

**Prees C.E. Primary School and Nursery Reading Policy  
Mission Statement**

‘Christian values are the foundation upon which Prees C. E. School is built.

St Chad’s church is at the heart of our school and the wider community.  
The cross of St Chad symbolises our link through the ages to the Cathedral of our  
Lichfield Diocese.

We are committed to promoting Christian values such as love, peace, forgiveness  
and self-control, to enable our children to develop into the people they are meant  
to be.’



*Believe and Achieve*

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## **1. Introduction**

*'It is essential 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.'*

[www.gov.uk/government/collections/inational-curriculum](http://www.gov.uk/government/collections/inational-curriculum).

Whilst learning discrete reading skills is vital, recent research into reading shows that developing positive attitudes to reading can also play a key role in children's development:

*'Young people who enjoy reading very much are nearly five times as likely to read above the expected level for their age.'*

Children's and Young People's Today, National Literacy Trust, 2012.

As reading is at the core of accessing all areas of the curriculum, it is essential that at Prees Primary, there is focused and dedicated time given to the teaching of the mechanics of reading. As well as daily reading activities there will be periods for teaching reading comprehension every week during English.

## **2. Aims for reading policy**

**The school aims to develop literate pupils who:**

- Read for pleasure
- Read to acquire knowledge
- Read a wide range of quality texts
- Make close links between reading and writing
- Read fluently with confidence
- Read to develop vocabulary
- Select own choice of texts
- Read in all subjects

### **Core teaching methods**

**The school teaches reading through a combination of approaches:**

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

## **3. Progression**

- The school uses curriculum guidance from the Early Years Foundation Stage Profile and the National Curriculum 2014. 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 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 pupil 'catch-up ' to their peers

- First phonics KS1
- Fresh Start KS2
- Booster Groups YR6
- Additional 1:1 reading – this is in order to close the gap between chronological age and reading age where reading age is significantly below chronological age.

### **SEN**

Children with Special Educational Needs may have targets on their PCP, reflecting their need for improving their reading skills. These children will be heard to read individually by the class teacher/key worker to 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 disadvantaged families to provide them with additional provision. A key worker listens to these children, who have little or no reading support at home, read daily on a 1:1 basis, giving effective feedback and engaging in 'book talk'.

## **4. Planning**

#### Medium Term planning

- Teachers plan using a range of texts for whole class teaching from the 2014 National Curriculum.
- Objectives are taken from 2014 National Curriculum and identified as assessment opportunities as success criteria.
- Planning identifies links with other curriculum areas, computing opportunities and opportunities to teach spelling, punctuation and grammar within the unit.

#### Guided Reading

- Teachers plan for guided reading using the objectives from the 2014 National Curriculum and focus on a particular AF per week.
- Planning format identifies AF focus and planned questions, follow up tasks and comments and evidence boxes.
- A carousel of activities

### **5. Teaching methods and Organisation**

#### **TEACHING READING IN THE FOUNDATION STAGE**

Nursery and Reception children begin to learn the first 42 phonic sounds from day one. This is taught at a rapid pace. In reception, children are introduced to one phoneme per day throughout the first term. The teaching of this is multi-sensory and active using the wider school environment such as the playground and the outside learning area to ensure learning is retained and fun. Tricky words are introduced from week 5 and will be sent home to learn each week. Children are assessed at the end of each phase of letters and sounds and if secure will move onto the next. Those children who are not secure will be supported to target gaps in their phonic knowledge so far.

#### **TEACHING READING KS1/2**

Children continue to follow the letters and sounds programme throughout KS1. This is a focused, daily 20 minute session. Year One will focus on phase 5 of the letters and sounds moving onto phase 6 in Year Two using the support for spelling materials to support this. Continual formative assessment will help target gaps in phonic knowledge and will be addressed in class through intervention programmes and supported individual work.

Where phonic knowledge is still emerging, letters and sounds will continue throughout KS2, as a group activity during guided reading sessions.

#### **SHARED READING**

Shared reading is a whole class activity using a common text. Across the key stages, teachers will focus on comprehension of the text, the layout, purpose,

structure and organisation of the text. A particular aspect of spelling or grammar and punctuation work may provide an additional focus depending on the objectives being worked on at that time.

### **GUIDED READING**

Pupils are grouped according to their ability and texts are chosen to match these ability levels. A carousel of activities rotate over 5 days, including guided reading with Teacher. Other activities could include pre and post reading activities, oral reading comprehension, reading e-books on laptops, independent reading, paired reading.

#### **The teaching sequence for guided reading is:**

Pre read activity is a planned task which aims to raise the reader's knowledge of what they are about to read (schematic knowledge) to help understand the text.

1. Introduction -respond to pre-reading task
2. Strategy check
3. Key vocabulary
4. Independent reading
5. Returning to the text / Responding to the text key questions/ partner talk etc.
6. Follow up

Post read activity is a consolidation planned task which continues to develop the same learning objective.

Teachers will record the guided reading session with the date and a 'guided reading' stamp and any relevant comments to the AF focus/learning objective taught.

Key workers have been redeployed to support guided reading in all classes and timetables adjusted to facilitate this.

During the autumn term all guided reading activities will be 'pencil free' to practise oral reading comprehension skills and continue this way in the foundation stage and year one. During the spring and summer terms, the use of paper based recording can be gradually introduced in order to practise the succinct answering of comprehension questions and to record word/sentence based investigations, eg to find 5 powerful verbs in the last chapter or find 3 examples of complex sentences.

### **PAIRED READING**

Children work in pairs; they may be of the same age or from different year groups. The emphasis during these sessions is on reading for enjoyment and the development of the ability to respond appropriately to a text.

### **RECIPROCAL READING**

This strategy is used with a group of children. Each child has a role to play in the group:

- Reader
- Summariser
- Predictor
- Monitor
- Clarifier

The children carry out their own reading session, independently carrying out their specified job. The reader reads aloud and then from that, the monitor asks questions to the clarifier. The summariser will paraphrase the text and the predictor will make predictions about future events in the text.

### **PERFORMANCE READING**

This will come from reading a performance poem, a playscript or text which provides a stimulus for drama activities eg reading a performance poem and acting it out. See Also 10. Drama and Reading.

### **INDEPENDENT READING AT HOME / SCHOOL**

Children are encouraged to choose an independent reading text and choices are monitored. Children record the date, title and page number in their reading record. At Prees Primary School we encourage a reading partnership where parents share books at home with their children and provide valuable help and support for this area of the curriculum. Parents are encouraged to make comments in reading records, regarding pupil's progress. Teachers welcome these views and will discuss them with parents and pupils. Comments in the children's reading record need to be informative, positive and identify next steps. Reading at home should be marked with 'H' and reading in school to be marked 'S'.

Through the Shropshire Library Service, children have been given an individual log in to access ebooks. They are able to log in at home as well as in school. Children are allowed to 'take out' 3 books at a time for a period of 2 weeks, renew and reserve ebooks.

### **INDIVIDUAL READING**

Children need to be heard to read individually if their reading age is more than six months behind their chronological age, both at home and at school.

## **6. Assessment**

### **Foundation stage**

- Ongoing assessments of reading behaviours during the session or day
- Ongoing assessments using early learning goals, NC objectives
- Half termly phonic assessments where appropriate to ability
- End of foundation stage profile assessment

### **Key Stage One**

- Ongoing assessments during guided reading sessions using group reading records linked to AFs and point scores
- Termly assessments of high frequency words and phonic checks, including First Phonics
- Salford reading Test
- Year One Phonic Screening Test
- End of KS1 SATS

### **Key Stage Two**

- Ongoing assessments during guided reading sessions using group reading records linked to AFs and point scores
- Where needed termly assessments of high frequency words and phonic checks
- Edinburgh Reading Tests
- Progress checks in intervention groups
- Salford reading and comprehension tests
- End of KS2 SATS at Y6

Teachers collaborate frequently with Key Workers to plan and assess reading intervention programmes.

Targeted support provided to specific groups linked to analysis of performance data eg gender groups.

Children's reading records for independent reading and reflections. The 'Reading Diet' is attached to reading records to ensure children are reading a broad range of texts. See Appendix 1

### **7. Monitoring and evaluation**

- Subject Leader and Head Teacher analyse end of key stage assessments: Foundation profile, KS1 SATs and KS2 SATs.
- Planning for reading is amended according to identified areas 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 observations.
- Subject Leader to monitor Guided Reading Timetables, Folders and reading records.

## **8. Volunteer Helpers**

The school has a group of parents and other adults from the community who are trained by the Subject Leader as 'Volunteer Helpers' for Prees 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 helpers work outside the classroom under close supervision of the teacher but in a quiet atmosphere for reading.

## **9. Links with parents**

- Parents have an induction meeting when children start in Nursery and Reception to outline approaches to teaching reading.
  - Annual letters to parents on guidance for reading at home.
  - Reading record books for parents to note down reading at home marked with 'H' and for Teachers to write in when guided reading/individual reading has taken place, marked with 'S' and next steps in reading development.
  - Parent helpers support the school in providing additional reading opportunities for children.
  - Annual reading information evenings.

## **10. Drama and Reading**

Drama techniques will be used to enhance the teaching of reading. These will include role-play, hot seating, improvisation and group performance to:

- Explore familiar themes and characters
- Consider character, motive and story development
- Respond to issues and dilemmas
- Consider alternative courses of action
- Empathise with characters and situations
- Analyse, discuss and review a variety of texts

## **11. Differentiation**

Differentiation is planned by:

- guided reading ability groups
- organisation of pupils eg for paired reading
- Selection of texts
- use of additional adults
- planning for differentiated outcomes
- intervention groups/individuals
- time allowed for tasks

## **12. Inclusion**

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

1. Performance of specific groups is monitored
2. 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
  - opportunities to use first language
  - draws upon different cultural experiences
3. Targeted support is provided for specific underachieving groups
4. Texts are chosen to:
  - engage reluctant readers
  - reflect multi-cultural society
  - demonstrate dual language texts
  - 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.

