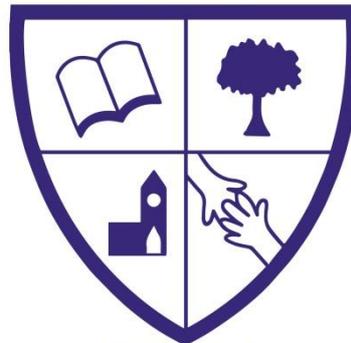


Turton & Edgworth



C.E.M.P.S.

Reading Policy

Compiled by:	Claire Waddington
Presented to staff:	Autumn 2018
Presented to Governors:	Autumn 2018
Presented to Parents/Carers:	Autumn 2018
To be reviewed:	Every 3 years or sooner if required
Review dates:	Spring 2013, Spring 2016, Autumn 2018, Autumn 2021
Amendments:	<ul style="list-style-type: none">- Wording in rationale- Structure Subheadings and content changed to reflect new schemes- Resources heading changed to Library and some information removed due to relevance. <p>Monitoring section has been added to assessment section</p>

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C.E.M.P.S.

Our school's vision

Life and life in all its fullness. (John 10:10)

We will be a village school which provides an outstanding, rich and broad curriculum in our caring, Christian environment. We aspire for *all* to reach out to the wider community, and world, as they achieve their full potential academically, socially, culturally and spiritually.

Our school's mission

...and the greatest of these is love (Corinthians 13:13)

We celebrate *all* successes in our happy, inclusive and aspirational school. Our mission is underpinned by our Christian values: *forgiveness, thankfulness* and *respect*. These values are overarched by *love*.

Reading Policy

Rationale

TECEMPS has a consistent and structured whole school approach to reading which nurtures children to independently employ a range of reading skills. The skills developed provide the opportunity for the children to become fluent and active readers whilst enjoying a passion for reading and developing a life-long love of books.

Intent

The school aims to:

- Encourage an enthusiasm for reading and an enjoyment of books.
- Facilitate an environment which nurtures children and adults who read for both pleasure and for information.
- Provide all pupils with the skills necessary in order to become confident, fluent readers who can demonstrate understanding of what they have read.
- Develop independent learners who can select and employ study and research skills in order to locate and use a broad range of texts to further understanding and support learning, across all areas of the curriculum.
- Develop a critical appreciation of the works of various authors, poets and illustrators in order to emulate these skills in their own writing.
- Ensure all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Objectives

Speaking, listening, reading and writing skills form the integral and interdependent strands

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necessary for language acquisition and as such cannot be treated in isolation.

We teach reading strategies and skills as part of cohesive approach to language acquisition and we believe that children should:

- Read with confidence, fluency and understanding.
- Be taught the full range of reading strategies and skills, including:
 - phonics knowledge
 - word recognition
 - grammatical knowledge
 - contextual knowledge
- Have an interest in words and their meanings, developing a rich and varied vocabulary, which should be demonstrated through reading and writing activities.
- Read a range of genre (fiction, non-fiction and poetry).
- Read, understand and use a range of non-fiction texts.
- Use conventions of library organization and ICT systems to access and locate information.
- Through reading and writing, develop powers of imagination, inventiveness and critical awareness.
- Discuss books with reference to author, illustrator, genre, theme and characters;
- To express personal responses with increasing confidence, accuracy.
- To develop their knowledge of themselves and the world in which they live
- To establish an appreciation and love of reading
- To gain knowledge across the curriculum.

Implementation

Teaching Strategies:

We believe that the most successful teaching requires a range of teaching strategies in order to address the interests and needs of individual learners. Staff carefully select appropriate strategies in order to reflect and support the ability of individual pupils. The strategies employed may change as a child progresses through school.

Structure:

Phonics and Early Reading:

- Please see Phonics Policy

In line with our SSP children in EYFS and KS1 follow a directed reading practice three times a week. Each session focuses on a different aspect of reading.

The first time the children access their reading book they will focus on reading with fluency, looking at context of the book and also any potential new vocabulary.

The children will then read the same book for a second time focusing on prosody, the skill of being able to read with expression, intonation and with the understanding of differing punctuation marks.

Finally, the children will then read the book for the last time before it is sent home with

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the emphasis being placed on comprehension.

The book is sent home on a Wednesday for the children to celebrate with their parents and carers how well they are doing with their reading.

The books which the children read are carefully selected to match their phonological knowledge and this is assessed every 6 weeks to ensure that the reading books are appropriate for moving the children's reading ability forward.

As children progress into Year 2 many children will move away from group reading practice and will move onto whole class reading to help with the transition as the children move into KS2. The whole class reading in Year 2 follows the same 3 stage approach as the reading practice for those following the SSP. These children will also select a home reading book which is taken from our book banded shelves in school.

This system is also used for children in KS2 who are still working within the KS1 curriculum with their reading.

Whole Class Reading

In KS2 the children have daily reading lessons as a whole class. During the week the children will work on one text focusing on different reading skills. The week will always start with a vocabulary, context and fluency lesson. Then throughout the week the skills taught will differ depending upon the needs of the children and the opportunities given from the text. Teachers follow the cycle of giving the children to access a fiction text, non-fiction text and finally a poem, picture or song. This cycle then repeats after the 3 weeks have passed. Children in KS2 also take home a home reading book of their choice from our book banded shelves in school. Every 6 weeks teachers will assess the children's reading level and make any changes needed to the book bands that the children access.

Whole class teaching allows the children to begin to focus in more depth on comprehending and exploring the texts that they are reading.

During whole class reading children will:

- Have access to a variety of high quality texts, films and pictures intended to challenge and engage the children.
- Be questioned using VIPERS to develop the skills needed to match the National Curriculum outcomes.
- Be heard read by the adult.
- Develop oracy skills when sharing and refining answers and discussing the text.
- Build upon their vocabulary knowledge.
- Hear modelled reading.
- Record their answers in a clear and concise manner.

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In addition to phonics sessions all classes from EYFS to KS2 have a daily whole class reading sessions. Within this;

- All pupils have a reading book and reading record, which should be brought to school every day.
- Books will be changed on a weekly basis in EYFS and KS1 whilst children are working on the SSP.
- Books for children accessing whole class reading will be changed once a week depending on if they have finished the book.
- Overreading is encouraged to develop fluency in reading.
- Children select a library book once a week to encourage reading for pleasure.
- Some children may read more frequently depending on their stage of development.

Impact

Assessment and Record Keeping

The class teacher is responsible for maintaining accurate and up to date assessment evidence for individual pupils.

Assessment is used to inform teaching and learning. Assessment is an ongoing process, which can take many forms such as: questioning, marking of pupil's work or observing a child read. This information is used to place each child on the appropriate reading book band.

Staff use the school's reading assessment systems as a basis to assess progress and diagnose gaps in skills and understanding. Termly assessments are carried out to ensure that children are continuing to make progress and can independently answer questions about books. Both the teachers formative assessments and the summative termly assessments are used to make a judgement on a children stage of learning.

Year 2 and Year 6 complete SATS assessments towards the end of the Spring term.

The English co-ordinator will oversee the teaching of reading alongside the Phonics Leader. Monitoring will take place on a termly basis in the form of learning walks, listening to children read, discussions with class teachers and with the school parliament.

Home/School Partnership

Parental/carers support is integral in ensuring that every pupil reaches their potential and we seek to involve parents in supporting their child's reading progress, through effective home/school communication.

Reception parents are invited to a reading meeting to share with them how reading is taught in school this is during their first autumn term. At this meeting the progression of reading skills and practical tips for reading at home are discussed. Expectations for reading are shared in September every year during the 'Meet the Teacher' evenings.

In EYFS and KS1 we encourage parents/carers to celebrate the reading their child has been practicing throughout the week at school. We also encourage overreading to help the children to develop fluency and an understanding at depth with the books.

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Library

As reading for pleasure plays a huge part on children's development of reading we have been are fortunate to create two school libraries. One in EYFS/KS1 and one in KS2. The Libraries are well stocked with a range of fiction, non-fiction and poetry books. Each class has the opportunity once a week to select a library book and enjoy some time exploring the library and sharing books with their friends. Library books are taken home to share with parents and brought back to school daily.

Special Educational Needs

Staff liaise closely with the SENCO to address the needs of all children, including those identified as having special educational needs. Support would then be provided through placement on the appropriate stage of the school's special needs register as well as the development of achievable targets as identified on an Individual Education Programme (IEP). Targeted intervention is delivered by Teaching Assistants and Teachers.

Lost or Damaged Books

Lost or damaged library or home reading books will be charged at £5 per book. This is to ensure that we continue to have a wonderfully stocked library and enough home reading books for the children to access the reading curriculum.

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