

St Lawrence C of E (Aided) Junior School

Reading Policy

Introduction

The teaching and learning of English at St Lawrence aims to acknowledge and build on the child's previous learning experiences in Key Stage 1. As Literacy skills are fundamental to the whole curriculum, the teaching of English is a high priority within the school, with a significant amount of classroom time devoted to English teaching. At St. Lawrence we also believe that pupils should be given opportunities to apply their literacy skills across the curriculum.

Aims and Objectives

- To fulfil the statutory obligations in the National Curriculum 2014
- To foster an enthusiastic and positive approach to reading
- To develop independent readers who use a range of strategies to decode texts
- To develop reflective readers who can read for meaning, through teaching of all seven Assessment Focuses
- To develop readers who readily make links between reading and writing

Planning

The objectives above are achieved through provision of planned, structured lessons in line with the recommendations of the National Curriculum 2014. All teachers have a copy of the Literacy Long Term Planning which ensures coverage. Teachers then work collaboratively to form medium term and weekly plans.

Reading is taught in both guided group sessions, which are timetabled outside the daily literacy lesson, and within the daily literacy session.

Guided group sessions: Learning Intentions are drawn from the National Curriculum 2014 and are divided into two sections: World Reading and Comprehension. Comprehension is then divided into six Assessment Focuses. These are:

<i>Locate, retrieve and elaborate on information</i>	<i>Use inference and deduction to make interpretations</i>	<i>Understand structure, organisation and presentation</i>	<i>Understand language, technique and style</i>	<i>Understand themes and conventions in texts</i>	<i>Compare, contrast and evaluate texts</i>
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Sessions last between 20-30" and consist of an ability-set group reading and discussing a text with the teacher while other groups carry out independent literacy-focused tasks (such as spelling or handwriting) or work in a guided comprehension group with a teaching assistant. Texts are chosen at either the pupils' current level or higher and should cover a variety of text types. Short activities are planned to

both teach and assess ability in these areas at an appropriate level for the group. This may be through verbal discussion or writing, perhaps on a mini whiteboard.

Literacy sessions: Learning Intentions are drawn from the National Curriculum 2014 and often focus on text level skills, such as identifying features of a text type. Success Criteria will be planned in advance and will support the teacher and the pupil in evaluating their work. Learning tasks will be differentiated so that each pupil is able to achieve, as well as be challenged.

Teaching and Learning

The children develop their knowledge, skills and understanding of reading through a wide range of activities, tailored to suit a variety of learning styles and individual pupils' needs. We use drama and speaking and listening activities to help children explore texts in depth.

Opportunities for reading are planned into the daily literacy sessions and may include: shared, group, individual and paired reading activities. Children are taught in mixed-ability classes throughout the school with learning opportunities carefully planned and differentiated to meet pupils' needs.

Opportunities for reading across the curriculum are encouraged whenever possible and teachers emphasise links with literacy learning and encourage pupils to recall and apply reading skills

Special Educational Needs

Teaching assistants are deployed to support children's learning in lessons, be it with an individual child or a group of children. Intervention groups are also in place to support children in developing their reading skills, such as: PAT, Toe by Toe and dedicated phonics groups. Key Vocabulary groups enable lower ability children to become familiar with words used in other areas of the curriculum, as well as introducing new grammar and maths vocabulary. For higher ability children there may be groups which aim to extend their reading skills. The Book Band books (Oxford Reading Tree scheme) in the Year 3 corridor have a wide variety of books aimed at older SEN pupils and are a useful tool in motivating these pupils. There are also a small number of "Dyslexic Friendly" books available for children to read.

Assessment

Weekly plans set out success criteria which enable teachers to make assessments as part of every lesson. Ongoing teacher assessment identifies progress made towards the objectives and future planning is amended accordingly.

Assessment against the Assessment Focuses is made during Guided Reading sessions and recorded at the time. These assessments are then transferred onto Target Tracker and used to inform teacher assessments as well as gaps in learning which can then be addressed.

More formal reading comprehension assessments are completed at the end of each half term using Rising Stars Assessment tests. These also feed in to the Target

Tracker assessment system to assist the teacher in making a judgment about how the child is progressing against age-related expectations.

Resources

There are a wide range of resources to support the teaching of Reading across the school. All children should have a reading book from the Book Band books, which are ability-graded readers based on the Oxford Reading Tree system. This ensures that all children are reading a book at an appropriate level which should give an element of challenge without proving too difficult. Teachers should monitor reading books carefully and encourage children to read this book at home and school and show progress in their reading by moving through the levels (1-18). As they reach the "Challenging Reads" section, children may instead bring in a book from home to read or choose one from the class or school library. All classrooms have a book corner, with a selection of fiction and non-fiction texts. They also have weekly access to a range of texts in the school library. There are guided reading sets for over one hundred titles and these are kept in a central location to enable teachers to choose appropriate texts. Other teaching resources which support the teaching of reading are kept centrally in the Staff Room bookcase.

Recording and Reporting

Teachers make a formal teacher assessment at the end of each term using a combination of evidence from day to day lessons (and guided reading sessions) and the child's test results. Progress is formally reported to parents on a termly basis at the parents evenings in Autumn and Spring term and in the written Summer Term report. Parents will be informed of any intervention groups that their child is involved in by the SENco.

Reading at Home

The importance of regular reading is absolutely crucial for developing literacy skills and enabling children to progress through the KS2 curriculum. Bearing this in mind, we expect every child to read (preferably aloud) for at least 5" each day and have this confirmed by a parent/carer. Each child has a daily reading section in the Home-School Contact Book where parents, teachers and helpers should record when they have heard the child read and write any comments. This will be checked by the teacher daily and any child either not reading or not having their book signed will stay in for 5" at lunchtime to read with a teacher.

Monitoring and Evaluation

The English subject leader is responsible for monitoring the quality of teaching and learning in Reading, and reporting back to SLT. This monitoring is undertaken on a termly basis and involves scrutinising data, monitoring planning (both literacy session and guided reading), lesson observations (including guided reading sessions), pupil interviews and monitoring assessment folders.

Reviewed September 2016

Next review date September 2019