

Reading Policy

Eppleton Academy Primary



Approved by: I Wren

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Reading is the key that opens doors to so many good things in life. Reading shapes dreams, and more importantly reading makes dreams come true.

This belief is at the heart of what we do at Eppleton and the reason why reading is one of the main drivers of our curriculum. We know that children who read a lot, do well at school therefore we place a great deal of focus on reading both as an enjoyable pastime and as a vital part of a child's learning journey. We recognise how much reading helps a child in every aspect of their education and beyond.

Therefore, our mission is to get each and every child reading, and then to keep them reading.

Curriculum Intent

It is our intention that our sequenced English curriculum will promote learning for life, by ensuring that children acquire the necessary literary knowledge, skills and understanding which will equip them with the fundamental tools to achieve in the academy and beyond.

At Eppleton Academy, we value reading as a key life skill and are dedicated to enabling our pupils to become lifelong readers. We believe reading is key for academic success and also a door to further learning and enjoyment.

It is our intention to immerse pupils in the wonders of quality texts to instil a love for reading, a passion for discovery and a confidence to explore their imagination.

Our intention is that by the time they leave Eppleton Academy, EVERY child becomes a reader in order to open doors for all, regardless of background and culture.

We are clear about the intent of our Reading Curriculum

- To ensure that EVERY child becomes a reader by the time that they leave Eppleton Academy
- By the time children leave year 1, all children have secured early reading skills based on phonic decoding.
- To ensure that children move on to secondary education, reading with fluency, accuracy and understanding, with the resilience and confidence to tackle unfamiliar texts.

- To expose children to a wide range of authors and texts so that by the time that they leave us, they are competent readers who can recommend books to their peers, have a thirst for reading a range of genres and participate in discussions about books.
- To promote and instil a love for reading, with children of all ages who share enjoyment and a passion for literature.

How we teach reading at Eppleton Academy

The English Curriculum - A Novel Approach

The whole English curriculum, from Early Years to Year 6, is centred around inspiring and challenging core texts, which forms the heart of Eppleton's Reading Spine. By the time children leave our school, they will have studied-in-depth a wide range of key texts and authors with varied themes and settings. Teachers will promote enjoyment of books through enthusiastically modelling the good practise of a proficient reader. They will immerse pupils in 'Book Talk': in understanding the text; interpreting what the author is saying; questioning characters, facts, the author; retrieving information and ideas; giving personal responses; in making predictions; in summarising and explaining vocabulary. The teacher's role in the immersion stage is to elicit response, extend ideas and encourage critique. Comprehension is developed through lots of talk and the exchange of ideas as pupils engage in lively class discussions. Shared reading of the class book, will give the opportunity to engage children with texts that they would not normally access or be able to interpret on their own. The reading skills addressed are usually appropriate to the age of the children rather than their reading ability. However, a skilled teacher will ensure that children of all reading abilities will be able to engage and immerse themselves with the story.

The book/novel is also used to make links between reading and writing, and for those children who lack real life experiences, the novel will help to provide the context and content for their writing.

Where appropriate, links will be made between chosen novels and the wider curriculum.

Eppleton Academy's reading curriculum is based on the programme of study outlined in the National Curriculum, and teachers plan using objectives taken from TfC's progression document for Reading and writing.

The English Cycle (Y1-Y6)

Within a unit of work for a specific genre, and as part of Eppleton's English cycle, children will be exposed to shorter pieces of texts or extracts. This allows further teaching and learning of the skills outlined above through 'Text talk'.

Shared reading in Step 3 of the cycle, allows children to focus on the structure, organisation, audience and purpose of texts as they analyse and dissect the text making the link between reading and

writing. They are able to identify and comment on how the author's techniques can inform their own writing, using the shared text to identify a common set of success criteria for subsequent writing.

Shared reading in stage 4 of the cycle provides further opportunities for reading skills to be explicitly taught and discussed through the practise and independent application of their reading skills in a written reading comprehension task. This independent practise is tailored to the needs and levels of pupils.

Reciprocal Reading

As part of the English cycle or when reading texts in the wider curriculum, reciprocal reading is often used with the whole class. It is a structured approach used to develop a range of reading strategies and promote reading for meaning, through teaching children HOW to understand and how to apply their understanding to new texts as pupils 'talk themselves into understanding what they have read'. It gives children the skills and confidence which they take to their own independent reading. It leads children through the repetitive process of predicting, clarifying, questioning and summarising as they progress in small sections through a text. Reciprocal reading is sometimes used as a form of guided reading for those KS2 pupils who have good fluency but need to further develop the skills of comprehension. It is also on occasions used in KS2 intervention groups, to accelerate the progress of identified pupils.

Guided Reading

For guided reading the class is divided into small groups of children of a similar reading ability, who work together with an adult. The shared text is carefully selected at an appropriate level so that children are able to access it. The focus of guided reading is often on developing fluency but will also support the teaching and learning of additional identified reading skills, giving a specific focus for learning. Guided reading takes places outside of English lessons with identified children receiving a higher number of sessions in order to accelerate progress.

Phonics

Pupils in the Early Years and Year 1 receive daily phonics teaching through a program called Read Write Inc. The program develops early reading skills which are mainly phonics based and systematically teaches letter sounds and decoding skills. Children initially connect sounds with mnemonic pictures. First, they learn one way to read the 40+ sounds and blend these sounds into words, then learn to read the same sounds with alternative graphemes. They experience success from the very beginning. Lively phonic books are closely matched to their increasing knowledge of phonics and 'tricky' words and, as children re-read the stories, their fluency increases. The phonics lessons allow for lots of repetition and practise and make the links between reading and writing.

Identified pupils in year 2 or above continue to access Read Write Inc if they have English as an Additional Language (EAL) or if assessments reveal gaps in their phonic knowledge.

Individual Reading

Pupils and parents in the Early Years are invited to choose a book together to share and enjoy at home. Books are exchanged weekly in our 'Reading for Fun' session.

Once reception pupils are ready and then throughout KS1, pupils are given a home reading book from our structured reading scheme. The reading scheme books currently in use in school include: RWI Rigby Star and Oxford Reading Tree.

KS2 pupils or pupils who are reading at a 'gold' book level, which is usually within Y2, continue choosing a 'real' book from an appropriate level from our school library, which is determined by their Accelerated Reader Zone.

Pupils in Reception (once ready) and KS1 are listened to on a 1:1 basis each week, by their class teacher, teaching assistant or adult volunteer. In KS1 & KS2, those pupils who are reading below age related expectations are targeted and are supported individually with reading more often.

All pupils are issued with a reading record book, which records dates, the title of books taken home, and the pages read, alongside comments and observations from their reading. Book levels or the Zone of Proximal Development for Accelerated Reading, is also recorded when appropriate. Parents/carers are encouraged to contribute to the reading record. Areas of progress and areas of difficulty can be commented on and advice/suggestions for parents can be made. Confident writers can write in their own reading record book. All adult comments should be signed and questions from parents should be responded to.

We also operate a 'Reading Buddies' system, where once a week pupils from Year 5/6 match with pupils from reception/Y1 to share and read books.

Parental Involvement

Co-operation and support from parents is paramount if a child is to become a successful and competent reader. We strive to develop and encourage a strong partnership between home and school. It is our policy to send reading books home regularly and to encourage parents and carers to contribute to their child's reading development, welcoming comments in individual reading record book.

We provide reading workshops in Reception to learn about how reading is taught and developed. Information about pupils' progress, habits and attitudes towards reading will be shared regularly at open nights and in pupil reports.

Accelerated Reader

Accelerated Reader is a computerised programme that has not only been specifically designed to improve children's reading ability and continue to raise their reading age, but also to encourage and nurture a love of reading that will continue into adulthood.

The Accelerated Reader Program works by identifying a child's ZPD (Zone of Proximal Development) which is essentially a selection of books that will not only match their ability, but will also challenge them and develop their vocabulary. Children from Y2-6 will, when ready, sit a short online comprehension test in order to determine their ZPD. Using the outcomes of these tests, children will

be directed to choose books from the school library that fall within this range and when they have finished the book, they will take a short, electronic quiz that assesses their understanding of what they have read. This enables teachers to have meaningful discussions about a child's reading: what they have learnt and how we can help them to develop. It also enables us to closely monitor individual reading progress and ensure that children are selecting books that are challenging enough to meet their individual needs. We have also built in pupil motivators, with 'brag tags' given to children who achieve 100% in quizzes and awards presented to children who become reading millionaires (reading more than 1, 000 000 words) as measured by AR.

At Eppleton, we want pupils to appreciate how valuable and rewarding reading can be and dedicated time is built into our curriculum for independent reading.

Lexia

The Lexia reading programme is an excellent resource which we use in school with targeted pupils to support reading development. It is a computer-based program which provides explicit, systematic and individual learning in reading and comprehension skills for students at all levels. It offers a personalised approach targeting skill gaps as they emerge. We sometimes use it as a form of intervention, to address gaps in key reading skills for children at risk of falling behind. Equally it can be used to accelerate progress and extend our most able reader. Pupils use the resource in school and at home for at least 3 sessions per week.

Equal Opportunities

All children are encouraged to develop their enjoyment and interest in reading. We aim to provide all children with equal access to quality teaching and provision in order that they should fulfil their potential. Within the teaching and learning of reading, this may include the utilisation of appropriate resources and involvement of outside agencies to support teachers and children. When purchasing books, equal opportunity is considered for gender, culture and religion.

SEN

SEN Pupils with difficulties in learning to read or with Special Educational Needs have their needs identified promptly and interventions provided that will accelerate their progress. Progress is measured and tracked and shared with parents when evaluating SSPs.

In KS1 for example, additional teaching and support is provided through 1:1 reading with an adult, additional guided reading in small groups and daily "Catch up" Phonics sessions.

In KS2 additional teaching is provided through regular 1:1 reading with an adult, additional guided reading in small groups, phonic intervention and access to Lexia.

EAL

EAL "Catch up" Phonics sessions are provided straight away for new EAL arrivals and they have regular access to Lexia. Staff liaise with parents to encourage them to enjoy bilingual books with

their children, asking questions and discussing the book in their home language or in English, supporting their enjoyment of books and their acquisition of English.

The reading environment

Classrooms and all school areas should provide a print rich environment. Reading displays should form a part of that environment. All classes will have book areas that will appeal to children of all abilities and could include favourite books/authors, core texts, book reviews, the class novel and topic books. This will help to develop reading enthusiasm. Reading displays around school promote the enjoyment of reading. Pupils have daily access to shared libraries around school, they are kept tidy and are inviting to children.

Assessment

Teachers continually assess children's reading and formative assessment is generally carried out informally through the varied ways in which reading is taught. Individual reading to a member of staff will be used to analyse children's strengths and weaknesses and to plan future work and targets accordingly. Group, guided and reciprocal reading also provide assessment opportunities. The English cycle also promotes opportunities to independently practise reading skills, therefore work in books can allow for assessment opportunities.

Pupils are assessed against our Reading progression document.

Standardised NFER tests for reading are administered termly across from Y2-Y6 and are introduced to pupils in Y1 in the summer term. These help to inform teacher assessments for reading. Teachers can also assess children's reading ability using the Star Reading Programme and monitor pupils' progress through Accelerated Reader.

Reading for Pleasure

Reading for pleasure permeates through everything that we do. In addition there are occasions/events planned throughout the year to support the reading for pleasure agenda. These have included: dressing up as favourite characters; promoting World Book Day; author visits/workshops; story related visits/trips; book door displays; initiatives like 'look for a book' and 'drop everything and read'; supporting Library challenges/visits into school and assemblies which are the perfect time to send out messages about reading and authors to the whole school.