



# Mottram C.E. Primary School

## Reading Policy

### Communicators

Children will explore reading in all its forms, how it is used to communicate feelings and important messages or information that can be extracted. They will be provided with opportunities to be critical readers when exploring stories, plays, poetry and information texts. Children will have the opportunity to work collaboratively and participate in opportunities to reflect on talk and explore real and imagined situations through role play, hot-seating, drama and discussions. We foster in pupils the confidence, desire and ability to express their views and opinions about texts they have read.

### Explorers

Children will explore a diverse range of texts that allows them to have access to genres they may not come across in every-day life. They will be provided with a range of experiences, where they can acquire confidence and a positive attitude to reading. We provide children with opportunities to explore a love of books using high-quality literature that will not only support their learning across the curriculum, but also extend beyond the classroom environment.

### Reading

We explicitly teach reading skills throughout the school that continually develop children’s understanding and enjoyment of texts. We encourage them to read high quality texts, from which they can acquire new vocabulary to use across the curriculum.

### Believers

All children will have the opportunity to develop their own ideas and opinions about what they have read. Through diverse, high quality texts, they will explore their own beliefs and expand their knowledge of the world around them. We will develop their ability to reason, think logically, and use a range of sources to form opinions about what they have read.



## **Intent**

At Mottram CE Primary we believe that one of our most important duties as teachers is to provide every child with the right tools to become a 'reader'. We are passionate about fostering a lifelong love of reading within all our children. Reading opens a new world for children and provides them with opportunities to explore new ideas, visit new places, meet new characters and develop a better understanding of other cultures. High quality texts are incorporated throughout the curriculum so that children are exposed to a wide range of vocabulary, genres and famous authors to enhance the exciting topics that we teach!

## **Aims and Objectives**

*'The more that you read, the more things you will know! The more that you learn the more places you'll go!' Dr Seuss*

- to enable our pupils to read confidently, fluently, accurately and with understanding.
- to employ a full range of reading cues - phonic, graphic, syntactic, contextual - to enable children to self-monitor, self-correct and make sense of their own reading.
- to foster an interest in words and their meanings and to gain an appreciation of books from a variety of genres.
- to enable the children to find books interesting, to read with enjoyment and to evaluate and justify their preferences.
- to develop a suitable technical vocabulary through which to understand and discuss their reading.
- to develop reading skills in tandem with those of writing, so that they may function in society, as literate adults and readers for life.
- to create reading opportunities across all areas of the curriculum, to make it more meaningful and relevant to the children

## **Teaching, Learning and Planning**

The teaching of reading consists of two dimensions:

- word reading
- comprehension (both listening and reading).

It is essential that teaching across school focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Reading is taught throughout the whole school discreetly as part of literacy and as an integral part of the school day. We teach the children to read using a wide range of strategies. These include the teaching of phonics to provide children with the ability to decode words, word aware sessions in which children are encouraged to discover and use new vocabulary, whole class/guided group reading sessions where they have the opportunity to discuss, analyse, infer and make predictions.



During their time at Mottram CE Primary a child will be introduced to a wide variety of high-quality children’s literature. We encourage children to listen and share stories every day, this may include shared story time, guided group or whole class reading. During this time, children are encouraged to respond and join in where appropriate. Pupils will be given opportunities for independent reading of their reading scheme/library books during the school week. All children will have a reading book, at an appropriate level.

### **Early Years Foundation Stage**

The curriculum in the EYFS offers many opportunities to develop the skills required for reading. Speaking and listening are two of the first skills to be focused upon; these are developed through listening to stories, shared reading, role-play, opportunities for talk through continuous provision and phonics sessions which are delivered daily.

To try and develop parental awareness of our approach to reading, we offer a Reading Workshop early in the year where parents are offered the chance to come into school an observe how reading is promoted and taught to their child with an opportunity to put what they have seen into practise.

Within Foundation Stage, there is a dedicated reading area provision that promotes the love of reading. Within the provision, there are key story props and costumes to allow children the opportunity to retell and act out stories or plays they have been shared.

Children participate in both individual and guided reading sessions on a weekly basis.

### **Key Stage 1**

Building on the Foundation Stage provision, there are dedicated reading areas within KS1, where children are given the opportunity to read and act out stories, using the costumes and items provided linked to the topic or theme. There is a wealth of literature to enhance displays and provision areas.

Year 1 children and Y2 children who did not meet the required phonics check result in the previous year receive daily phonics sessions for 20 minutes four times a week. They are grouped based on ability. Children receive guided intervention for ‘at risk of delay’ children. In Year 2, children that are working at age related expectations who passed the Y1 Phonics Screening Check take part in spelling sessions.

To try and develop parental awareness of our approach to phonics, we offer a Phonics Workshop early in the year to all Y1 parents, where parents are offered the chance to come into school an observe how phonics and taught to their child with an opportunity to put what they have seen into practise.

Children participate in daily-shared reading sessions. Shared reading sessions involve children being exposed to short vocabulary rich texts where they children can physicalise the text in order to internalise the language and meaning allowing them



to fully comprehend what they have read/ listened to securing the foundations blocks for more formal comprehension teaching to be developed later.

Every pupil will take part in Guided Reading sessions with his or her teachers, on a weekly basis. Texts chosen should aim to challenge the children to develop high-order comprehension skills, generate child-led discussion and lead to independent written activities that allow children to reflect on the text.

All children in KS1 are read with individually on a weekly basis. Children who are below age-related expectations for their year group are read with more frequently.

The children in Year two, in preparation for the Statutory Assessments, undertake a weekly reading comprehension session. This allows children to develop the pace and stamina to read texts and answer more formal written questions.

## **Key Stage 2**

In KS2, children take part in weekly, grouped and whole class guided reading sessions, where high-quality discussion, teaching and assessment takes place. Guided comprehension sessions take place regularly and include similar discussion with the addition of written answers (modelled and independent).

In Key Stage 2 children choose books to take home and read. We also have a selection of banded books in each book corner from Years three to six to support appropriate text choices. For children working below age related expectation access to the book-banded books to help children to continue to grow in confidence as readers is provided with a text that appears appropriate for their age group. These children also take part in independent reading sessions with school staff and other designated adults on a regular basis.

## **Phonics**

Phonics is a critical part of a pupils reading journey particularly in the early stages of reading development. We use Letters and Sounds, the Government guidance to teach the children phonics. This begins in Reception and develops listening skills in the early stages. We use pictures, songs, rhymes and actions (linked to RWI) to help the children remember the sounds. They are taught how to blend and segment words to help them read and spell. We plan fun and interactive lessons to engage young children.

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school. Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally. Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1.

## **Assessment**



Teachers continually assess children’s reading. Both individual and guided reading sessions are used to analyse children’s strengths and weaknesses and to plan future work and targets accordingly. Children’s attainment and progress is regularly monitored and reviewed against the national curriculums age related expectations, Benchmarking and teacher and support staff records. Children are also assessed through the use of more formal written tests.

### **Reading and inclusion**

At Mottram C of E Primary School, we teach reading to all children, whatever their ability and individual needs. Through our reading teaching we provide opportunities for all pupils to make good progress. Assessment against the National Curriculum year groups allows us to consider each child’s attainment and progress against expected levels. This helps to ensure that our teaching is matched to the child’s needs, allowing them to make progress across the various areas of the subject over the years. Some children will need to read more regularly to an adult as they need more practise and/or they are not reading to an adult at home. Class teachers will identify these pupils and they will read to school staff, reading buddies and other designated adults on a regular basis.

### **Reading Schemes**

A range of reading schemes are used to support early readers, as well as book banded texts, which are also used for guided reading. Children in EYFS, KS1 and Lower KS2 classes take home a book from our selection of book banded reading schemes, according to their ability. The schools main reading scheme is Oxford Reading Tree (including Floppy’s Phonics and Songbirds), however this is supplemented with other schemes including: Jelly and Bean, Rigby Star, Project X and our most recent purchase Collins Big Cats Letter and Sounds to support our teaching of phonics. Our books are colour banded to ensure appropriate challenge is provided for all children suited to their individual phonic and reading ability. The reading scheme across school is constantly evolving and as a result, children are provided with books that not only challenge but also interest them and encourage a love of reading. In EYFS and KS1 children are given two books to take home; this will include a book that is phonically decodable and a book to encourage the reading of high frequency/sight words.

In addition to this, children have the opportunity to choose a book from the class library to ensure they enjoy and are taking ownership of their own reading. Each child has a home school reading record that teachers and parents can use to share information about a child’s reading. Parents are encouraged to read with their child daily. Information is given on how to support their child in reading at ‘Parent Consolation’ meetings.

### **Reading for Pleasure**

We firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments. We give all children the opportunity to enter the magical worlds that books open up to them. We promote reading for pleasure as part of our reading curriculum.



Love Compassion Respect Believe

Our 'love of reading' culture is fostered throughout school., All classrooms have a reading area where they are exposed to high quality age-appropriate texts. These are updated regularly linked to the children's interests and curriculum coverage. Here children are encouraged to develop their own love of genres and authors. This enhances a deep love of literature across a range of genres, cultures and styles.

In addition to this all children have access to our school library during the school week and are invited to share/loan books from our library. They also have an opportunity to do this with parents/carers as part of our weekly reading club.

KS2 Reading buddies regularly read with our KS1 children and we have a slot timetabled where individual children are invited to share a story to another class. Members of our wider school community volunteer to take part in our 'Mystery Reader' sessions where they are invited to share a book of their choice with the children in our school to encourage positive reading role models.

Many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained from books, i.e. 'Book Week'. Book Weeks include visits by published authors, skilled story tellers from many cultures, performances by professional theatre groups, making books, using drama, dance and music to illustrate texts.

### **Parental Involvement**

*"So please, oh PLEASE, we beg, we pray, Go throw your TV set away, And in its place you can install, A lovely bookshelf on the wall." Roald Dahl*

At Mottram CE Primary, we value the contribution that parents make to the teaching of reading. A fundamental part of this is reading stories to their child on a regular basis. We also expect children to read at home and share their reading books with parents. A little and often approach linked to our 10 minute reading pledge is encouraged. It is important to remember that reading can include stories, poems, comics, magazines and newspapers. The home-school diary record's each child's reading progress and is a valuable tool in sharing reading experiences both at home and in school. Throughout school each class provides positive rewards for reading practised both at home and in school. By working together, we hope that our children will read with confidence, enthusiasm and enjoyment and go on to be lifelong lovers of reading.