

MOORFIELD PRIMARY SCHOOL



Reading Policy

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Reading

Vision

At Moorfield Primary reading for pleasure is integral to our curriculum. We aim to produce committed readers for life and provide an atmosphere where children can enjoy books in a stimulating environment. Our curriculum is text driven, with a reading overview which allows flexibility according to children's cultural capital, and we use a book stimulus to engage children's love of learning.

We aim to expose the children to an extensive range of high quality texts and stimuli needed for language development and to develop **a love and appreciation of literature across the school**. This exposure to a wide variety of texts enables them to build a rich and varied vocabulary which is transferable across all learning.

We promote reading for pleasure through whole class, small group, independent reading, story time and reading at home. We also target children who need additional support and undertake 1 to 1 reading programmes with them. Reading skills are taught in discrete lessons, following a whole class or small group format (in year 1 at the beginning of the academic year). The text used may be an extract from a whole class read, a piece which relates to the topic being taught or a text, dependant on the type of reading session.

In addition to English lessons, children use academic texts as a stimulus for cross-curricular subjects. Within the curriculum we also provide children with the opportunities to use the library independently, i.e. knowing how the books are organised for choosing a range of books to read both for pleasure and information.

Implementation

Across the school reading is taught in on a Monday, Tuesday and Wednesday in discrete lessons.

At the start of Year 1 these reading sessions are predominately small group based. Children are grouped according to their decoding skills and phonics assessment. The book is chosen from our reading scheme according to the ability of the group and the children are taught how to read the book with a partner, with decoding skills modelled appropriately by the teacher. The teacher then teaches comprehension skills by asking questions and modelling how to answer them: children practise the skill of answering verbally. In further sessions the children complete other activities based on their understanding, as appropriate to their ability. On Wednesdays the reading session will focus on exploring a text which will inspire writing. As children become competent, fluent readers over the course of the first term, they move towards the whole class reading system followed across the school, where children read and work with a partner to develop a deep understanding of a text.

In Year 2 children will be taught reading skills through whole class reading sessions. Classes are based on ability so children receive appropriate teaching to their needs. On Monday, this will follow the format of reciprocal reading and on Tuesday and Wednesday the reading will be based on a whole class text.

In Key Stage 2 the children are set for English lessons. On Mondays they take part in a reciprocal reading session and on Tuesday and Wednesday they work on a whole class text.

We aim to expose the children to a broad range of texts during reading sessions. In reciprocal reading a short, stand-alone text (possibly an extract) is used to promote discussion and analysis by teaching pupils specific strategies which they can apply to check how well they comprehend what they read and overcome barriers to comprehension. The whole class texts used on Tuesdays and Wednesdays are selected from our school reading spine to inspire the children and promote and expose the children to high quality literature, with the aim of broadening vocabulary and developing language and communication skills. We aim to expose children to a wider range of language and literacy

experiences than they experience outside of school. These skills are developed further in writing sessions later in the week. Small group guided reading texts are taken from our banded guided reading scheme and are linked to the phase the children are working on in their letters and sounds sessions. We also select these books based on the children developing their understanding of stories and texts.

The schemes of books which we read are:

- Oxford reading Tree
- PM Library starters.
- Literacy Links
- Rigby Star
- Project X

These guided reading books are from mixed reading schemes in order to offer the children a greater variety of text styles to read.

Independent Reading Books

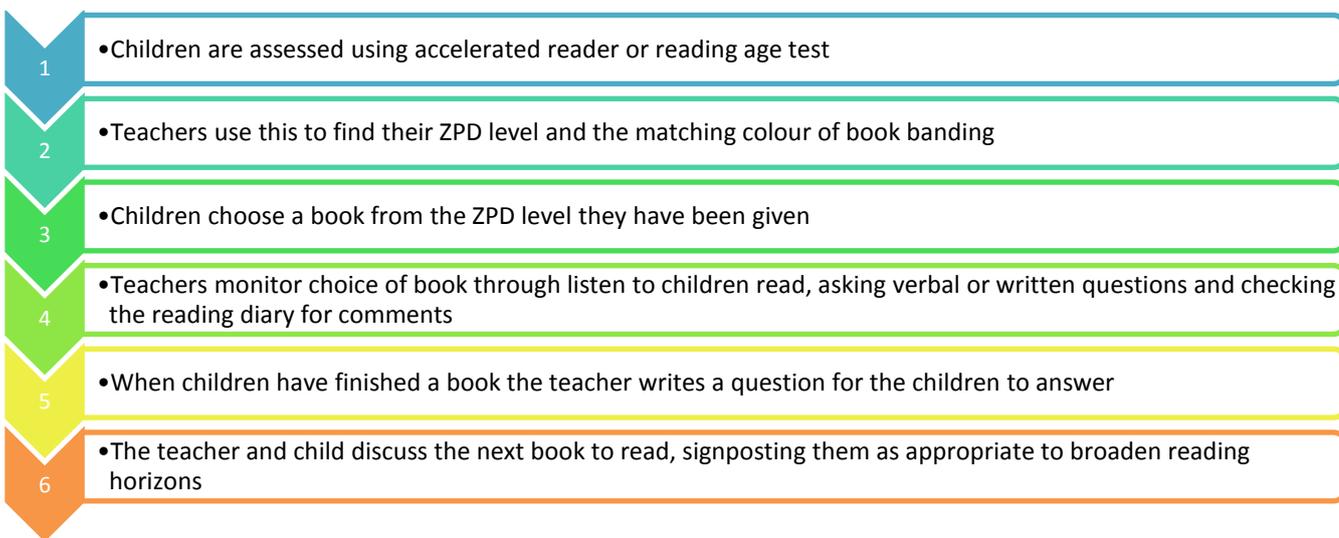
When reading independently, initially, children have one reading scheme book and one reading for pleasure book. When they have completed the reading scheme they have one reading for pleasure book.

The schemes we use for individual reading are:

- Oxford Reading Tree
- Project X
- PM Starters

These schemes are then mixed together so that children who are working within the different book bands will read books from all of these schemes and therefore benefit from a rich variety of stories and texts.

The majority of independent books have been colour banded using Accelerated Reader ZPD level. Children's reading ages are used to find the correct ZPD level for their independent reader. Teachers monitor children's choice of books through their reading diary and signpost them, when appropriate, to suitable books for their ability. Independent reading and reading with an adult in school or at home is recorded in their reading diary. When children have completed their reading for pleasure books the teacher writes a question for the child to answer before the book is changed.



In order to develop reading for pleasure, pace, fluency and stamina, every child takes their reading book and diary home daily. As part of our commitment to encourage reading, children are required to have their reading diary signed by an adult at home a minimum of 3 times per week and school sets the expectation that they read at home 5 times per week. If they are unable to manage 3 times per week we will find the time for them to read for pleasure during break times at school. To promote this system we run a reading reward scheme each half term. Children who

have their diary signed 25 times per half term receive a bronze reading owl, those who achieve 30 are awarded silver, and children who manage to read 35 times at home are presented with a gold reading owl.

Classroom Environment

Within each classroom is a small selection of books which are appropriate for the reading abilities of children within that class. They are linked to the current topic of the class so that the class teacher is able to signpost children to appropriately challenging texts in order to broaden their reading horizons. There are also selections of recommended reads chosen by the class teacher to expose the children to unfamiliar texts.

Each class has three timetabled story sessions, where the children listen to the teacher read a story. This may be a chapter from a class novel or a stand-alone book. The focus of the session is simply listening to an adult read, for pleasure.

Accelerated Reader

In order to encourage reluctant readers or those children who do not have support from home, some children take part in the accelerated reading programme which supports children when selecting texts and encourages them to complete them using a points system. It also allows teachers to track their reading progress across the year and monitor their reading choices. As part of this programme children are heard to read daily in school.

School Library

Each class has a weekly timetabled library slot. During the library visit the teacher will model how to use the library, children will change their reading for pleasure book, perhaps read independently or listen to the teacher read.