



READING POLICY

Reading is a complex skill but gives all readers access to information and pleasure once mastered. At Northrepps Primary School we teach reading because we know it is an essential skill that underpins all aspects of learning in every walk of life. The written word provides a powerful means of communication and has a direct effect upon progress in all other areas of the curriculum. Success in reading is therefore crucial and we aim for our pupils to become enthusiastic, independent and reflective readers so that they may grow in self-motivation and self-confidence.

Aims

- To build on the child's prior knowledge and early literacy experience
- To recognise and value parents and carers as educators and to work together to develop the child's reading skills
- To encourage the enjoyment of books and reading so that children develop a life-long love of books
- To teach our children to become confident, independent, reflective readers who read from a range of texts for a variety of purposes
- To deliver a structured and progressive whole school approach to the teaching of reading
- To create a reading culture by providing a rich language environment within the classroom and throughout the school
- To enable our children to develop a critical appreciation of what they have read
- To encourage care and ownership of books
- To select appropriate resources to motivate, challenge and extend children effectively
- To identify children who require additional support and to intervene at an early stage
- To monitor reading progress and levels of attainment closely
- To promote an ethos of achievement by setting high expectations and challenging targets
- To keep abreast of current educational thinking and practice

Teaching:

At Northrepps we use the 'Oxford Reading Tree' as our core scheme but supplement this with colour banded books from a variety of publishers.

All children should bring a 'book bag' to school each day. The Class Teacher provides every child with an appropriate reading book and a 'Reading Home/School Diary'.

Some children will receive picture books to 'tell the story' as part of developing early reading skills, or words on cards to practise at home; others will be on reading scheme books; and more able readers will be on 'free choice' chaptered fiction and non-fiction books.

All EYFS and KS1 children receive daily phonics teaching in small ability groups; learning is based on 'Floppy's Phonics'.

Key Stage 2 children are given increasingly complex comprehension tasks in line with their ability.

At the end of each week more able readers pair with less-advanced readers for 'Friday Friends' when they read and discuss books with each other.

All children are encouraged to borrow books from the school library and a teaching assistant oversees and advises the children with their choices.

Each child is heard to read at least twice a week; class teachers should hear all their class read at least weekly.

Parent Workshops are led by class teachers to explain our reading system and to help parents become confident in supporting their child to learn phonics at home.

Guidelines on encouraging and supporting children to read at home are discussed with, and given to, parents as part of their 'Welcome Pack' prior to their child joining us at Northrepps School.

Assessment:

Informal assessments of a child's competencies are made each time a child is heard to read; these are often recorded in their 'Reading Home/School Diary' but may be verbal comments too.

Formal assessments are made by staff each term; these include:

- . the use of phonic assessment sheets to assess single sounds, digraphs and the first 100 High Frequency Words
- . the use of the Hertfordshire Reading Test for a reading age to assess each child's decoding skills against their chronological age
- . the use of the Salford Sentence Reading Test to assess comprehension levels
- . the use of SATs and QCA tests to measure ability at comprehension

Statutory assessment takes place in Year 1 (phonics test), Years 2 and 6 (Standard Assessment Tasks and Tests). Non-statutory QCA test papers are also completed in Years 3-5.

Record Keeping:

1. Records are kept detailing who heard each child read, when, what they have read, and how well.
2. Each child has a 'Reading Home/School Diary' for noting the date, title and ability of reading heard by the adult in school. All staff and regular volunteers have been trained in attentive listening so that they can encourage our children in their next steps e.g. by questioning the child on the text, deduction, inference, etc.
3. The Class Teacher keeps a 'Reading File' with dated tick lists of reading scheme books read and a weekly record showing how often each child has been heard that week.
4. A Class Reading Tracker is also kept to show each child's progress through the colour bands by date, along with their current reading age.
5. Each child has an individual Hertfordshire Reading Test master (for underlining incorrectly read words / hesitations / omissions, etc.) and Tracker Sheet (on which the date and level achieved at each test is recorded).
6. Progress will be communicated to the parents at 'Meet the Teacher' sessions and via their child's annual written report.

Dated: June 2015

Agreed by:

Agreed by the Governing Body on: ... *Angie Hamilton*.....

Signed by the Chair of Governors: *John Longhurst*.....