



Winwick CE Primary School

Reading Policy

At Winwick CE Primary School, we believe that reading is a vital tool and life skill and it is our duty to ensure that we support our children on their journey to becoming life-long readers, who have a love of reading.

Aims

- To create a reading culture that celebrates a love and enjoyment of books
- To help children become critical readers to give them greater understanding of the wider world
- Provide a wide range of reading materials, e.g. big books, comics, newspapers, encyclopedias, posters, range of genres (within fiction, non-fiction and poetry).
- Develop children's reading skills through using books graded according to challenge and difficulty.
- Develop retrieval skills through a range of information texts, including those related to the class' topic.

Coverage & Time Allocation

Reception

- Daily opportunities for teaching and developing: communication and language and reading through a range of different adult and child-led activities, spontaneous teaching and enhancements through all of the continuous provision areas.
- Areas of learning are enhanced regularly with challenges relating to reading to maximise opportunities for developing children's skills.

Key Stage 1

- Weekly Guided Reading session (Approximately 20-30 minutes long) with a Teacher and/or Teaching Assistant
- Guided Reading Carousel activities include: follow-up activities linked to Guided Reading text, vocabulary work, comprehension activities, spelling activities, pre-read
- Individual Reading – done through home reading and, wherever possible, children will be heard to read in school.
- Daily Phonics/Spelling

Key Stage 2

- Weekly Guided Reading session (Approximately 20-30 minutes long) with a Teacher and/or Teaching Assistant
- Guided Reading Carousel activities include: follow-up activities linked to Guided Reading text, vocabulary work, comprehension activities, spelling activities, pre-read, book reviews
- Individual Reading – done through home reading and, wherever possible, children will be heard to read in school.

Reading Scheme

On entering school, we begin the teaching of reading with our daily Phonics sessions. Daily Phonics continues across Key Stage 1 and all children have the opportunity to take home an individual reading book which is book banded and linked to the child's reading ability.

As a school, we provide children with access to a range of different texts, which includes our individual reader texts, which are grouped by difficulty into a coloured book banded system. The individual reading books are from a range of publishers including Oxford Reading Tree, Ginn, Bug Club and many more. Children take these home and are encouraged to read at least 4 times per week to develop their reading fluency.

Our newly replenished individual home readers now offer children a wider range of text types and book choices within each coloured book band and children will read through a wider range of texts, after which running record assessments will be used to see if they are ready to move onto the next level in the book band system. Children will only be moved to a higher book band for their home readers once it has been identified that they are able to read that band at an independent level confidently.

Reading at Home

Fluency is the ability to read a text accurately, quickly, and with expression. At the end of Key Stage 2, the children need to be able to read a significant amount of challenging text within a set amount of time and so it is really important that we support them to develop their reading fluency if they are to be successful.

With this in mind, following advice from our English Consultant, the decision was made to make fluency the focus of individual home readers, meaning that the books children bring home to read should be well within their capabilities for reading, thus giving them the opportunity to develop their reading speed and expression, instead of struggling to read the words. We call this a 'cosy read'. In addition, this also gives children the chance to discuss the content of the stories they have been reading, developing their comprehension skills and enjoyment of the stories, instead of them struggling over the pronunciation of words and losing the meaning.

Expectations for Home Reading

- Children are expected to read at least 4 times per week at home.
- Reading should be recorded in the child's reading record and signed by a parent/carer.
- Reading Records and reading books should be brought into school each day.

Changing Home Readers

- In Key Stage 2, children will change their home readers once they have finished their book.
- In Key Stage 1, books will usually be changed for the children once they have finished their books. Sometimes, children may be given the book again to read to support the development of reading fluency and/or comprehension.
- In Reception, books will be changed for the children. This will usually be done twice a week. If children finish their book before changing day, they should spend time reading and discussing it again.

If parents/carers have any questions/concerns about their child's Reading, class teachers will be more than happy to meet with them to discuss any matters further. Appointments can be made via the school office.

Reading Records/Diaries

Children across the school have their own Reading Record/Diary where the reading that that children do each day is recorded. This book also acts as a link between home and school and we encourage parents/carers to

interact and offer feedback on how the children are getting on with their reading at home. As a minimum, we ask that parents/carers record the date and the number of pages that have been read that night.

As well as the individual readers from our book banded schemes, we also encourage the children to select books for themselves that they would like to read. In school, children are given opportunities to read books from the class library that they have chosen for themselves, and we encourage children to read a range of other materials at home too – this includes magazines and other text types. Any additional reading can also be recorded in children's reading records/diaries.

Guided Reading & Wider Reading

- Children are given opportunities to read more challenging texts and are taught the skills of reading and comprehension through their weekly Guided Reading sessions.
- All children will usually experience weekly guided reading sessions with their class teacher and/or teaching assistant, which is where the teaching of reading and development of reading strategies takes place.
- In addition to this, children are also given many more reading opportunities across the curriculum, including comprehension skills within English lessons too. Where appropriate, children will also have the opportunity to read individually with an adult.

Reading Award

- To promote reading across the school we have a Reading Award where the class with the highest percentage of readers each week receives the award during Friday Celebration Worship.
- Each day the Teacher/Teaching Assistant will check Reading Records/Diaries and record whether a child has been reading at home.
- This information is then collated on a Friday and the winning class receive the award to celebrate their reading success and get a mention on our weekly newsletter.

Reading Events

Over the course of the academic year, we try to hold at least one event/workshop for parents/carers linked to reading each term to foster a love of reading with our children. These events include:

- Annual parental workshop to explain how reading is taught at Winwick
- Opportunities for parents/carers/family members to read with their children; Reading Picnic, time after parental workshops, reading open mornings/afternoons
- World Book Day
- Opportunities to hear stories/books read by different adults
- Reception class visit to the local library
- Visiting authors

Assessment, Moderation and Monitoring of Reading

Teacher's regularly assess children's reading ability through:

- Guided Reading sessions

- formal termly reading assessment tasks
- individual 1:1 reading, along with completing individual running records with the children to identify if they are reading within a particular book banded level. For a child to be classed as an 'independent reader' within a particular book band, they need to achieve a score of 95% accuracy or above on their running record (e.g. 5 out of 100 words with an error). Below this is frustration level for independent reading.
- Individual Reading and Comprehension Age Assessments

Monitoring & Moderation

- Reading is monitored termly by the SLT (including the English Lead)
- External monitoring of Reading takes place via specialist English consultants and/or external advisors
- Internal moderation of reading takes place during the year, including Governor Visits
- External moderation of reading: EYFS, Y2 and Y6 teachers attend annual moderation training

Inclusion, Intervention and Support

Where a child has a special educational need which impacts on their Reading, additional differentiation, support and intervention will be provided, in-line with the targets set out in their individual education plans and/or their personal targets.

Where a child does not have a special educational, but still struggles with their Reading, additional intervention and support may also be put in place.

Intervention and support may include **additional**;

- differentiation of class activities – some of which may focus on different year group objectives
- targeted 1:1/group support with a Teacher or Teaching Assistant
- extra opportunities for individual reading
- extra guided reading opportunities
- homework activities for children to complete either independently and/or activities to complete with adult support at home
- activities linked to a child's individual report from an external agency (e.g. SEN report)

Equality Statement

Equality Impact Assessment Under the Equality Act 2010, we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe that it is in-line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Written by: Mrs L Duckett

Date: December 2018

Review Date: December 2020

Policies and other documentation relevant to this policy

- *Assessment Policy*
- *English Policy*

- *Teaching & Learning Policy*
- *Spelling & Phonics Policy*
- *Handwriting Policy*
- *Homework Policy*
- *National Curriculum – English KS1 & KS2*
- *EYFS Framework*