



Houghton Conquest Lower School

Reading Policy

Our Statement of Intent:

The 2014 National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as of extreme importance since through it “pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually” (p13). Reading allows pupils to “acquire knowledge” and to “build on what they already know” (p13).

At Houghton Conquest Lower School, staff recognise that reading development is closely linked to that of writing, for it is by reflecting upon and talking about the texts that they encounter that pupils come to understand how writers write and to develop an awareness of the relationship between author and reader. At our school, we strive to make this link clear by providing learning opportunities which are based on quality texts that engage the pupils, immersing them in a rich language environment. Our hope is that children leave our school at the end of year 4 having established a love of reading and with experience of as wide a range of texts as possible.

Aims:

We aim to develop literate children who:

- love reading and get excited about books;
- have the opportunity to listen to stories that are beyond their own reading ability, for enjoyment;
- are given the chance to participate in class reading sessions where literature is explored, discussed and linked to real life;
- enjoy reading at home;
- understand the sound and spelling system and use these to read accurately;
- read with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct;
- have an interest in a wide range of texts, reading for enjoyment and information;
- have an interest in words and their meanings and develop a wide vocabulary;
- understand a range of text types and genres;
- can evaluate and justify their preferences;
- have developed their imaginations, inventiveness and critical awareness.

Objectives:

In order to develop fluent, confident readers, teachers at Houghton Conquest Lower School:

- follow a systematic approach to the teaching of phonics via the Letters and Sounds programme;
- discretely teach comprehension strategies through quality whole class direct teaching, guided reading group work and individual reading as appropriate;
- actively promote and foster a love of reading by reading to their own class;

- further develop children’s vocabulary by “magpie-ing” during Literacy lessons, other subjects and class reader sessions;
- make the link explicit between reading and writing.

Teaching Approaches

The 2014 Curriculum divides reading skills into two dimensions:

- Word reading/ decoding
- Comprehension

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We acknowledge that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary. We also understand that reading is a developmental process and part of life-long learning and we encourage and praise children at every stage of it.

Reading in School

Children at Houghton Conquest first learn to decode, segment and blend words through rigorous, daily phonics teaching, following the Letters and Sounds programme. Staff engage pupils through fun lessons and through this approach; the majority of pupils learn to read print easily and fluently.

The phonics screening check ensures that teachers understand which children need extra help with phonic decoding. As a matter of priority, children who did not pass the phonics in Year 1 or Year 2 will receive further intervention to ensure that they can then go on to read fluently and confidently, and to read for enjoyment. Further up the school, children who still find learning to read difficult, for example those who have dyslexia will receive further intervention (for example, Toe by Toe).

During all reading opportunities across the school, from Foundation to Y4, particular attention is paid towards vocabulary extension and comprehension strategies. From Y1, pupils participate in daily Literacy lessons where their reading teaching continues through shared and whole class reading. Teachers actively model comprehension strategies and make use of talking partners to discuss vocabulary and further develop children’s inferential skills and knowledge of authorial intent. Teachers plan differentiated sessions covering the Age Related Expectations for the year group using question stems linked to the different strands of reading comprehension (see Appendix 1).

At Houghton Conquest Lower School, reading is taught in its own right, as well as a tool which permeates the entire curriculum. Children read outside the daily Literacy lessons for information gathering, research and for pleasure (D.E.A.R time and paired reading). All classes have regular opportunities to listen to and enjoy texts that are beyond their own reading ability.

Reading at Home

At first, children take home reading books that are non-words so that they can develop storytelling skills with support from their families. The next books are phonetically decodable. This is a deliberate methodology which allows pupils to celebrate their growing reading competency with their parents, ensuring that the first home reading experiences are positive, motivating experiences. As children move through the book band colours, they experience a broader range of vocabulary and different types of fiction, traditional tales, nonfiction and poetry texts.

Teachers monitor pupils' progression through the book band colours and respond to individuals' needs. Children's progression through the reading stages is celebrated and reading engagement is rewarded within weekly celebration assemblies.

Pupils are encouraged to read widely and for pleasure through the use of the school library and communication in children's reading logs allow parents to communicate the kind of texts that children are reading at home.

Reading forms part of the essential homework: all children are expected to read at home at least three times a week. Reading targets (taken from Classroom Monitor) are discussed at parent consultations so that parents can see the skills that their child is working on and further support the acquisition of these at home.

Assessment - Assessment is an integral part of the teaching and learning process and is used to:

- provide the children with clear and regular feedback;
- assist the children and teachers in planning their next steps;
- evaluate the effectiveness of teaching.

We use Classroom Monitor statements and Tapestry for EYFS. From YR to Y4, achievements and areas of concern are recorded on pupil tracking sheets which have different strands of comprehension clearly identified and these inform future planning. Teachers use daily formative assessment strategies to ensure that all teaching is accurately pitched and challenging. Ongoing teacher assessment of reading informs reading targets.

Reading assessments are used termly to support with assessing a child's comprehension skills. When a child has a good level of fluency and they have a secure understanding of what they are reading, they are moved onto the next colour band.

Summative assessment for reading takes place termly when children throughout school undertake formal reading. Any pupils who are deemed to be underperforming are swiftly identified and participate in intervention sessions which are designed to close the gap between themselves and their peers. The progress of these pupils is discussed with the SLT and SENDCo during Pupil Performance meetings.

Inclusion and Equal Opportunities

The ability to read is fundamental to children's development as independent learners. We believe that all children are entitled to high quality teaching and learning and we embrace the philosophy of inclusion. All children at Houghton Conquest Lower School have the opportunity to develop reading skills at an appropriate level through the provision of carefully planned, targeted work in their Literacy lessons and within the wider curriculum. Intervention groups are in place to further support children with additional needs or those who have any difficulties in a particular area. As mentioned above, children who struggle to read continue to follow a phonics programme for reading until they possess the skills to move on. The needs of children on the SEND register are planned for as necessary and detailed on their My Outcome Provision Maps and a variety of teaching methods are used to support the learning styles of different children. In this way, no child will be excluded from participating in reading activities.

We celebrate diversity through recognising our children's skills and knowledge and by the study of material from a variety of cultures. Texts used represent all cultures in a positive light and show both genders in a range of roles. The interests of both boys and girls are taken into account in the selection of materials to support the development of reading skills.

Monitoring and Review

The Literacy subject leader, in consultation with the SLT, monitors and evaluates the effectiveness of the teaching and learning of reading. In discussion with the governors, areas for development and resource needs are identified. Reading standards are reviewed through:

- EYFS/ KS1/ external moderation;
- KS2 SATs results
- learning walks and observations;
- staff and pupil perception surveys.

Appendix 1:

