



Wilberforce Primary
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Part of United Learning

Wilberforce Primary School

Reading Policy



Policy date: January 2015
Review date: January 2016

Introduction

Reading is a complex skill with many components. It is important to lay firm foundations in this crucial area of the curriculum and establish a consistent whole school approach to the teaching of reading. We are guided by The Simple View of Reading, ensuring that children are taught both to decode and to comprehend. Children need to be taught a variety of strategies in their pursuit of meaning: they first learn to read, then read to learn.

Aims

- ❖ To develop the strategies and skills so children become accurate, fluent, speedy decoders.
- ❖ To develop comprehension skills.
- ❖ To immerse children in a wide range of texts: fiction, non-fiction, plays and poetry
- ❖ To develop an interest in and a love of books, so children become attentive listeners and enthusiastic, independent and reflective readers.

Phonics

Children learn to read and write effectively and quickly using the Read Write Inc. phonics programme. This is for:

- ❖ pupils in Year R to Year 2 who are learning to read and write
- ❖ any pupils in Years 2, 3 and 4 who need to catch up rapidly
- ❖ any new arrivals who are unable to read

Struggling readers in Years 4, 5 and 6 follow the *RWI* Fresh Start programme.

Children are taught to: decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills; read 'tricky' words on sight; understand what they read; read aloud with fluency and expression. (The programme also helps children write confidently, with a strong focus on vocabulary and grammar, spell quickly and easily by segmenting the sounds in words and to acquire good handwriting.)

Children are regularly assessed and grouped according to ability across Reception, year 1 and year 2 for accelerated progress. Progress is regularly assessed and the groups are fluid. *RWI* is taught for one hour every day.

Our aim is for children to complete the phonics programme as quickly as possible. The sooner they complete it, the sooner they will be able to choose books to read at their own interest and comprehension level. Most children

will complete RWI by the beginning of year 2, but some may need to finish during that year. Struggling children are tutored 1:1 daily, until they catch up.

Early Years Foundation Stage

Children follow the EYFS curriculum for reading. In Nursery they are introduced to the sounds according to the RWI programme as well as listening to and joining in with a wide range of stories. They take books and rhymes home regularly to share with their parents. Reception children are taught all their sounds in daily phonics lessons and, once confident, join the streamed RWI groups for literacy lessons. Reception children are also heard reading individually once a week.

Guided Reading

There is a daily Guided Reading session in years 1 to 6. In Reception, guided reading will start when the teacher feels children have the appropriate level of maturity and skill.

Children are taught in small groups on a carousel model, reading with an adult once or twice a week. Teachers plan carefully for the focus group, which has a clear objective and record children's responses to the text and the skill being taught. We use the four-part lesson model (Introduction, Strategy check, Independent Reading, Return to text & Response).

Children have the opportunity to read fiction and non-fiction, to perform plays and poems, and to develop higher-order reading skills such as skimming, scanning, inference and deduction.

Story Time

Every class has story time every day. This is an opportunity to develop children's enthusiasm for reading, build up knowledge of myths, fairy tales and legends, and to develop their speaking and listening skills and vocabulary as they respond to what they hear through activities and discussion.

Home Learning

All children should be reading at home every day. This should be recorded in the reading journal and signed by parents. Teaching Assistants are responsible for checking these journals regularly and making sure that children are regularly changing their books.

Children on the RWI programme will take the relevant books home to practise as well as other books that can be read to them.

Parental Involvement

Phonics information meetings are held to advise parents on the reading strategies used in school and how best to support their children.

Parents' coffee mornings are held to discuss various aspects of reading, such as reading for pleasure, and developing oracy with children.

The reading journal is a good way to communicate about children's reading.

Assessment

- ❖ The school is in the process of developing Assertive Mentoring as a technique for assessing reading. At the moment we do the following:
- ❖ Assess all children year 1 and above in September using the Salford Sentence Reading Test. This gives a reading and comprehension age for each child, from which we have a benchmark and can plan interventions.
- ❖ RWI children – RWI phonics assessments every half term, which check that children are making progress and are in the right group – (though they often move up during the half term)
- ❖ Year 1 – phonics checks throughout the year to monitor progress towards Government Phonics Assessment in June
- ❖ Year 2 children are assessed using the Governments standardised Reading Test.
- ❖ Year 6 children are assessed using the Governments standardised Reading Test.
- ❖ The school also uses the QCA Reading Tests. We alternate these half-termly with teacher assessed levels (on-going through guided reading).
- ❖ Data is submitted in Oct/Dec/Feb/March/May/July and is used to action any special needs provision, group the children and to identify the most able to ensure provision of extension/enrichment work.
- ❖ These will be discussed during pupil progress meetings.

Reading for Pleasure

- ❖ We do all we can to promote a reading culture and to inspire children to read for pleasure. Many things are happening:
- ❖ Enticing book corners in classrooms
- ❖ Poetry Ambassador performed for school and worked with KS2
- ❖ Scholastic Book Fair twice a year
- ❖ New books for Breakfast club
- ❖ Year 6 reading mentors support year 1 readers twice a week
- ❖ Termly visits to Queen's Park Library-library competitions
- ❖ Making & Displaying class books
- ❖ Teachers modelling and advertising own reading
- ❖ Book week events, including story-book dance workshop
- ❖ Developing Wilberforce library, with Junior Librarian.net system
- ❖ 'The Great Race' reading competition in KS2
- ❖ DigiSmart reading intervention in Year 5