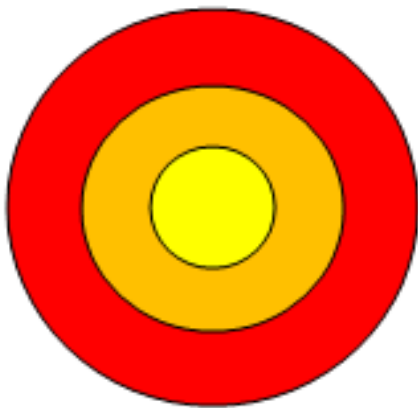




Dovecot Primary School



Date of review	Autumn 2022
Next review date	Autumn 2023

Learning together, growing together

Reading Policy

DOVECOT PRIMARY SCHOOL

VISION STATEMENT *Learning together, growing together*

Reading Policy

At Dovecot, we believe that reading contributes to an individual's confidence, sense of achievement and pride in their own ability to understand and achieve the highest standards of work across all subject areas. It is therefore essential in realising the school's mission that every child works to their potential, that they are given maximum opportunity to develop their understanding of reading, both at a phonics/decoding level and through other attainment foci.

Purpose

Reading is an important life skill, even with the wide array of technology we are surrounded by. Children need to have a secure knowledge of basic skills, of which the foundations are laid in FS/KS1 and built upon throughout their time in the school. During KS2, the children need to develop their confidence in reading across a range of genres, as well as answering a variety of questions.

As a school, we aim to build upon the children's phonics knowledge and reading skills, which have proven links with children's writing. Therefore, we aim to provide the children with a wide and varied approach to reading. This will include the chance to read published works as well as their own and their peers' work. It is also encouraged that newspapers, comics and web-publications are used to provide this broad and balanced approach.

It is important that children are reading for enjoyment, and that they feel a sense of enthusiasm and achievement in their work. It is recognised by all staff that this is a vital part of children's progression in reading, and therefore will strive to facilitate this enjoyment.

At Dovecot, we recognise the importance of enabling all children to read and write in a wide range of genres. By doing this, we are providing the children with an enriched experience and allowing them a greater insight into the wider world. To provide a substantive support for this, we build upon the foundations laid through phonics to develop confident and engaged readers.

It is essential, to build up children's confidence and self-belief, that good work is celebrated regularly and shared within the class and with the whole school community. Reading-based events (such as sponsored reading) will take place and achievements celebrated.

As technology plays an ever increasing role in the world, we need to ensure that we use ICT to develop and support the children's Literacy skills. Teachers need to utilize this regularly to provide the children with a firm footing with computers and other areas of technology. This can be by using web-publishing such as blogs or by using e-books.

Guidelines

- Every opportunity for guided reading sessions to coincide with topics or to employ intelligent repetition should be sought. No specific medium term planning is required for reading, but the objectives/skills outlined in the Liverpool Assessment System are to be used.
- Lessons should follow the agreed format with a selection of pre-prepared questions covering a range of content domains ready for each group/session. This should be planned

for each week with the planning/questions targeted at the children's ability. Support within sessions can vary from different questions, to modeled answers and adults reading the text to support initial comprehension.

- Dovecot promotes a multisensory approach, and as so, lessons need to make the most of VAK learning approaches. Teaching letter recognition via touch (e.g. children being blindfolded and feeling letters/words) is an avenue to be explored in FS and KS1, as well as with children higher up the school who find reading difficult.
- Guided reading should be delivered within all year groups on a daily basis (this may be through phonics or comprehension). Opportunities to develop cross-curricular reading activities should be sought where possible.
- Each class teacher is responsible for ensuring that a range of suitable genres are covered in their class throughout the year.
- Guided reading groups should be based on current ability/N.C. expectation (teachers to use professional judgment to create a best fit) and questions should be targeted at the expected level for their N.C. year group. Groups should ideally be of no more than 6 children, although in year groups with larger classes, larger groups might be necessary.
- Teachers should focus on one group in each Guided Reading session. It is the teacher's responsibility to arrange suitable activities for the other groups, where required. These can be, for example, tasks set on the book they have read, handwriting and independent reading.
- Opportunities to explore spelling, grammar and punctuation, including technical vocabulary, should be explored where possible within sessions.
- Due to the large proportion of retrieval and inference questions within standardised testing, a focus should be placed on these each week.
- Teachers in Foundation Stage, Key Stage 1 and Key Stage 2 have a responsibility to ensure that all children have access to the curriculum, and as so need to differentiate questions and reading material accordingly and include possible intervention work.
- Good work should be shared regularly with the class and appropriate rewards given (e.g. stickers, 'Dojo Points' etc).
- All staff are aware of the importance of Standard English and this should be promoted at all times to support the work covered in Guided Reading sessions.
- Reading material should be available within class for the children to select. There should be a variety of genres, as well as a combination of fiction and non-fiction. The reading area should be welcoming and the children should be encouraged to use this daily.
- Children should be provided with reading books that they can take home. These books should be based on current levels. It is important that the children, particularly in FS and KS1 are changing books several times a week and in KS2 ensuring they are changed regularly. Once the children have moved beyond the book bands they should be allowed to choose a 'free reader'. These can be from school or home but should also be checked regularly. It is important that teachers check that these will provide a suitable challenge to the reader.
- The library is, ideally, to be used by children from each class every week. However, it is not required that each child changes their library book each week.
- In line with Curriculum 2014, all teachers are to study a range of age-appropriate authors throughout the year. These are to be used across reading and writing and can be used as examples and stimuli for the children's own reading and writing.
- Although teachers and support staff cannot ensure that all children return books to school, they should do their utmost to make this happen so that children can change books and develop their skills. If a child does not bring a book back into school then a suitable alternative should be used and the child can use this in school. It is not to be taken home.

- All children should have the opportunity to read with a teacher or teaching/classroom assistant on a 1:1 basis at least once per week, including through guided reading sessions.

SEND and Inclusion

At Dovecot, we are committed to all children being able to access the English curriculum, regardless of race, gender, ability or disability, religion, social background and culture. Wherever possible, work is adapted to meet individual needs and requirements. This includes the provision of interventions where relevant.

Assessment

Teachers assess during Guided Reading session, and provide immediate feedback to the children, including supporting those to recognise how information is retrieved/answers are structured. Teachers are asked to formally assess reading at the end of each term. This assessment is based on pupil's independent reading from both Guided Reading sessions and NFER tests. Teacher assessments are record on Sonar.

Monitoring

Reading will be monitored regularly through learning walks, book scrutinies and lesson observations. Pupil voice will also be used to monitor learning and attitudes to reading. Subject lead and SLT will monitor standards across the whole school and assist in indentifying progress within the cohort and vulnerable groups, and those groups in need of support or intervention.

Selected Resources (See Literacy Subject leader file for full and current list)

Guided reading folders
 Multiple copies of specific stories/authors (To be developed further)
 I-Pads
 E-readers
 IWB
 Working walls/Displays
 School Library
 In class book/reading areas

Conclusion

Reading is a major form of retrieving and gaining information and knowledge, and as so it is important that the school fulfills its obligation to enable all children to learn and develop effectively. This, in turn, results in a positive contribution to children's self-esteem, allowing them to communicate their thoughts and ideas in a purposeful manner across all curriculum areas, as well as develop independent thinking and learning skills.

James Smith (English Lead)