

**St Luke’s CE Primary School**

**Reading Policy**

This policy should be read alongside our teaching for learning policy.

We believe that people learn best in different ways. At St. Luke’s we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

**Purpose of study**

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

word reading

comprehension (both listening and reading).

In line with the National Curriculum phonics is *‘emphasised in the early teaching of reading to beginners for the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words’* at St. Luke’s CE Primary School

All pupils are *‘encouraged to read widely across both fiction and non-fiction to develop their comprehension, their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.’*

**Aims**

The national curriculum for reading aims to ensure that all pupils:

* read easily, fluently and with good understanding
* develop the habit of reading widely and often, for both pleasure and information
* acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
* appreciate our rich and varied literary heritage

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

Our aim is that, *‘by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.’*

Effective teaching

Effective learning only comes about from effective teaching. When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum.

Essential elements for learning – at St Luke’s we aim for these to be present in every lesson;

* Secure teacher knowledge of reading skills, concepts and technical vocabulary;
* An understanding of every child’s prior learning;
* Clear description and presentation of the learning intention/objective;
* Opportunities for children to think about and discuss the skills and concepts throughout the lesson;
* Feedback throughout the lesson to find out and demonstrate how the learning is progressing;
* A focus on what the children are learning and not on what they are doing;
* Appropriate challenge and high expectations for all children;
* Teacher modelling;
* Good questioning;

We plan our lessons with clear learning objectives, contexts (key stage 2) and success criteria. We take these objectives from the National Curriculum.

**Teaching of Reading**

Within EYFS and Key Stage One:

* Daily phonics which follows ‘Letters and Sounds’ and focuses on sounds and blending skills
* Shared reading throughout the week in class
* Two guided reading sessions per week – these sessions are not always using a book, they may involve a key word or phonics reading game.
* Individual reading books taken home – it is expected that the children read with a parent or other adult (see parental contribution below). In Reception, books are changed once or twice a week. Within Key Stage One, the children bring back reading books when they are ready to change them.

Within Key Stage Two:

* Reading as part of daily English lessons or as part of other subjects.
* Two guided reading sessions per week
* Access to wide range of texts within the school library
* Individual reading books taken home on a nightly basis – it is expected that the children read with a parent or other adult each night (see parental contribution below). Throughout Key Stage Two children return their books to school when they are ready to change them. This is noted and kept in a record as to how many books the children have read over a half term.

*Oxford Reading Tree* is the core scheme for teaching reading in EYFS and Key Stage One. There are phonics books and other supplementary books used to support phonics sessions in class. The other books can be used for practice in key words. Context and vocabulary are taught and reinforced so that children are able to read with fluency and confidence. After progressing through a pre-reading programme (where needed) to the stage of reading readiness, children will experience a structured approach. This help to identify the level that the child is currently reading at. The scheme gives meaningful practice of reading at the right level, providing a range of fiction, non-fiction and poetry.

Within Key Stage Two, other none scheme books are used to supplement Oxford Reading Tree as the core scheme. The supplementary colour banded books will be used to add breadth and interest to the core materials. Once children have progressed beyond Lime colour band, they are able to take home books from the school library. All books are taken home on an individual basis to read with parents and carers.

**Special Educational Needs**

Teachers provide learning opportunities matched to the needs of any child with learning difficulties in reading. After discussion with the SENCO, targets are drawn up on an IEP for the specific child with measurable targets to help them to progress at their own pace. Parents are informed about these targets and suggestions are made as to how they can support their child in the learning process at home.

**Parental Contribution**

It is the school’s policy to encourage the parents to play a full role in helping their child to read. Children are encouraged to take their books home each night and to share what they are reading with a parent or carer at home. Support and guidance is offered to parents on ‘how to hear your child read.’

Reading Contact Book: These are kept for each child on the colour book bands and on library books. Books are entered in and teachers and parents can make comments on the child’s progress with the books. At the end of the year, this is passed up to the next teacher and class to show where the child is and what they will be progressing onto.

**Assessment**

Pupils are assessed against year group expectations which are based on the National Curriculum programmes of study and attainment targets on a half termly basis. In the Summer Term in Year 1, all children will take part in the phonics screening check. This shows which children can blend sounds together and read words. In addition, all year groups undertake the PIRA reading tests on a termly basis which allows staff to have a standardised score for phonics, literal comprehension and reading for meaning. In KS2 optional SATs are used to supplement and quality assure teacher assessment.

**Monitoring and review**

Monitoring of the standards of reading and records is the responsibility of the English subject leader. The work of the subject leader also involves supporting colleagues in the teaching of reading, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

**Date:** Updated Feb 2014