

West Melton Primary School



Reading Policy

Faye A Bettison
March 2020

Reading at West Melton

At West Melton Primary, we are passionate about reading and actively encourage our children to share in this with us.

The best primary schools in England teach virtually every child to read, regardless of the social and economic circumstances of their neighbourhood, the ethnicity of their pupils, the language spoken at home and most special educational needs or disabilities (Reading by the age of 6).

We aim to be one of these schools! We aim to be a school that confidently meets the ECaR (Every Child a Reader) standard year on year. This aspiration for each of our children is based upon the need for them to enter the world of work as articulate and literate individuals with a strong love of reading. We recognise our responsibility in ensuring all our children leave us, having mastered at least, the basic elements of reading.

Furthermore, we aim to ensure that all children have the chance to follow an enriching curriculum by getting reading early: learning to read - reading to learn. As a 'Rights Respecting' school, our pupils understand that they have the right to a good education and that being able to read and comprehend what they read empowers them in today's society. We acknowledge that, competence in reading is the key to independent learning and has a direct effect on progress in all other areas of the curriculum. We want our children to be 'readers' not just children who can read.

'Readers are made when they discover the activity is worth it.' (Meek 1983)

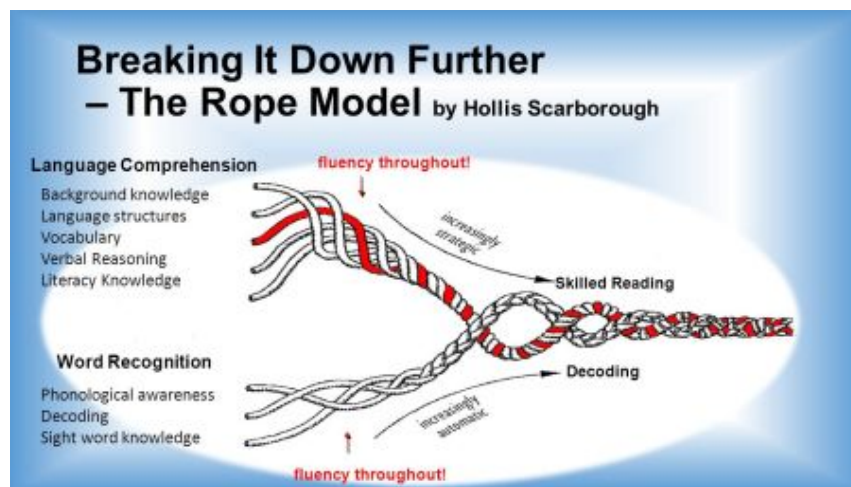
As a school, we will ensure that all of our pupils have equal access to the curriculum, regardless of gender, race, religion or ability. Any child with specific reading, speech and language or hearing difficulties will be identified and supported using interventions. External help will be sought when required.

How we teach reading

Reading is a golden thread which runs throughout our **curriculum** and our school. Our ultimate aim is that children read well and with enjoyment. From the early stages of reading in Foundation Stage 1, up to Year 6, we use a **phonics-first strategy** to decoding. Children are taught phonics following Ruth Miskin's **Read, Write Inc** (please refer to Phonics Policy). Alongside this, in our daily story time, 1:1 Reading, Guided Reading, Whole Class Reading and 'Book Talk', we develop children's comprehension

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skills. Our whole school approach is best illustrated using the **Scarborough Reading Rope**:



Language Comprehension

Background Knowledge is developed through our **cross-curricular** approach; in Science, History and Geography children read frequently. In **Whole Class Reading**, teachers activate prior knowledge. During the first session of each week, children are taught **unfamiliar vocabulary** that they will encounter later in the week and learn to apply it in other contexts.

Language Structures are clarified in 1:1, Guided and Whole Class Reading in order to ensure that children understand what they are reading. During Whole Class Reading, classes in KS2, read the text being studied together which ensures that language structures are adhered to and understood. Working Walls in each classroom support understanding.

Vocabulary Instruction is explicit prior to Whole Class Reading. Each topic also has subject specific vocabulary (Tier 3) which is taught to children and used in their independent work. Tier 2 vocabulary is displayed on the class Word Willow and Tier 3 vocabulary alongside children's work from other subjects.

Verbal Reasoning is taught explicitly during reading sessions. Children work both independently and collaboratively. Teacher's model thought processes and responses. Verbal reasoning is progressive and children are expected to develop, apply and hone these skills as they move up school.

Word Recognition

Phonological awareness begins on entry to F1 and continues throughout school where in KS2 teachers and children will ask what other sound a particular grapheme may represent. Hearing children read, at least once per week, ensures that we can monitor their progress in this strand.

Decoding is an intrinsic part of our early reading teaching: it also applies when reading and learning spellings throughout school.

Sight Recognition is developed by the frequent opportunities for reading throughout school. Sight vocabulary increases because of the reading opportunities across the curriculum in topics such as Science, History and Geography.

Reading in EYFS and KS1

From the Summer Term of Foundation 1, our children are taught to read using the systematic synthetic phonics teaching programme, RWI. The programme teaches children to read accurately and fluently with good comprehension. Our children learn the English alphabetic code; first they learn to read the 40+ sounds and blend these sounds into words, then they learn to read the same sounds with alternative graphemes.

The phonic books are closely matched to their increasing knowledge of phonics and 'tricky' words. As children read and re-read these stories, their fluency increases.

All children in EYFS and KS1 experience 1:1 Reading at least once each week. They are also taught in Guided Reading Groups. Children in Year 2 take part in whole class reading.

Reading in KS2

Reading in KS2 is taught whole class. The '**Reciprocal Reading**' strategies of retrieval, prediction, clarification, questioning and summarising are used. A clear timetable is in place across KS2. Teachers provide children with a range of high quality **novels** for reading. Pre-reading opportunities are provided for any child needing additional support as is 1:1 support and reading intervention. During whole class reading, children study new and unfamiliar vocabulary - with a focus on Tier 2 and Tier 3 words, extending their bank of words beyond those than they would use in every day in conversation.

Planning

In EYFS, teachers follow the RWI Handbooks for each session they deliver. These handbooks are left open on the correct page each day, so that the adult can refer to them throughout their teaching should they need to. Each member of staff also has a Timetable for them to follow which acts to remind them of the order of each individual session.

In KS2, teachers plan each day of the whole class reading sessions. They follow a time table which acts as a guide to the focus for each session.

Story time

Story time ends every single day, in every class throughout the school. This is an incredibly important and special time, which both staff and children cherish. The children are able to hear good modelling of reading by the teacher. The class author's books are read during this time as are a wide range of other books in a variety of genres and styles that reflect both genres, different cultures and diversity.

Parental Involvement

We hold special events for parents, including our '**Bedtime**' story events, where parents are not only able to join their child for a story, but also have the opportunity to discuss with the teacher how they can best support their child at home.

Reading Ambassadors

We have a team of very dedicated 'Reading Ambassadors' who all love and promote reading! Our Reading Ambassadors have a number of different roles ranging from running the libraries during break and lunch times to listening to other pupils read. These pupils are chosen by their teachers because they share our passion for reading and are excellent role models to their peers.

Reading Environment

You will immediately notice when entering our school that books and links to reading can be seen everywhere. Indeed, we have even named all of our classes after children's authors!

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In addition to two spare libraries (one for EYFS and KS1, the other for KS2), all classrooms have an attractive, comfortable and inviting reading area. In these areas, there are the class author books and also arrange of both fiction and non-fiction texts.

Monitoring

The English Lead, along with other senior leaders carry out formal observations and regular drop-ins. Both verbal and written feedback is provided. The English Lead and SLT also provide book scrutiny feedback.

CPD

Staff meetings provide training and support on how to deliver reading at West Melton, such training is delivered by the English Lead. Staff may also receive additional support from the LA, should it be required.