



Leyburn Primary School

policy for reading

At Leyburn Primary School, we recognise that competence in reading is fundamental to many aspects of life and is central to independent learning. It is inextricably linked to speaking and listening which is the cornerstone for all language development. It is given the highest priority at Leyburn Primary School, enabling the children to become enthusiastic, independent and reflective readers. At Leyburn Primary School, we recognise the significance of proficient reading skills as being a key factor in the academic and social success of our children both during their time at primary school and beyond into their adult lives.

AIMS

Leyburn Primary School aims to:

- Provide children with the skills and strategies necessary to develop into competent and fluent readers
- Encourage the enjoyment of books and reading so that the children develop a life-long love of books
- Understand the sound and spelling system, and use this to decode works with increasing accuracy
- Develop a critical appreciation of what they read
- Develop study skills so that the children can find appropriate fiction and non-fiction books from the library
- Develop research skills and understand the layout of different types of books
- Develop a critical appreciation of a wide range of literature
- Encourage care and ownership of books
- Develop the ability to listen attentively

OBJECTIVES

At Leyburn Primary School we believe that all children should:

- Read with confidence, fluency and understanding
- Be taught the full range of reading strategies including: phonic knowledge (visual information), grammatical knowledge (structural information), word recognition and graphic knowledge (visual information), contextual knowledge (meaning)
- During shared, guided and independent reading to monitor their reading and correct their own mistakes
- Have an interest in words and their meanings, developing a varied, rich and aspirational vocabulary
- Read a range of genres in fiction and poetry
- Understand, use and be able to read a range of non-fiction texts
- Through reading and writing, develop their own powers of imagination, inventiveness and critical awareness

- Discuss books with reference to author, illustrator, genre, theme and characters; to express personal responses with increasing fluency, enthusiasm, passion and critical analysis
- Understand the sound and spelling system and use this to read and spell simple and complex sounds accurately through the daily, systematic teaching of phonic skills in KS1 (and KS2 as necessary) using the Letters and Sounds programme
- Have a suitable technical vocabulary through which to understand and discuss their reading, linked to the assessment foci
- Be interested in books, read with enjoyment and evaluate to justify their preferences

TEACHING STRATEGIES

Leyburn Primary School teaches reading through a combination of approaches:

- Whole class shared reading
- Modelling reading
- Guided reading
- Performance reading
- Independent at school and at home
- Introducing writers as role models
- Letters and sounds
- Reading comprehension with written answers
- Reading Plus
- IDL

FOUNDATION STAGE

At Leyburn Primary School we believe that developing children's positive attitudes to literacy from the earliest stage is of paramount importance. We strive to foster these attitudes by using play, story, songs and rhymes and provide lots of opportunities and time to talk with children about their experiences and feelings. The role of adults in supporting children is crucial to fostering their positive attitudes towards reading and at Leyburn Primary school we believe strongly that parents are our partners.

Reading in the EYFS at Leyburn Primary School is about children developing an interest and enjoyment in reading. Initially, they will be encouraged to develop reading behaviours, such as handling books carefully, holding books upright, turning pages and showing an interest in illustrations, understanding and joining in with stories, books, poetry and rhymes, recognising that print carries meaning, in both books and the environment. Through this children should develop a competency to read a range of familiar words and simple sentences.

Letters and Sounds will be introduced into the EYFS. Staff will use Letters and Sounds to provide daily lessons in the teaching of phonics to ensure the children use appropriate strategies to decode, blend, segment and read for meaning.

Staff will:

- Recognise and value the role of parents/carers as prime educators in the pre-schooling years and work together to develop their children's reading skills through the EYFS
- Build on the child's prior knowledge and early literacy experience
- Use a variety of stimulating books including big books and IWB story books to engage and enhance the child's reading experiences. Staff will model reading behaviours and encourage children to discuss, comment, question and predict
- Make creative use of puppets, music, media and objects of reference to bring stories and themes to life

- Create inviting stimulating book areas, which pupils freely choose to access
- Develop an ethos for reading for pleasure through high quality daily story sessions, using a traditional story telling approach, as well as ICT and sensory drama
- Environments will be rich in print and books, which will be used to creatively support and develop understanding of current themes, through continuous provision across topics, linking to areas of the classroom, inside and out and displays
- Teach pupils to become confident and independent, who read from a range of texts for pleasure and information
- Identify pupils who require additional targeted support and intervene at an early stage

KEY STAGE ONE

The principles applied in EYFS for reading are viewed as being building blocks on which to develop the reading skills of children further. As such, many of the structures also apply in Year 1 and 2.

Staff will use the Letters and Sounds to provide daily lessons in the teaching of phonics to ensure the children use appropriate strategies to decode, blend, segment and read for meaning.

Children will receive a high quality guided reading session at least once a week. Pupils of similar ability or taught to interpret and discuss texts in more depth. Pupils are encouraged to read for meaning using a variety of taught reading strategies. Pupils who are at risk of falling behind age related expectations will have more regular guided reading.

Every child will have a home-school reading diary and an opportunity to take home an appropriately levelled book. As reading skills develop, home readers will incorporate different schemes. Parents are encouraged to work in partnership with school by writing comments in the home-school diary relating to their child's reading of the book. Pupils are expected to read regularly at home, a minimum of 3 times per week.

KEY STAGE TWO

The expectation is that, as a result of effective teaching of synthetic phonics, all children will achieve the required level in phonics by year 2. However, for those few who don't, individualised programmes are in place in year 3.

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Books in the libraries will be banded to match the guided reading book bands so that the children are taking an appropriate book home, especially those who have completed the reading scheme and have become confident and independent readers.

ASSESSMENT

Foundation Stage

- Ongoing assessments of reading behaviours during the session or day
- Ongoing assessments using EYFS Development Matters
- Information from reading records

- Ongoing assessments during guided reading sessions using group reading records linked to AFs once guided reading has been started
- Half termly phonic assessments where appropriate to ability
- End of foundation stage profile assessment
- PIRA reading assessment in summer term

Key Stage One

- Baseline reading test in first two weeks of new academic year. This will be completed for anyone who starts at the school during the academic year
- Ongoing assessments during guided reading session using group reading records linked to AFs
- Termly assessments of high frequency words and phonic checks (Letters and Sounds)
- Salford reading test for anyone at risk of falling behind age related expectations
- Year one phonics screening test
- End of KS1 SATs at year 2
- Termly PIRA reading assessments/Past KS1 SATs papers (year 2 only) to support Scholarpack judgements

Key Stage Two

- Baseline reading test in first two weeks of new academic year. This will be completed for anyone who starts at the school during the academic year
- Ongoing assessments during guided reading sessions using group reading records linked to AFs
- Where needed, termly assessments of high frequency words and phonic checks (Letters & Sounds)
- Salford reading and comprehensions tests for anyone at risk of falling behind ARE
- Data from Reading Plus & IDL where appropriate
- End of KS2 SATs at year 6
- Termly PIRA assessments/Past KS2 SATs papers (year 5 & 6 only) to support Scholarpack judgements

PROGRESSION

- The school uses curriculum guidance from the Early Years Foundation Stage Profile and the National Curriculum. These provide guidance for teachers in understanding how to teach reading and how their children will progress through their years at the three stages of the primary curriculum (EYFS, KS1, KS2)
- Teachers will assess pupils against these frameworks to determine starting points for each ability group in their class
- Teachers and pupils regularly assess progress against early learning goals and nationally set age related expectations

INTERVENTION PROGRAMMES

For children who are not making the expected progress, a range of intervention programmes are used to ensure we are closing the gap and address under achievement.

- Extra support for phonics
- IDL
- Additional 1:1 reading
- Additional guided reading
- Reading Plus

SEN

Children with Special Educational Needs may have targets on their individual education plan, reflecting their need for improving their reading skills. These children will be heard to read by the class teacher/teaching assistant achieve their reading target.

Gifted and Talented

Children who are more able readers will be given texts appropriate to their level of reading and will be extended in guided reading groups by questioning about the text.

Pupil Premium

We allocate funding for children from disadvantage families to provide them with additional provision

MONITORING AND EVALUATION

- Subject Leader and HeadTeacher analyse Scholarpack data termly and end of key stage assessments: Foundation profile, KS1 SATs and KS2 SATs
- Planning for reading is amended according to identified area of weakness
- Progress in intervention programmes are monitored every half term
- Targeted support provided to specific groups linked to analysis of performance data
- Subject leader monitors planning, quality of teaching and learning and assessments
- Class teachers monitor pupil's reading records
- Guided reading lesson monitoring
- Subject leader to monitor guided reading foldersd
- Pupil conferencing

VOLUNTEER HELPERS

The school has a group of parents who are trained by the headteacher as 'volunteer helpers' for Leyburn Primary School. Often pupils will be asked to read with a volunteer helper, individually or occasionally in a small group as the class teacher judges necessary. Volunteer helpers are guided by the class teacher who plans the work for the pupils. Often helps work outside the classroom under close supervision of the teacher but in a quiet atmosphere for reading. Notes and observations/feedback from the reading volunteers are kept in a notebook which is passed back to the class teacher at the end of each session.

LINKS WITH PARENTS

- Reading record books for parents to note down reading at home and for teachers to write in when guided reading/individual reading has taken place and next steps in reading development
- Parent helpers support the school in providing additional reading opportunities for children
- Parent information evening about reading

INCLUSION

Including provision for children with SEND, Gifted and Talented and issues of gender, language and ethnicity.

- Performance of specific groups is monitored
- Whole class planning addresses specific needs: e.g.
 - Choice of texts to motivate boys
 - Use of questioning to improve reluctant girls
 - Differentiated questioning to challenge gifted and talented
 - Draws upon different cultural experiences
- Targeted support is provided for specific underachieving groups – e.g. IDL
- Texts are chosen to:
 - Engage reluctant readers
 - Reflect multi-cultural society
 - Provide positive role models

- Provide high interest but low impact level

EQUAL OPPORTUNITIES

All children have equal access to the curriculum, regardless of their race, gender, disability or ability.

June 2020

Review: June 2022