sets out the vision, procedures in teaching, assessment, and support for all staff in Reading throughout the school.

**The 2014 Curriculum divides reading skills into two dimensions:**

- **Word reading/ decoding**
- **Comprehension**

Both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary. We also understand that reading is a developmental process and part of life-long learning and we encourage and praise children at every stage of it:

## **2. Vision**

As a school we aim to:

- Build on the child's prior knowledge and early literacy experience.
- Recognise and value the parents/carers role as prime educators in the preschool years and work together to develop the child's reading skills.
- Promote and encourage a lifelong love of reading.
- Teach our pupils to become confident, independent and reflective readers who read from a range of texts for a variety of purposes.
- Develop reading strategies and key skills: accuracy, fluency, understanding and response to texts, including questioning the content and ideas expressed.
- Deliver a structured and progressive whole school approach to the teaching of reading.
- Select appropriate resources to motivate, challenge and extend pupils effectively.
- Identify pupils who require additional support and intervene at an early stage.
- Monitor the reading process and levels of attainment closely.
- Promote an ethos of achievement by setting high expectations and challenging targets.

## **3. Teaching and Learning**

**In Foundation Stage the teaching of reading is based on the area of learning – Communication, Language and Literacy (EYFS).**

**In Foundation Stage we will:**

- Give children opportunities to be immersed in an environment rich in print and possibilities for communication.
- Ensure that communication, language and literacy are used in every part of the curriculum.
- Encourage children to read, speak and listen to represent ideas.
- Provide children with books to take home to share with their families as often as they wish.
- Encourage the participation of children in the current reading scheme.
- Ensure that children are heard read regularly within the class.
- Share reading books and key words with parents/carers and ensure that these are taken home and that efforts are recorded in their home/school reading record book.

**In Key Stage 1 and 2 we will:**

- Ensure that all children take part in daily Guided Reading.
- Ensure that children are exposed to longer, rich texts in order to build on their comprehension skills.
- Provide children with reading scheme home reading books that are contextually stimulating.
- Encourage parents/carers to hear children read at home and discuss content, questioning around the text. It is intended that reading records are commented in by both parents/carers and teachers.
- Reward children when they read 5 times a week at home.
- Be encouraged to take part in reading competitions within school and in the local community.
- Visit the school and local library.
- Plan for weekly visits to the school library and ensure that all children receive a library book of their choice.
- Spend short, focussed teaching periods using big books/class books to enhance basic reading skills.
- Read and discuss a range of fiction and non-fiction texts.
- Develop children's personal experiences beyond any existing knowledge or experience and discuss these.
- Plan English lessons through quality texts.
- Use Bug Club as a teaching tool in class and with specific groups and encourage children and parents to use this at home.

### **When teaching whole class reading skills we will:**

- Match the materials carefully to pupil's level of attainment, whilst still providing challenge.
- Encourage a mix of individual, choral, shared and teacher modelled reading
- Provide time for each pupil in the group.
- Ask questions about character/story/events and relate these to personal experience.
- Recall familiar and new words and identify and introduce new reading vocabulary.
- Deduce meaning from context syntax and previous knowledge.
- Ask pupils to read aloud in the group
- Encourage children to talk about the favourite aspects of the books we read.
- Teach phonic awareness and find words with familiar sounds etc.
- Predict and infer from the text and scan for information.

### **4. Phonics**

- All phonics in EYFS and KS1 is taught following the Letters and Sounds document alongside the 'Jolly Phonics Programme'.
- We have adopted the suggested daily teaching sequence set out in 'Letters and Sounds'; *Introduction, Revisit and Review, Teach, Practise, Apply and Assess learning against criteria.*
- In Reception children are streamed through out Spring and Summer to allow for the high achievers to make accelerated progress and those with additional needs to gain further support.
- Children in Year 1 are screened in Autumn, Spring and Summer to identify those children who require intervention, recorded on Edukey.
- Phonics is taught daily in a systematic, multi-sensory way.
- Children resitting the screening check in Year 2 access intervention a minimum of 3x weekly.

### **5. Assessment and monitoring**

Teachers assess children's reading in a variety of contexts continuously and levelled according to the Year Group Expectations (KPIs).

#### **Examples of reading assessment opportunities are:**

Ongoing teacher assessment

Home/school reading records

Guided Reading record sheets

Phonics and Reading trackers

Bug Club Assessment Tool and levelled

non-statutory tests

End of Key Stage and non-statutory test scores

NFER Reading Assessments

Foundation stage and Early learning journals

Reading Journals with comprehension questions

Monitoring will be undertaken by the Literacy Coordinator through discussions and observations to assess the effects of the policy and the quality of Reading throughout the school. Half termly moderations will take place with each cohort.

#### **5.2 Identification of children who are not making progress**

This identification comes from three sources: the class teacher, the Literacy leaders and / or the SENCO. In any instance, a discussion will take place to determine any reason for that pupil failing to make sufficient progress and what measures can be put in place to help that pupil / a group of pupils. Any intervention will be monitored and evaluated for their effectiveness. Please see also the policy for Special Education Needs.

### **6. Support for staff**

All staff at CGPS should understand the theory and good practice of delivering high quality teaching in Reading for their pupils. Class teachers will provide training where appropriate to teaching assistants and other adults, whilst the Literacy leaders are responsible for finding out suitable courses and / or providing in-house training for all staff. We will work closely with the Local Authority and other appropriate advisors to ensure that the school moves forward in line with current thinking and good practice.

***This policy will be reviewed bi-annually and will develop through discussion with staff, pupils, parents and the Local Authority.***

**November 2018**