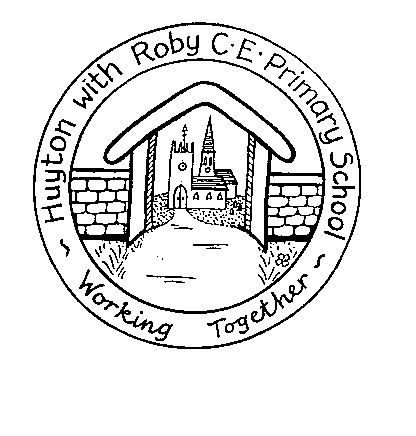
**Reading Policy**



**Huyton with Roby C.E. Primary School**

**Hayley Allerston 2015**

**Aims:**

At Huyton with Roby C.E. Primary School we aim to:

* To develop a love of books and reading.
* To read and enjoy a variety of texts from a variety of sources: libraries, class book corners, reading genre areas and ICT.
* Give our children the reading skills they need to access all areas of the curriculum.
* Enable children to access, understand and begin to manage information.
* Help children begin to understand the meaning of what they read and what is read to them.
* Help children make responses to what they read justifying those responses.
* To deliver a structured and consistent whole school approach to reading.
* To rigorously monitor and assess children’s progress in reading and identify those who require extra support and intervene at an early stage.

**The Nature of Reading**

Reading is a multi-strategy approach to arrive at meaning. It is not simply the decoding of black marks on the page but involves the ability to read, with understanding, a wide range of different text types including fiction, non-fiction, real world texts such as labels, captions and lists and print in the environment.

Competence in reading is the key to independent learning and therefore the teaching of reading is to be given a high priority by all staff. Success in reading has a direct effect upon progress in most other areas of the curriculum and is crucial in developing children’s self-confidence and motivation.

In our school we have recently reviewed and consolidated good practice and have agreed that;

USSR (uninterrupted, sustained, silent reading)

From Year 1 upwards each class to have 15 minutes USSR after dinner every day where possible.

Reading to the class

Each class teacher to read a longer novel, aloud to their class, every day for about 10 minutes. This is to encourage the sustained listening to an adult modelling expressive reading of a text that would otherwise be beyond the children’s experience.

Class reader sets have also been purchased for every year group from Y2- Y6.

Children’s individual reading

Each class from the nursery to year 3 has a class reading file. Within that file each child has a separate page for the adult to record their progress and there is a class sheet to check that children are heard at least once a week.

Class reading file

This contains;

• class name sheet with corresponding numbers for children

• individual children’s sections with current comment sheet on top and previously completed sheets in a plastic wallet behind that

• copies of the letter to be sent home for children who are not reading at home or bringing in their books

Reading Record Books

The purpose of these books is to form the link between home and school, to inform parents of their child’s progress and provide a means of positive communication.

Completed record books should be kept in the child’s hanging file.

Comprehension Cards

There are comprehension cards to accompany reading books and this practice should continue as long as it is benefiting the child.

Non-fiction books

Fireflies stages 1-10 have been bought as a solid basis of non-fiction texts. These are to be read after the ORT stage above, eg; Fireflies 1+ after ORT 2. In Foundation and KS1 classes keep some books within the class, but others are stored centrally for easy access for all.

There is also a set of Guided reading cards to accompany each book for Guided reading sessions.

Book banding linked to reading recovery

In Foundation, KS1 and the majority of KS2 all the books have now been banded and children will choose reading books from within their appropriate band. This means that each child will experience a wider variety of texts and be more secure in their reading skills, rather than just working their way through a couple of reading schemes.

Reading Challenge!

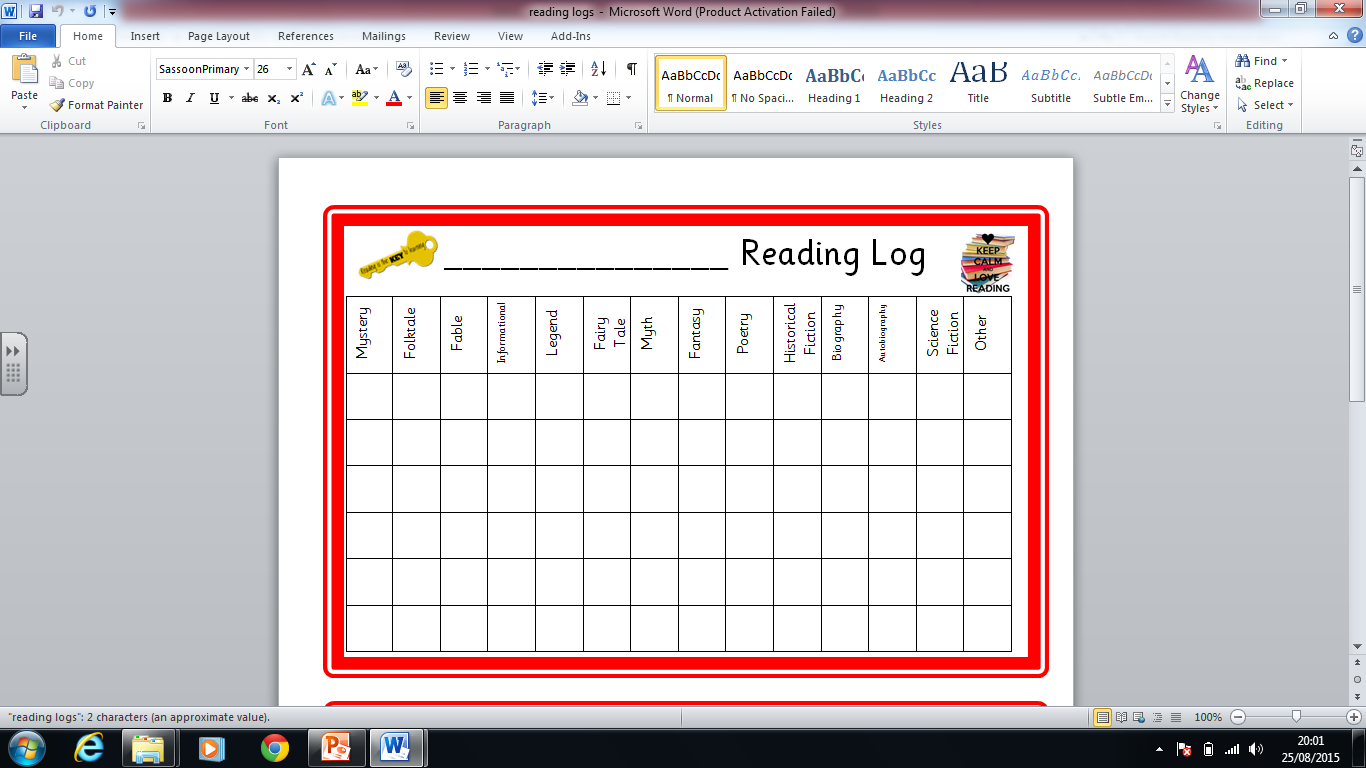
We are not using reading record books in year 4, 5 or 6 anymore. When the children reach the lime band and can read confidently at this level in year 3 they will not have a reading record book. They have been replaced by a ‘Reading Challenge book mark.’ When children read one book they will receive a sticker on their book mark. When they read three books, they will receive a special sticker and 10 smilies.

Every half term, teachers’ will choose a member of the class to be the reading champion. They will be awarded with a special prize and their success will be celebrated on the Reading Champion’s display board in the main corridor.

Children will read with the class teacher/teaching assistant once a week through a guided reading lesson within the literacy lesson. They will not read on a 1:1 basis as in the infants.

If the class teacher identifies that more frequent practise in school would be useful, or children are on a reading intervention programme, parents will be informed and staff will liaise closely with parents.

**Reading Logs**

Every child has an individual reading log which is displayed in their classroom.

The reading log lists many genres (mystery, folktale, fable, informational, legend, fairy tale, myth, fantasy, poetry, historical fiction, biography, autobiography, science fiction and other).

When children have read a book covering one of the genres they will mark it on their reading log. We are aiming to encourage our children to read a variety of books. When they have covered 5 genres they will receive 10 smilies.

Guidelines:

There is a whole school approach to the teaching of reading. A wide range of reading

strategies are taught throughout all classes that reflect the requirements of the

National Curriculum and EYFS.

The Teaching of Phonics

EYFS, Year 1 and Year 2 are taught phonic skills through the use of the Read, Write, Inc phonics programme.

Foundation Stage and Key Stage 1

Reception children begin to learn the first 31 phonic sounds from the ‘Read, Write, Inc’ phonics programme when they enter Reception Class.

This is taught at a rapid pace: children are introduced to 1 phoneme per day throughout the first term. The teaching of this is multi-sensory and active using the wider school environment such as the Early Years outdoor area to ensure purposeful learning is taking place. Letter sounds are sent home as they are introduced in class to consolidate learning and to keep parents/carers up to date on the progress being made in school.

Tricky words are introduced gradually as ‘red words’ for the children to learn at home and in school.

Children are continually assessed during and at the end of this period and if secure move onto set 2 and 3 sounds as appropriate.

Intervention activities will be in place for those children who are not secure with the set 1 sounds to target any gaps in phonic knowledge so far.

Children will continue to follow the programme into Year 1. This will be a focused, daily session. In Year 1 and Year 2 the teaching and learning will focus on building on the skills learnt in the Early Years Foundation Stage and continual formative assessment will help target any gaps in phonic knowledge. This will be addressed in class through intervention programmes and supported individual or group work.

When children have completed the Read Write Inc. programme they will participate in guided reading sessions within literacy lessons.

Carousel of Reading Activities

Throughout the school, all classes from Years 1 to 6 will be involved in focused reading activities at a set

time each day (1.15 - 1.30). Throughout the week every child will experience a range of the

following activities:

* Guided reading session with their class teacher
* Reading buddy session with younger/older children
* USSR (uninterrupted, sustained, silent reading)
* Use of the class library

**Guided Reading**

When

Guided reading takes place during the literacy lesson whilst the other groups are doing independent work.

Recording

To standardise recording, we agreed to adopt a sheet which includes the criteria for each year group with a space for recording children’s responses.

Recording and reporting of individual children’s reading is to be done using ARE sheets. Training on this area is to be delivered shortly to the staff.

**The Reading Environment**

Every class has access to a reading area that invites children to come and read a variety of fiction and non-fiction texts reflecting genres, cultures, gender and race. There is a designated ‘RE’ area where children have access to Bibles, Christian stories and written prayers reflecting Huyton with Roby’s Christian ethos. Every class has a range of books available to pupils that reflect their current class topic. ICT in the classroom through laptops, tablets and interactive whiteboards are available for children to access digitally written materials to support their learning in all curriculum areas.

**The School Library**

Every child from Year 1 to Year 6 visits the school library fortnightly. They spend time in library and change their library book.

Michelle Beard is our school librarian and she organises the timetables and electronically scans the library books in and out.

**Reading Intervention Programmes**

Key Stage 1

Children in Year 1 and Year 2 will receive ‘Better Reading’ from trained LSA’s or parents who are fully trained to deliver the programme.

Children in KS1 are grouped according to ability from the Read Write Inc. assessment so the children who require more support are taught in small groups (maximum of 8) four times per week.

Key Stage 2

Those children who are finding reading challenging continue to have access to the ‘Better Reading’ programme from trained LSA’s or trained parents/carers.

Members of staff have been trained in ‘Project X Code’ and intervention programmes are commencing in January 2016.