



Growing deep roots. Producing good fruit

Offenham First School Reading Policy

Reading is not simply the decoding of black marks on the page but involves the ability to read, with understanding, a wide range of different types of text including fiction, non-fiction, real world texts such as labels, captions and lists and print in the environment. Competence in reading is the key to independent learning and therefore the teaching of reading is to be given a high priority by all staff. Success in reading has a direct effect upon progress in most other areas of the curriculum and is crucial in developing children's self-confidence and motivation.

VISION

Our school vision, summed up by the following three words, "Love, transformation and growth" plays a significant role in our collective attitude to our curriculum. We offer all pupils equal access to, and a love of learning, so that all can be transformed, flourish and grow in every area of the curriculum including through Reading.

AIMS

To enable children to:

- develop positive attitudes towards reading so that it is a pleasurable and meaningful activity
- read a wide range of texts for both pleasure and information
- use reading skills as an integral part of learning throughout the curriculum
- read and respond to a variety of texts whilst gaining increased level of fluency, accuracy, independence and understanding
- engage with texts, demonstrating good understanding and comprehension.
- develop a personal response to texts.

ENTITLEMENT

Pupils have access to a wide range of reading opportunities that include:

- guided reading
- shared reading
- regular independent reading
- home/school reading
- hearing books read aloud on a regular basis
- selecting own choice of texts, including ICT texts

- reading in other subjects, including ICT texts

IMPLEMENTATION

At Offenham we have a wide selection of literature, non-fiction and non-literary texts for the children to choose from. These resources give a broad range of reading material at each level of development enabling the children to become selective from an early age. The books in EYFS and KS1 are banded according to phonic level ranging from 2A to 6. These bands are in line with the Twinkl Phonics programme used to deliver phonics in year groups Reception to Year two. In Key Stage 2 a wide variety of books are available but the books are sorted in to ZPD ranges, rather than level bands, as prescribed by the Accelerated Reader system.

Guided Reading – Key Stage 1

Reading is taught for 20 minutes during Guided Reading lessons in Key Stage 1. Children in Reception, Year 1 and Year 2 also have daily phonics / SPaG lessons in which they learn to read through a phonic approach. Twinkl Phonics is used to teach each level of phonics and reading.

Reading Skills – Key Stage 2

In Key Stage 2 reading skills and reading comprehension techniques are taught weekly in discrete lessons. In addition, reading skills are taught and practised throughout the curriculum in all subject areas; for example, children may learn comprehension skills when finding information in History.

Individual Reading

In Reception, pupils read to an adult once or twice a week formally, until they are ready to join a Guided Reading group. In other year groups, children may be selected for individual reading with an adult/parent helper or member of teaching staff, according to individual need.

Shared Reading

Teachers use shared reading to model the process of reading to the children, including how to read fluently and with expression, how to decipher meaning from texts and how to express a personal response to text. Shared reading takes place across the curriculum, but most frequently in English lessons. Texts are chosen carefully to provide challenge for the children at a level higher than the children's independent reading ability.

ICT and Reading

ICT will be used for the development of specific reading skills and children will have the opportunity to share talking books and other appropriate software. Each class will have access to multi media texts which may be used for story telling; some of which will be commercially produced, while some will have been made by the children themselves.

Home Reading

Particular emphasis will be placed on building up a strong sense of home/school partnership. Parents will be helped to see that they have a vital role to play in their child's reading development and they will be shown ways in which they can foster a love of reading with their children. Children will take books home to share and enjoy with their parents. Parents will be made aware of the different reading stages and encouraged to hear their child read an 'appropriate' amount each night, which can be discussed with the class teacher at any time. In Early Years and Key Stage 1 children will choose their book from 'levelled' system and will be moved through the levels when appropriate by the class teacher. In Key Stage 2 children will move on to Accelerated Reader. At the beginning of each year, and throughout the academic year, children will complete a STAR test which determines a child's ZPD. Their book choice will be based around their ZPD in the appropriate age library, either LY or MY. After reading a book at home / in school children will take a quiz. Quizzing helps support and track progress. Progress is tracked on a daily, weekly and termly basis and teachers / TAs are involved in choosing appropriate books.

Intervention and Support

Children with learning difficulties in reading will be given appropriate help and support within the classroom and outside – Additional and Early Literacy Support will be given to specific groups of children to boost their reading skills.

Assessment

Children's reading is assessed using the National Curriculum statements, as well as tracking using Accelerated Reader in Key Stage 2. Teachers keep note evidence of the children's reading behaviours, along with answers given during guided reading lessons and information relating to their fluency and expression in record keeping folders. Pupils may be recorded reading so that further evidence can be gained. Currently, pupils in Year One take part in a Phonics Screening Check in June of each year, with results being reported nationally. Children will undertake NTS reading test three times a year in line with our whole school assessment cycle, the results from these tests will inform teacher assessment.

Leadership and Management

The English coordinator is responsible for reviewing and improving the standards of teaching and learning of reading throughout the school by: analysing data, pupil progress through lesson observations, work scrutinies, pupil interviews, auditing and supporting professional development, purchasing and organising resources.

Policy updated by Gemma Aucock in September 2024
To be reviewed September 2025