



Deal Parochial Church of England Primary School

Reading policy

Literacy / reading lead teacher: Ms Johnson

Reading Recovery Teacher: Mrs Bridgeland

Head Teacher: Ms Brown

Lead governor for literacy: Ms G Waters

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Shared with Learning and Development Governing Body Team:

Vision Statement

Our School is built on the teachings of the Bible and inspired by The Gospel Values of Faith, Hope and Love.

Our Christian ethos is upheld by respecting humanity fostered through our community

that is welcoming, inclusive and forgiving.

Together we flourish through courageous learning, friendships and generosity.

TO BE THE BEST THAT I CAN BE – THE WAY GOD INTENDS

Deal Parochial Church of England Primary School is a Church of England Voluntary Aided Primary School catering for children between the ages of 4 and 11 years. The school prides itself on being a church school with 6 Christian values (Kindness, Courage, Trust, Respect and Forgiveness) based on the fundamental beliefs in one God, Jesus Christ, the Holy Spirit and the Anglican tradition.

The teaching of reading is to be given a high priority by all staff. Success in reading is crucial in developing children's self-confidence and motivation to learning in general.

At Deal Parochial school we aim to

- Develop fluent, confident and independent readers through a structured focus on word, sentence and text level knowledge.
- Encourage children to become enthusiastic and reflective readers by teaching them to understand and respond to a variety of texts.
- Give children the confidence to read aloud with expression and with clarity.
- Develop and extend the children's vocabulary through shared and guided reading.
- Instil an enjoyment of reading that will last a lifetime

Our reading curriculum focusses on 5 key skills of learning to read for meaning

1. Decoding – word reading
2. Literal understanding and retrieval of information
3. Inferential understanding
4. Response to text
5. Fluency and phrasing

Planning

Each year group identifies appropriate texts to support teaching of reading skills leading to progressive teaching of reading throughout the school. These texts could convey cross-curriculum links (e.g. No Ballet Shoes in Syria to link with PHSE) as well as incorporating teaching elements for Grammar, Punctuation and Spelling (see separate policy). Opportunities to forge strong links between plans for reading activities and those for writing, speaking and listening and the whole curriculum are taken into consideration. Discussions are vital to improve children's level of understanding of a text.

Teaching and learning

Beyond using phonics as the main strategy for reading in KS1, it is important to integrate with Structure (oral language and grammar) and meaning (context of the text). Question prompts (e.g. does that make sense?) are used to encourage children's independence in reading; for monitoring/self-correcting their reading. It is imperative that the reading books children read independently are at the appropriate level to develop their reading, and this is judged to be between 90-95% accurate reading (1 in 10-20 words error).

In the Foundation Stage children are given opportunities to become immersed in an environment rich in print and possibilities for communication. They use communication, language and literacy in every part of the curriculum, and they are given opportunities to speak and listen and represent ideas in their activities. Reading stories from big books enables the children to see how books and stories work. Systematic synthetic phonics and knowledge of high frequency words, taught on a daily basis, are key features of the best practice which leads to success in reading decodable texts from an early age (see DP Phonics and Early reading policy).

Our Phonic reading books are aligned with Little Wandle Letters and Sounds revised scheme, and organised to match the termly teaching and phonic progression. Reading Recovery interventions in

Years 1 and 2 for identified pupils uses PM levelled book, as well as Building Reading Stamina interventions in KS2. See Reading Pathway for details.

Little Wandle ebooks will replace our current use of Bug Club ebooks for whole class teaching as well as all children having access to these levelled books at home.

In KS2, children have the opportunity to access books independently from the school library, and Scholastic Reading Pro is used to ascertain the correctly levelled book with the ability and interests of the child. For children who have not made the required level in reading at the end of KS1 there is a PM library staged scheme which is used with intervention to catch children's reading up to the expected levels before they access Scholastic Reading Pro and the library books. See the Reading pathway for more details.

Teach Hub progressive powerpoints are used regularly in each year group as a warm up exercise. There is consistency across the whole school with displays of the icons used in each class to prompt pupils and reading journals are used in KS2 to support the development of these skills.



Guided reading:

Guided reading is to be reintroduced, replacing individual reading, to be consistent with KS1 Little Wandle group reading practice. Planning and teaching of guided reading is an effective approach to teaching specific reading skills. Guided reading will be carried out in each class during DEAR time, where children have an opportunity to work in small flexible groups with their class teacher or teaching assistant once a week. Each group will have a specific reading skill to focus on, and use short, appropriately levelled texts from Prim-Ed Comprehension boxes or other texts specifically picked by the teacher for a specified purpose. After an introduction to the text, pupils independently and silently read the text for themselves and then are guided by the adult through the thinking skills appropriate to that session's focus.

Independent reading (including the library)

The school adopts DEAR time (Drop Everything And Read), in KS2. During this time, the children are expected to independently and silently read their appropriately levelled book, attend the library to change books or complete quizzes to check their comprehension of independently read books.

Interventions

Assessments identify the pupils who are failing to keep up with their peers. Effective provision for them to catch up is put in place as early as possible. Identified children in year 1 are assessed by the Reading recovery teacher in a panel of assessments which target 7 areas of literacy skills. Children identified as suitable for **Reading Recovery**, receive additional support of 30 minutes daily for a maximum of 20 weeks.

Pupils in other years requiring intervention are given appropriate intervention support, either;

- **Building Reading Stamina** which follows the ethos of Reading recovery but is less intense and focusses on reading only. Several Teaching Assistants are fully BRS trained and are able to carry out this intervention for pupils in all year groups for 15 minutes, 3 times a week for a maximum of 10 weeks.
- **Inference training** is a small group intervention looking at the many strategies used to infer from a text, including visualisation, identification of key words, sequencing events, linking ideas and summarising. Several teaching assistants are trained to carry out this intervention and it lasts 40 minutes a session with approximately 20 sessions. A diagnostic conversation assesses the individual needs and targets for each child within the group.
- **SATS busting** is a small group intervention looking at all the reading comprehension skills
- **Conquering Literacy Program** is a new program being rolled out for 1:1 teaching of pupils with Dyslexic tendencies by the Reading teacher.

SEND:

Some children experience barriers to learning to read and write due to a number of factors. The most common is dyslexia, which has many different and complex learning difficulties associated with it. Through working individually with the child, we can support them by teaching them strategies, which help them specifically. The British Dyslexia Association has a lot of advice for parents <https://www.bdadyslexia.org.uk/advice/children/how-can-i-support-my-child/reading>

We also use Barrington Stokes books, which have supportive font and paper to support the eyes. <https://www.barringtonstoke.co.uk/>

In school, the use of colour differentiated magnetic letters supports the recognition of strings of letters and the need for a vowel sound in all syllables of words.

The extra work Dyslexic children have to do to overcome visual difficulties makes reading and writing exhausting, and this needs to be recognised and supported both in school and at home. Shorter, more frequent reading is better than prolonged and tiring reading.

The basic principles outlined above apply to supporting dyslexic readers, but in addition paired reading can support the enjoyment of reading rather than it feeling like an onerous task.

For some children coloured overlays can support the stability of words on the page, and we can experiment with different colours to see which is most suitable for each child. However, there are opticians available who can assess thoroughly for the correct shade.

The role of families:

We recognise the important role families have in the development and encouragement of their children's reading. This starts early in Reception by the use of Little Wandle's parental support videos. We have an open door policy and a welcoming and supportive environment to help all families with their child's reading and learning needs. Children take home books to share and enjoy with their parents. A home/school reading record accompanies the books with parents being encouraged to comment on their child's progress and response to the book. The expectation is that families will share a story every day, with the knowledge that hearing stories read to the children is also beneficial, even when children can read independently themselves.

Parents are informed about their child's progress in reading at parent teacher consultations, held in terms 2 and 4, and in the school reports, sent home in terms 3 and 6.

We encourage parents, grandparents and members of the community to volunteer to hear individual readers within school. A full DBS check is carried out as well as any training needs.

Assessment

There are many ways in which children's reading is assessed.

On hearing children read independently, teachers and other adults assess the child's strengths and identify one key area for further development. Children are given verbal feedback about their reading.

Miscue analysis (running records) are used when appropriate to ensure children are reading books at the correct level and identify key information children may or may not be attending to.

In terms 2, 4 and 6, pupils* are assessed in age appropriate reading comprehensions tests. *Pupils in Reception and Year 1 are assessed using the Little Wandle weekly reviews and teacher assessments.

In KS2, Scholastic Reading Pro assesses a child's lexile level and plots progress allowing children to match appropriately levelled books to their ability and interest. The teacher can also monitor pupils understanding of the books they are reading through the quizzes they take in the Scholastic Reading Pro.

End of year Vernon Reading tests are carried out in each year group to plot progress in a consistent manner throughout the pupil's school career.

Children are identified for interventions through this thorough assessment process and children in intervention programs are assessed informally every session to ensure the intervention is suitable and having an impact.

Enrichment activities:

World Book Day

Scholastic Book Fairs including a special Pyjama evening at school with teachers reading stories

Celebration of reading / Whole school reading challenge

Visits to the local library

Author/Illustrator visits (e.g. J Clarke Spellboda; John Wallace)

Performance poetry assemblies

Equal Opportunities

We ensure all children have equal access to the curriculum, regardless of gender, race or ability. Children with specific reading, speech and hearing difficulties are identified and supported through intervention programmes in school.

The books which our children read are chosen carefully so that issues related to equal opportunities are handled sensitively.

The interests of individual children are taken into consideration when reading activities and materials are selected.

We will ensure that the books and literature available to children represent as wide a range of cultures as possible.