



Frieth C.E.C. School

Reading policy

Reviewed: Spring 2017

Member of staff responsible: Krisztina Tyzack

Governor responsible: Curriculum and Policy Committee

Headteacher's signature

Chair of Governor's signature

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Introduction

'It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.'

The national curriculum in England, 2013

The principle aim of the English curriculum at Frieth CEC School is to enable all pupils to develop their full potential and their ability to communicate effectively and confidently through the spoken and written word. We recognise that English is a core subject within the 2014 National Curriculum and a pre-requisite for educational and social progress.

Vision statement

"We are a close Christian community; nurturing, inspiring and celebrating all individuals. Through creative learning we encourage greatness by developing potential without limitations."

Values:

These are the Christian Values that you believe are both taught and learnt in our school. To be:

*Sharing and caring
Gentle and Kind
Honest and Truthful
Challenging and Responsible*

Our aim is to enable pupils to:

- Become enthusiastic, autonomous and thoughtful readers.
- Read with confidence, fluency, accuracy and understanding.
- Employ a full range of reading cues - phonic, graphic, syntactic and contextual - to monitor, correct and make sense of their reading.
- Foster an interest and enjoyment in words and their meanings and to gain an appreciation of books from a variety of genres.
- Develop a suitable technical vocabulary through which to understand and discuss their reading.
- Develop reading skills in tandem with those of writing, so that they may function in society, as literate adults and readers for life.
- Create reading opportunities across all areas of the curriculum, to make it more meaningful and relevant to the children.

So that they:

- Find books interesting and read with enjoyment; evaluating and justifying their preferences.

Principles for the teaching and learning of reading

All children are given opportunities to study a range of good quality and interesting fiction and non-fiction texts from a variety of genre. They have the opportunity to read 'real' books and newspapers, big books, posters, digital texts on screens and interactive Whiteboards, large texts, information booklets, banded guided reading materials and reading schemes.

Strategies for the teaching of reading

In Foundation and Key Stage 1, reading is initially taught alongside Letters and Sounds. Daily phonic lessons are taught. This promotes a strong and systematic emphasis on the teaching of synthetic phonics to aid the teaching and learning of reading. As part of this scheme the children are taught to:

- Discriminate between letter sounds in words
- Learn the letters and letter combinations most commonly used to blend
- Read words by blending their separate parts
- Study written representations of a sound and how it looks
- Recognise on sight vocabulary identified as 'Tricky words'/High frequency words

Throughout the school reading is taught through daily English lessons, guided reading sessions and opportunities to practise and consolidate skills through independent reading. During these sessions, teachers/teaching assistants use a wide range of strategies to develop and enhance the teaching of reading:

- Modelling and discussing the features of written texts through shared reading of texts;
- Giving direction to develop key strategies in reading;
- Demonstration - e.g. how to use punctuation when reading, using a shared text
- Explanation to clarify and discuss e.g. need for grammatical agreement when proof reading
- Questioning - to probe pupil's understanding of a text

- Investigation of ideas - to understand, expand on or generalise about themes and structures in fiction and non-fiction
- Discussion and argument - to justify a preference
- Provision of a wide range of fiction and non-fiction genres, for the children to choose from

Strategies to enhance the learning of reading

We believe that in order for children to foster an enjoyment of reading and for them to have an understanding of the texts they read, they must be at the centre of their own learning. Therefore:

- We recognise that all children are individual and have preferred learning styles. Therefore we aim to provide children with a range of visual, kinaesthetic and auditory experiences, which will enhance and improve their reading skills.
- Children will be made aware of/involved in determining the learning focus of the reading session and will have a clear understanding of what the teacher/teaching assistant is looking for in their reading/analysis of the text.
- Children will be given oral feedback about their reading, in order to help them develop specific aspects of it further, aiding progression.
- Children will be given opportunities to self assess their own reading. This not only promotes independence, but also assists in their reading development.
- Reading tasks/books will be appropriately matched to individual abilities and needs in the classroom.

Opportunities for reading

- English lessons
- Other lessons across the curriculum
- Guided Reading
- Independent Reading Time
- Story Time
- Library Time

Frieth reading scheme

See Appendix 1 - Frieth reading scheme

In Foundation and Key Stage 1, children read regularly in one-to-one reading sessions with an adult. Initially, children take home Picture books/Phonics reading books/Book Banded (colour-coded) reading books, which are suitable for their reading ability from a range of reading schemes. When children have progressed through all Book Bands, they become 'Independent Readers' and are able to select from a wide range of books, both fiction and non-fiction suitable for their age. Some children need greater support and continue to receive regular one-to-one reading sessions with an adult.

Parental Involvement

Parents are urged to share books with their children and hear their children read at home. They are encouraged to make a written comment in the school reading record books that accompany each reading book, commenting on how their child read and their understanding of the text.

Assessment

Reading is assessed according to the school's *Assessment Policy*.

Progression through the Book Bands is monitored by using the PM Benchmark scheme which will identify:

- Instructional reading level
- Ability to read for meaning
- Integration of meaning, structural and visual clues
- Self-monitoring systems
- Knowledge of print conventions
- Rate of learning
- Level of independence

Children will be Benchmarked regularly (approx. twice each half-term) but more importantly when they are ready to move up to the next level/Book Band.

Teaching and Learning

Organisation, differentiation, teaching styles and strategies are detailed in the *Teaching and Learning Policy*.

Intervention Programmes

We are an inclusive school. All children receive Quality First Teaching. We aim to raise the standards for all children.

Wave 2

Some children need extra support beyond the daily English teaching in the classroom. We provide a range of Wave 2 intervention programmes to support children to make progress, and wherever possible, to enable them to catch up with their peers. This includes Phonological Awareness Training (PAT).

Wave 3

This includes Hornet, Word Wasp, Toe by Toe and Theodorescu, individual Occupational Therapy Programmes, Speech and Language.

(The word Wave means level/phase.)

Monitoring and Evaluation

The Senior Leadership Team monitors the Reading Assessment Trackers (SIMS) on a termly basis in order to identify trends in pupil progress and identify any individual pupils who may need further support. Pupil progress meetings are held on a termly basis. They also follow a programme of monitoring that includes classroom visits, book scrutiny, planning scrutiny and learning walks. Where appropriate, RAISEonline is used to monitor trends and make comparisons. A governor responsible for monitoring English will work alongside the co-ordinator to ensure the policy is being followed to successfully deliver the planned outcomes.

Equal Opportunities

All children are valued for themselves and taught as equals regardless of race, gender, ability or disability. Through planning the English curriculum with differentiated tasks, either by task or outcome, all children have access to the curriculum, including children with Special Educational Needs.

Related policies

English

Learning and teaching

Assessment

Curriculum

Marking

Health and Safety

Computing

Equal Opportunities

Appendix 1 - Frieth Reading Book Colour Bands

Frieth CEC School

Reading Book Colour Bands



PM Reading Levels	PM Benchmark Colour
1	Pink 1
2	Pink 2
3	Red 1
4	Red 2
5	Red 3
6	Yellow 1
7	Yellow 2
8	Yellow 3
9	Blue 1
10	Blue 2
11	Blue 3
12	Green 1
13	Green 2
14	Green 3
15	Orange 1
16	Orange 2
17	Turquoise 1
18	Turquoise 2
19	Purple 1
20	Purple 2
21	Gold 1
22	Gold 2
23	Silver 1
24	Silver 2
25	Emerald 1
26	Emerald 2
27	Ruby 1
28	Ruby 2
29	Sapphire 1
30	Sapphire 2

Pre-readers
Llao picture books
Phonics phase 2 books
Phonics phase 3 books
Phonics phase 4 books
Phonics phase 5 books

Independent readers	Quick reads
	Library books