

Reading Policy



Mowmacre Hill
Primary School

This policy was written in June 2016

This policy is renewed annually and so will be renewed: June 2017

Print Name _____

(Chair of Advisory Board)

Signature _____

Introduction

This policy reflects the school's aims and objectives in relation to the teaching and learning of English. It sets out a framework within which teaching and non-teaching staff can operate. It gives guidance on planning, teaching and assessment. The policy should be read in conjunction with the Early Years Foundation Stage framework and the National Curriculum. These set out the rationale for teaching each area of the English Curriculum and specify the skills that will be developed for the majority of pupils in each year group. This document is the outcome of consultation and review undertaken by the English subject leader with the staff.

At Mowmacre Hill Primary School we use the new National Curriculum for English (2014) as the basis of our English programme. We supplement this with the Discovery Schools Academy Trust English Framework and Read Write Inc Phonics programme.

Rationale:

The National Curriculum (2014) clearly states that teaching the English language is an essential, if not the most essential role of a primary school.

At School we recognise that without effective communication, little achievement can be made. We know that we have a duty to ensure that English teaching is a priority and we recognise that this is necessarily cross-curricular and a constant through-out school life and beyond. It is part of the 'essential knowledge' (p6 National Curriculum) that is needed in society:

'Teachers should develop pupil's spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.' (p10 National Curriculum)

Aims

We aim to encourage all pupils to:

- ✓ *be competent in the arts of speaking and listening, making formal presentations, demonstrating to each other and participating in debate*
- ✓ *use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas*
- ✓ *develop their cognitive skills, imagination and personal expression through a range of writing tasks using clear, concise language with accurate punctuation and grammar, in a style appropriate for the purpose;*

- ✓ *make progress to becoming a correct speller, using neat legible joined handwriting;*
- ✓ *read easily, fluently and with good understanding*
- ✓ *develop the habit of reading widely and often, for both pleasure and information*
- ✓ *acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language*
- ✓ *appreciate our rich and varied literary heritage*
- ✓ *write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences*
- ✓ *make fair critical responses about their own English work, that of their peers and that of popular authors and poets;*
- ✓ *reach their full potential by extending their work in each of the above areas of the curriculum.*

The above aims are consistent with our school's aims and take account of the Early Years Foundation Stage Framework, the National Curriculum Programmes of Study and End of Key Stage level descriptions.

Reading

We believe that reading is central to learning. We therefore give our children as many opportunities as possible and the optimum environment in which to become confident readers.

We work to ensure that children read for purpose, pleasure, interest and information and therefore plan and organise our time to facilitate these learning opportunities. The children have opportunities to engage in:

- ✓ Guided reading
- ✓ Shared reading
- ✓ Reading during phonics sessions
- ✓ Silent or independent reading
- ✓ Being read to.

Guided reading

In Key stage 1 and for lower groups in KS2 we use texts linked to phonic teaching for reading, based upon the sound being taught that week. Pupils are grouped according to their reading ability. (see phonics policy) Pupils read daily during sessions and are heard at least once a week by an adult.

In key stage 2 pupils are grouped based on ability and read a range of interesting fiction texts linked to cornerstones topics, as well as a selection of poetry and non-fiction texts. Pupils read daily during sessions and are heard at least once a week by an adult.

Class texts

All pupils have access to a range of dedicated class texts that are linked to their cornerstones topics. These texts are used in English lessons as well as guided reading sessions. On some occasions these texts are read to the pupils.

Home reading

We use Reading Recovery levels in Key Stage 1, and Y3 and for those children achieving significantly below nation expectations in Key Stage 2 to ensure that every child is accessing texts that are suitable for home reading.

In Key Stage 2 graded texts from various schemes are used and a range of engaging texts, classed as 'free readers' as individual readers.

Reading books are changed/checked at least once a week and this is recorded in reading records and class record sheets.

Our school has a large, visually stimulating, well equipped, child friendly library that children have regular, timetabled access to.

Reading interventions

We have several teaching assistants who are trained in phonics and Fresh Start for older children who need additional support and one to one Read Write Inc support.

Differentiation and Inclusion

In accordance with the school's policies on SEND and Equality, all children are entitled to access reading at an appropriate level for their age and development. Activities are differentiated where possible both for the less able and more able. Differentiation is through resources used, the difficulty of the task, support given and outcome. Notice is taken of targets within a pupil's PPP. Provision is made when necessary for pupils to extend their experiences beyond that of the majority of the class by providing further challenge

Equal opportunities

The aim is to eliminate unlawful racial discrimination and to promote equal opportunities and good race relations in all areas of school life. All pupils are expected to achieve the highest standards possible regardless of race, culture, gender or disability. Whenever possible materials and images used reflect a varied cultural dimension e.g. fruit from different cultures or learning about scientists from around the world. School staff are fully committed to ensuring all pupils regardless of their differences have the opportunity and support necessary to enable them to achieve their full educational and social potential.

Role of the Advisory Board

The purpose of the Advisory Board is to ensure the implementation of the Early Years Foundation Stage Framework, the National Curriculum and to review the policy. Additional meetings may be held to discuss English priorities across the school and to gain an overview of the teaching and learning of English.

Policy Review

This policy was written by the English Leader

It is due for review during the Summer term of 2017.

Signed Chair of Advisory Board

Signed Head teacher