



EARL STERNDALE CE PRIMARY SCHOOL
EARL STERNDALE
BUXTON
DERBYSHIRE
SK17 0BS
Headteacher: Mr D Holden

Email: info@earlsterndale.derbyshire.sch.uk Website: www.earlsterndaleschool.co.uk Tel: 01298 83263

Reading Policy

Autumn 2023

Reading is, possibly, the most important aspect of any child's education. It enables them to access the wider curriculum and is vital to effective learning. At Earl Sterndale CE Primary School we focus on reading and acknowledge its importance in education.

Aims

We aim for our pupils to:

- Foster an interest in and a love of books, encouraging children to become attentive listeners, as well as independent and reflective readers;
- Develop reading strategies and skills, accuracy, fluency, understanding and emotional and empathic responses to texts;
- Develop the ability to recognise, understand and use a variety of texts, both fiction and non-fiction;
- Develop children's experiences through a variety of text including the use of libraries, IT and other available media;
- Follow a structured route through Reception, Key Stage 1 and Key Stage 2 and access effective transition to secondary school.

Strategies for the teaching of reading

As well as teaching reading in English lessons and across the curriculum, reading is taught through:

Phonics

Reading is aligned with our Phonics scheme – Monster Phonics. This initiative promotes a strong and systematic emphasis on the teaching of synthetic phonics to aid the teaching and learning of reading. We aim to enable the children to:

- Discriminate between the separate sounds in words;
- Learn grapheme-phoneme correspondence that enables children to read many words early on;
- Learn the letters and letter combinations most commonly used to spell sounds;
- Progress to cumulatively covering all the regular grapheme-phoneme correspondences in English;
- Read words by identifying, sounding and blending;
- Be introduced to Common Exception Words ('Tricky Words') gradually and learn to read them noting the part of the word that makes it an exception word;
- Recognise on sight vocabulary identified as Tricky words and High Frequency words. All children will be taught phonic skills through Monster Phonics. This will take place through dedicated phonics lessons;
- Meet the standard in the Y1 Phonics Screening Check and all the National Curriculum expectations for word reading through decoding by the end of KS1.

The Monster Phonics programme is continued into the juniors where it is used to fill in gaps in individual children's knowledge and differentiated to cover dictionary work and sentence construction.

Guided Reading

In the Junior class guided reading takes place in a small group led by a teacher or teaching assistant at least twice a week. The group will read a text similar to their reading ability, discuss it, talk over any unknown language encountered, then answer questions which are aimed at improving depth of comprehension. In Early Years Foundation Stage guided reading will start when the teacher feels the children have reached the appropriate level of maturity and skill.

Guided reading will be recorded in the teacher's Reading Record.

Shared Reading

This takes place during a literacy session and as such is planned within the literacy plans. It involves the children reading aloud from a text that all the children share. This includes big books or texts displayed on the Interactive White Board. During this time specific reading skills or features of differing genre will be taught. This is an opportunity to discuss the use of language and widen the children's vocabulary. The National Curriculum (2014) places emphasis on children reading whole books in shared reading and our planning reflects this. Higher order reading skills and reading comprehension are explicitly taught through planned literacy lessons often as part of shared reading, though sometimes through individual reading.

Individual Reading

All children will have at least one reading book either from the schools graded reading scheme or a free reader book. Children who are free readers may also bring a book of their own choice from home or read their library book with the agreement of their teacher. We are lucky enough to have at least one volunteer who comes in to school every week to listen to individual readers in both classes. This means we are able to offer one-to-one reading sessions to almost all children, especially those who need extra support.

Story Time

Age appropriate texts are read aloud by the teacher, developing the child's ability to comment on and respond to events and experiences within a text. These sessions allow teachers to assess comprehension, by asking literal and inferential questions, which aid a deeper understanding of the story.

Reading Mornings ('Buddy Reading')

Every week we have a Reading Morning where we all spend some time reading and fostering a love of books. Children from across the school are given the opportunity to read with another child from a different year group once a week. The children share books with each other and spend time asking questions and assessing what they have read. This opportunity not only helps the children develop fluency and understanding of the text, but also allows them to build on their interpersonal and social skills. The older children are trained to ask questions which help to increase comprehension especially through inference and deduction. Our love of reading is also reflected in the World Book Day celebrations we have every year in which children are encouraged to dress as their favourite fictional characters and share their favourite books.

Performing / Reciting

The National Curriculum (2014) states that there should be increased opportunities for children to read aloud to a variety of audiences. These could be through English lessons, Guided Reading or performances to a range of audiences including the whole school and family and friends.

Library

Our library was established when our new building was opened in 2016. It acts as the main store for the books in school, though each classroom has its own store of books. The children are encouraged to use the library to choose books appropriate for their ability and interests. It is often used during Reading Mornings and class reading sessions and as a quiet work space.

Booster Club

Every year from January to mid-May we run a Booster Club twice weekly for the children in Key Stage 2. This is a chance to focus on

Maths and Reading. One of the two hour-long sessions is dedicated solely to reading comprehension.

Online Reading Platforms

At our school the children have access to a range of online reading platforms including Reading Eggs and Education City. Teacher also make use of Monster Phonics' online content.

Early Years Foundation Stage and Key Stage 1

In Class 1, the aim is that children are heard read by an adult in school at least twice a week. This can take the form of key words, sounds or individual reading books. Each of these is recorded in the child's Reading Record Book which is used as a liaison between parents and teachers.

Parents are urged to share books with their children and hear them at home. They are encouraged to use the reading prompts in 'Reading Information for Parents' (see Appendix 1) to ask questions about the book to check comprehension, making comments in the reading record book. Reading Books will be changed once the child has read to an adult in school confidently or the parent record has signed to say they are confident.

Children may be heard read by other adults such as parent helpers but children will experience individual reading with a member of the teaching staff every week in order to monitor their progress

Key Words are also recorded and sent home for additional practice if need.

The teaching of reading is greatly helped if there is a strong communication and support from parents. The school's Reading Record Book is an effective a way to ensure communication between home and school.

A Phonics / Reading information meeting is also held regularly to advise parents on the reading strategies used in school and how best they may help their child before the children start their Foundation Year and then in Years 1 and 2.

Key Stage 2

Children in Class 2 are encouraged to read at home with their parents or older person, make a record of what they have read and then report back to a teacher or TA. Children are then rewarded for regular and sustained reading.

In class the children read every day as part of the lessons, especially in English, although all lessons contain an element of reading eg reasoning questions in Maths. The texts read in class are discussed, analysed and assessed and usually lead to a written task.

The Role of Teaching Assistants

Teaching Assistants are expected to take an active role in supporting children with their reading as directed by the class teacher. This can include working with groups of children during the literacy hour, leading guided reading groups or hearing individual children read.

The school encourages people who have some time to come into school to hear readers. The class teacher will then select children who would benefit from the extra reading to an adult. The class teacher is responsible for ensuring that the volunteer has the support needed to help them carry out the role effectively.

Assessment and Record Keeping

Children are continually assessed and graded in line with the standards set out in the National Curriculum. This information is collated and monitored each term.

Class 1 children are tested regularly for phonic knowledge.

All children are tested twice a year with a simple reading age test. While this is a fairly crude measure it does enable us to demonstrate progress.

Year 1 children are assessed against the Government's standardised Phonics Assessment.

Year 2 children are assessed using the Government's optional standardised Reading Test. This becomes optional in 2024.

Class 2 children are assessed each term using age-appropriate testing materials. Outcomes are tracked so interventions can occur if needed.

Year 6 children are assessed using the Government's standardised Reading Test. The school also uses the Optional (SATs-style) Reading Tests for Year 3-5.

Data from these are used to:

- Action any special needs provision;
- Group the children where necessary;
- Identify the most able to ensure provision of extension / enrichment work.

SEND and Equal Opportunities

Children with SEND are encouraged to take full part in reading sessions, differentiated where necessary to meet their individual needs. Those children who, as a result of tests or normal classroom activities are identified as needing extra support will be monitored closely by the class teacher and the head teacher and / or SENCO

Specific interventions will be put in place to support these children. A differentiated structured reading scheme may be implemented in Key Stage 1 (e.g. using Precision Teaching).

In Key Stage 2 other intensive intervention programmes may be used if the need arises.

If necessary, extra resources, aimed at removing barriers to learning, will be obtained if eg reading pens and headphones

Our policy is monitored to ensure that all pupils have equality of access to a range of reading opportunities and experiences so that all pupils achieve to the best of their potential regardless of gender race or culture.

The school will put in place positive steps to support those children who have limited access to reading at home through lack of parental education.

Review

The policy was agreed by the Governing Body.

Signed (Chair of Governors): Christopher Howarth

Date: FGB 4.12.23 – Min. No. 18