

## St Laurence's Primary School

### Reading Policy

**“Reading feeds the pupils’ imagination and opens up a treasure-house of wonder and joy for curious young minds”  
(N.C.2014)**

#### Aims:

- to develop and maintain positive attitudes to reading
- to provide our children with enjoyable and productive reading experiences and to enable them to be independent and fluent readers
- to develop a thorough understanding of what they are reading
- to value and use books as a basis for learning, pleasure, talk and play
- to develop in pupils an interest in and a love of books and literature that will not only support their learning across the curriculum but also enrich their lives.

In line with the National Curriculum (2014) the teaching of reading will focus on ‘two dimensions’ in both KS1 and KS2:

- Word recognition
- Comprehension (both listening and reading)

#### Word Recognition

When children enter the school they will be taught ‘phonics’ from Phase 1 through to Phase 6. This includes word recognition/decoding and context comprehension.

This is to ensure that as they progress through the school they can quickly work out the pronunciation of unfamiliar printed words and easily recognise familiar printed words.

#### Comprehension

Comprehension skills will be developed through pupils’ experience of high quality discussion with the teacher as well as from reading a wide range of stories, poems and non-fiction. Good comprehension skills will also enable our pupils to have a good knowledge of themselves and the world in which they live.

Through their reading, children will gain experience of vocabulary and grammar. This will further help to underpin a sound knowledge of linguistics which is a vital element of good comprehension.

Word Recognition and Comprehension will be taught using a wide variety of ways as children move through the school

#### EYFS/YR

##### Phonics and Reading

Whilst in EYFS, children will be introduced to Phase 1 and Phase 2 of the Letters and Sounds phonics programme. This will be aided by:

- incorporating physical activity into phonics teaching sessions;
- displays of letters, words and pictures;
- the use of daily activities such as water play and playing with dough to reinforce what has been taught earlier.

Whilst children are in Nursery, they will take home books to share with their parents. There will also be books available for the children in both the inside and outside learning environments. The EYFS staff will model reading skills as they share books with the children on a daily basis. Rhyming patterns and songs play an integral part in the development of reading as does discussion

In September staff in YR invite parents to attend a phonics workshop to guide them through the teaching of phonics and reading.

Reception children take home two reading books a week to share with the parents. The children are also given Bear words and Phonic sound mats to take home and share with their parents.

## KS1 and KS2

### Phonics

Children in KS1 will receive daily phonics lessons at the level appropriate for their ability.

Children will have reading books which link to the phonics. These will be books in which they are able to use their 'decoding skills'.

The written form of the sounds will be included during these sessions and teachers will teach the correct letter formation as well as how to hold a pencil and sit properly at a table.

Children in KS2 will continue with phonics if this is deemed necessary.

The teaching of phonics is monitored by senior management to ensure that high quality teaching is used consistently across all the groups, including correct enunciation of the 'sounds' being taught.

### Reading Books

All children will have a reading book to take home which will be linked to their reading ability. As children become more proficient readers they will move on from the reading schemes and will be allowed to choose their own reading books. Older children will be allowed to bring in reading books from home at the class teacher's discretion. Children are encouraged to read from a range of fiction and non-fiction and in KS2, children record what they have read on a chart in the classroom, using stickers to indicate what they have read.

Children will read their reading books to their class teacher or a teaching assistant on a regular basis, the frequency of this will depend on the child's reading ability and also their age. Even in Y6 children will still read to the class teacher individually so that teachers can keep a record of what is being read.

Parent/volunteer helpers are also encouraged to come and hear children read in each key stage.

Children are expected to read at home as part of their homework. Parents are asked to sign their child's diary to verify that they have read at home during the week. Comments are welcomed by staff. Children, teachers and TA's will write in the 'Home-School' reading diary each time a child reads at school.

### Guided Reading

All children, from Foundation Stage through to the end of Year 6, will develop their comprehension skills by taking part in a 'Guided Reading' session with their teacher or a teaching assistant. During guided reading, children are split into groups and share a book together with the teacher or TA. This provides the children with the opportunity to read more challenging books under the guidance of the leading adult. Children will take part in discussions about the texts that they are reading and there will be carefully focussed questions linked to the text.

Whilst the teacher is with the guided reading group, the other children will be doing other reading related activities.

### Comprehension

Class teachers use a variety of comprehension exercises as part of their weekly teaching in English lessons and also within other areas of the curriculum.

### Reading Interventions/ SEN Pupils

If a child needs additional help or practice with reading then there will be some form of reading intervention put in place.

Programmes used by the school include:

- Inference Intervention
- Precision Reading
- Stride Ahead
- Toe by Toe
- The Word Wasp

Class teachers will also ensure that those children who need additional help will read more regularly to an adult each week.

### More Able Children

Guided reading provides opportunities for the More Able as children are grouped by ability. This ensures that, where necessary, children are reading more challenging texts.

A weekly book club is run after school for children in Y5 and Y6, providing the More Able the opportunity to enjoy and discuss books.

### Assessment

The GL Reading comprehension test is used from Y1 through to Y6. From this, standardised scores and reading ages are obtained and these are used to benchmark teacher assessments.

Other assessments used include formal testing. The Yark Reading Test is used by the SEN coordinator for specific individuals.

### Other reading activities include:

#### The School Library

The school subscribes to the Library Service and receives the gold standard service.

The teacher in charge of the school library runs a book club for older children in KS2

Y6 children help to organise the library.

### Opportunities to buy books

The school hosts a book fair twice a year and World Book Day is celebrated in a variety of ways.

### Reading and Performing

Children learn poetry by heart in class lessons and also perform poetry and plays as part of their class assembly each term.