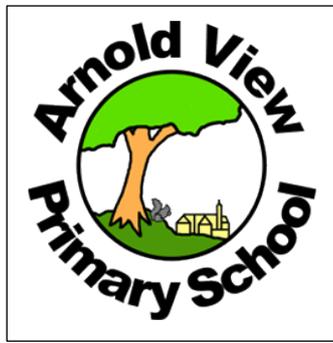


Reviewed Oct 17  
Next Review Oct 19



### **Arnold View Primary School Reading Policy**

At Arnold View Primary School we believe that competence in Reading is the key to all of our children's learning and is given the highest priority. Success in Reading has a direct effect on all other areas of the Curriculum and is crucial in developing self-confidence and motivation.

#### **Aims**

- to develop an interest in and a love of books, encouraging children to become attentive listeners and independent and reflective readers;
- to develop reading strategies and skills: accuracy, fluency, understanding and response to texts;
- to develop the ability to use and manipulate a variety of texts both fiction and non-fiction;
- to read a variety of texts through the use of libraries, book areas and other available digital media;
- to promote and encourage a lifelong love of reading.

#### **How Reading is taught...**

There is a whole school approach to the teaching of reading. A wide range of reading strategies are taught through a variety of teaching styles reflecting the requirements of the National Curriculum and current EYFS Curriculum. These include:

#### **Phonics & Other Reading Approaches**

Phonic strategies are applied throughout all the children's reading and writing across the curriculum, thus enabling the children to practise and consolidate the skills they have learned. Children are also taught to employ other reading approaches to complement their phonic knowledge, including the use of meaning, and structure and visual cues to decode unknown text.

Phonics Sessions take place in the EYFS, Years 1 and 2 and targeted groups in KS2 where needed. Here children are set into appropriate phases where they receive daily sessions of speed sounds or practical application of these sounds in phase appropriate reading books following the Read, write Inc programme.

Years 2, 3, 4, 5 and 6 continue to develop their phonic skills throughout all of their reading. These skills are further developed through a daily focused spelling session, following the 'Read, Write, Inc' programme.

The children's sight vocabulary is further enhanced through homework in the form of flashcards or containing Phase linked High Frequency Words & common non exception words set at the appropriate age phases. Children in year 2 and throughout key stage 2

cover the National Curriculum key words for their year group through the spelling sessions.

### **Shared Reading**

Shared Reading is taught throughout the curriculum. This includes Big Books, whole class texts, interactive texts and on-line resources.

### **Guided Reading**

Daily Guided Reading is taught in all classes from Foundation to Y6.

Sessions are planned by the teacher and delivered by teachers & teaching assistants. Sessions are recorded using school planning sheets with questions clearly linked to the reading skills and the national curriculum and are recorded in the children's home-school planner. This is delivered as a mixture of whole class teaching with a specific focus on a reading skill and group work with a focus on the specific need of the group.

### **Reading at home**

Reading books are changed at least twice a week in KS1 and when necessary in KS2 depending on the length of text. Children at Arnold View select their own reading books where appropriate using colour bands. These are in line with age related expectations for each year group. We use a variety of reading schemes such as: Oxford Reading Tree, Big Cat, Big Cat Phonics, Project X, Skylarks, Snapdragons, I Am Reading, Rigby Star and Storyworlds. This ensures that the selection is accessible to all interest levels. Children are expected to read their books at home with their parents/carers, who are encouraged to make comments in their home-school planner. Our whole school target is that the children read at home 3 times a week and this is tracked weekly to ensure children are reading at home and encouraged with reading incentives.

### **Individual Reading**

Children at Arnold View are also given the opportunity to develop their reading further through Individual Reading sessions. These include:

- Quiet/ Silent Independent Reading in class
- Reading aloud in plays and assemblies
- Reading Buddies KS1 with KS2
- Reading with adult helpers
- Library Challenges -organised by local library
- Engaging reading areas.

### **Reading Interventions**

#### **Switch On**

At Arnold View we use the 'Switch on' reading intervention for individuals who are working below age related expectation in their reading. This is a one to one intervention which is carried out for 20 minutes per day. The adult working with the child completes

a running record every day and assesses the level of book the child is working on to determine if it is right for them.

### **Inference Teaching**

1:1 or small group support as required is used to develop comprehension and inference skills. This is carried out by the teacher or the TA during guided reading or on a one to one basis. This can also be carried out as an intervention after identifying children who need to develop their inference skills in key stage 2. This happens daily.

### **How Reading Progress is tracked, recorded and assessed**

The progress of classes and individual children is tracked and discussed at half termly Pupil Progress Meetings. Interventions are then planned in response to the data - highlighting where the children are now and what they need to do next. Through guided and one to one reading, children are informed of their progress and what they need to do to improve their reading skills further.

Reading Progress is recorded and tracked each half term, using the school's assessment programme. Through this, various groups of children are tracked including: SEND, Pupil Premium, LAC, ethnicity, gender. We also track the book band each child is reading each term.

### **Phonics progress is recorded and tracked in a number of ways -**

On-going Formative Assessment through Teacher Assessment on planning  
Phonics Tracker - completed at end of each term and submitted to the Literacy coordinator for monitoring

Read, write inc linked assessment materials used to assess transition from phase to phase

Year 1 Phonics Screening

Pupil Progress meetings

### **Reading Environment**

Arnold View provides a print rich environment, not only in the form of texts used in the teaching of reading but through the wider environment.

### **How Reading is resourced**

Arnold View provides a wide range of high quality and high interest books to engage our readers and foster a lifelong love of reading in all guises. The school is well resourced with a wide range of texts, including different genres and styles pitched appropriately for the child through carefully colour banded texts.

### **Guided Reading**

Arnold View has a broad range of fiction and non-fiction texts at different colour bands available for guided reading. These include a range of phonic readers to help develop and secure children's phonic knowledge further.

### **School Library**

Our school library contains a wide variety of non-fiction texts.. The library also provides a selection of quality picture books and non-fiction texts. This ensures that all our children have access to high quality texts and develop their love of reading.

### **Class Reading Areas**

Classrooms have well stocked and attractive book areas providing both a range of fiction and non-fiction texts for the children to select in free reading time.

Appropriate colour banded books are also available in each KS2 classroom.

Books relevant to topics being studied each term are also displayed, including those provided through the School Library Loan Service.

### **How Parents are involved in the Reading Process**

At Arnold View we recognise that parents are obviously our children's first educators and we value the crucial role they play in their learning and development. Reading is the first way in which parents can help their children on their educational journey. We actively encourage their involvement through a range of opportunities designed to promote the place of reading in the home and provide advice and support on how to hear children read in a way which will enhance their children's learning. This includes - EYFS Parents Meeting - to introduce parents to strategies on how to hear children read at home, how reading is taught at Arnold View and other support on Early Reading and Phonics

Reading Planners - to provide a written dialogue between parents and school on the progress of their children's reading at home

### **Planned Parental Involvement**

There are opportunities for parents to share reading experiences through planned activities in school throughout the year e.g World Book Day.