



## Worth Valley Primary School



### Reading Policy

September 2019

At Worth Valley Primary School we aim to teach the skills of reading alongside developing a love of reading so that our children:

- become curious learners who read confidently, fluently and independently
- develop enjoyment and pleasure in reading
- are able to access all areas of the curriculum
- can access, understand and begin to manage information
- understand the meaning of what is read to them and what they read
- respond to what they read

#### **By the end of Early Years we expect children to:**

- Be secure in their knowledge of Phase 3 Phonics
- Read colour-banded books at Yellow or Blue level
- Retell familiar stories in the correct sequence
- Know a wide range of songs, rhymes and poems
- Talk about characters and events in stories and information in non-fiction texts and answer questions such as *who, where, how, and why*.

#### We achieve this through:

##### Nursery:

- Enabling children to choose their own books to read in class
- Holding at least one whole class story time every day
- Having a class reading area which encourages children to read, tell stories, respond to reading and develop a love of reading
- Providing children with challenges that encourage them to read and respond to reading in continuous provision areas and modelling this

##### Reception:

- Accessing all the aforementioned opportunities, with the following additions:
- Teaching a daily phonics session (Letters and Sounds) – differentiated groups from Autumn 2 onwards
- Giving every child at least two individual 1:1 reading sessions per week – one with a teacher and one with a teaching assistant
- From Spring 1, one focused reading session with a teacher per week (replacing 1:1 teacher reading)
- Giving children the opportunity to change their home reading books regularly and discuss the books they read with adults

**By the end of Key Stage 1 we expect children to:**

- Be secure in their knowledge of Phase 6 Phonics
- Read colour-banded books to at least Gold level
- Retell a range of increasingly complex stories
- Know a range of songs, rhymes and poems by heart
- Discuss characters and events in stories giving reasons for their thoughts and opinions
- Explain the organisational features of texts – fiction and non-fiction
- Build up a store of vocabulary when reading for meaning
- Read whole books independently, choosing and justifying their selections
- Explain their reactions to texts, commenting on important aspects
- Know a range of subject-specific vocabulary across a range of subjects and incorporate these words into their everyday speech, language and written work

We achieve this through:

- Teaching a daily phonics session (Letters and Sounds) in Year 1, and to those children in Year 2 who are still working at Phase 3, 4 or 5 Letters and Sounds
- Giving every child at age related expectations at least one individual 1:1 reading session per week
- Giving each child below age related expectations more regular 1:1 reading with a teacher or teaching assistant
- Teaching explicit reading skills through the use of high-quality resources specifically designed to support children develop clear, effective reading strategies
- Giving children the opportunity to change their home reading books regularly
- Holding at least one whole class story time every day which involves discussion about the text and develops children's comprehension skills and fosters a love of reading

**By the end of Key Stage 2 we expect children to:**

- Retell a range of increasingly complex stories
- Read fluently and expressively
- Appraise texts; deciding on their value, quality or usefulness
- Understand underlying themes and points of view
- Understand how writers use different structures to create impact
- Read extensively and discuss personal reading with others
- Sustain engagement with longer texts
- Know a range of subject-specific vocabulary across a range of subjects and incorporate these words into their everyday speech, language and written work

We achieve this through:

- Giving every child at age related expectations at least one individual 1:1 reading session per week
- Giving each child below age related expectations more regular 1:1 reading with a teacher or teaching assistant
- Daily timetabled reading sessions



- Teaching a daily phonics session (Letters and Sounds) for those children who are still working at Phase 3, 4 or 5 Letters and Sounds
- Giving children the opportunity to change their home reading books regularly
- Teaching explicit reading skills through the use of high-quality resources specifically designed to support children develop clear, effective reading strategies
- Holding at least one whole class story time every day which involves discussion about the text and develops children's comprehension skills and fosters a love of reading

## **Reading Strategies**

### **Individual Reading**

Individual reading is regarded as a method of teaching decoding and comprehension skills. Reading sessions are clearly focused on the needs of the child. Individual reading is recorded in the child's reading file and comments written in the child's reading record.

Every child has their own individual reading record. Comments relate to the progress made against the skills being taught or gaps in learning. Questions and key prompts are also used with children during this individual reading time.

### **Whole Class Reading**

Timetabled reading sessions are taught throughout school every day. A range of quality resources are used which are designed to help children develop specific reading strategies. We use PiXL resources alongside RIC questions, comprehension activities and inference cards – all of which develop strategies such as inference, deduction, decoding, prediction, comprehension and reflection.

### **Assessing Reading**

Across school, PM Benchmarking is used half termly (or when necessary) to ensure accuracy of individual book band levels for children. Children's knowledge of high frequency words will also be assessed throughout the year.

In Early Years and Key Stage 1, assessments of children's phonic knowledge will be made half termly with groupings amended to reflect progress, attainment and accuracy. In Key Stage 2, Pixl reading assessment materials will be used termly.

Ongoing assessments in reading sessions will be done by teachers, using the Leading Learners Reading Grids, at the level appropriate to the age and stage of reading.

## Reading at home

We expect all children at Worth Valley Primary School to be able to practise their reading skills at home. Sitting down and listening to a child read, even for 5 minutes a night, is crucial to their development and progress. If a parent, a grandparent or sibling has listened to a child read, they make a note of it in their reading record. This way, teachers are aware when books need changing and give children the opportunity to change their books more frequently.

Children have the opportunity each year to make their way through our Reading Championship scheme, and we are incredibly proud of the ongoing success of this initiative. Every class will have a display in their room tracking and celebrating the number of books each child has read. This starts at 0 at the beginning of each year and children earn bronze, silver and gold badges to reflect how many books they have read. Beyond this, children also have the opportunity to earn reading ambassador shields, personalised trophies, choose a book of their choice and visit a local book store. Badges, shields and other awards are given out in celebration assembly every Friday.

## Reading Championship Guide

Key Stage 1 & Reception	Key Stage 2	Award
20 books	15 books	Bronze badge
40 books	30 books	Silver badge
60 books	45 books	Gold badge
80 books	60 books	Reading Ambassador Shield
100 books	75 books	Trophy
120 books	90 books	Book of choice
140 books	105 books	Visit to local book store