

Subject Policy for Reading



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Signature of Chair of Governors <i>Angela Fisher</i>	Signature of Headteacher <i>Laura Parrish</i>

Mission Statement

At Stubbins Primary School, we strive to create a supportive and inclusive environment where learners are encouraged to explore their passions; develop their talents; and achieve their full potential.

Through effective learning experiences, we foster a life-long love of learning, empowering learners to become critical thinkers, problem solvers and compassionate individuals.

By providing a strong foundation of knowledge, skills and values, we are dedicated to preparing our learners for success in an ever-evolving world. Together, as a vibrant community of learners, we nurture, grow and flourish.

NURTURE-GROW-FLOURISH

The National Curriculum states that “English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.”

Intent

At Stubbins Primary School, we believe that a high-quality education will teach pupils to speak, write, listen, and read fluently so that they can communicate their ideas and emotions to others. Reading allows pupils to develop in a cultural, emotional, intellectual, social, and spiritual way. Additionally, they acquire knowledge to build on what they have already learnt. All skills of the English language are essential to participating fully as a member of society.

We teach children to read, write and speak well as these are skills they will need in being successful future citizens. We have high expectations for all children’s English ability that will enable them to build the skills needed to communicate and express themselves in an ever-changing society.

Communication skills are taught throughout the whole school curriculum especially in English through high quality texts and themes for writing. Early reading led by phonics and reading for pleasure are integral to promoting high expectations and standards across the school.

Staff are reading role models and actively promote reading for pleasure ultimately helping students to become interested in reading.

We aim to:

- develop a love of books and reading.
- develop reading strategies and skills: fluency, accuracy, understanding and respond to different texts.
- read and enjoy a variety of texts from a variety of sources: library, class book corners, ICT.
- create a strong, embedded reading culture through a rich language environment within classrooms and the wider school environment.

- deliver a structured and consistent approach to reading.
- recognise the value of parents / carers as essential components in supporting and developing children's reading skills and love of reading.
- monitor and assess children's progress in reading and identify those who require extra support and intervene at an early stage.
- ensure there is a whole school approach to the teaching of reading.

Implementation

Teaching delivery will vary according to the activities being undertaken; it will include class, group and individual instruction and guidance, exposition and demonstration, and the use of questioning and discussion.

Whole Class and Guided Reading are methods used to teach individual children to become fluent in reading, contextualising vocabulary and developing the comprehension skills of inference and deduction. Teaching Reading is principally the responsibility of class teachers and must be planned and evaluated for all children by the class teacher. Other trained adults will be used during Reading sessions to develop children's fluency and comprehension skills.

The teaching of Reading is supported by a variety of texts and reading materials – mainly 'Reading Explorers'. This does not however, preclude teachers from planning reading sessions around their own choice of text, provided the texts chosen are matched to the reading levels of the children.

EYFS – Shared Reading

Shared Reading is an interactive reading experience that occurs when small groups of students join in or share the reading of a suitably challenging book or other text while guided and supported by a teacher. The teacher explicitly models the skills of proficient readers, including reading with fluency and expression.

In the early stages of reading, it is very important that children have the opportunities to read for pleasure and enjoyment as well as to improve their reading accuracy and skills. Before the reading starts, it can be helpful to identify any new, technical or tricky words and to share these with the children to aid their reading and understanding.

KS1 - Reading

Reading is a complex skill and requires the rehearsal and mastery of many skills. Therefore the teaching of Reading takes many forms. Pupils in KS1 will develop their reading ability through the following ways:

- Daily phonics sessions
- Hearing the model of Reading through class read daily
- Reading through the English units of work and across the curriculum
- Individual fluency reading with Teacher or Teaching Assistant
- Guided Reading

KS2 - Reading

Reading sessions teach individual children to become fluent in reading, contextualise vocabulary and develop the comprehension skills of inference and deduction.

Reading sessions take place 3x per week. Each session will be 30 minutes long. Pupils will be taught as a whole class throughout the week. At the discretion of the teacher, a small group of children can work separately in a different group – a differentiated text may be appropriate here.

The teaching process and activities for guided reading is set out in a timetable and can be found in the 'BASE Reading Procedures'.

Class Novel

A class read – chosen by the teacher – should be read daily for 15 minutes. Enjoying books and reading stories from a very early age is crucial in the development of children. It helps with their ability to understand words, use their imagination and develop their speech, as well as being something they really enjoy.

Teachers play a huge part in the development of reading skills in young children. The more children experience books, the more they will gain the interest and passion for them. Reading offers so much more than just quiet time in a cosy corner. It helps to develop spelling, listening, writing, literacy and social skills.

Young children need to be able to experience books; they need to be able to understand and enjoy stories, books, rhymes and songs and listen and respond to them with curiosity and enjoyment.

This will promote the value and pleasure of reading and encourage an interest in reading throughout school and in later life.

Reading Environment

All classes should have a designated reading area. This should have a range of books in it depending on the year group. Each child should have access to the school library where they will be able to borrow books.

Impact

Through the clear and aspirational intent, structured and rigorous implementation of the English curriculum, we aim to provide all our children with a broad and balanced depth of knowledge and skills. The development of reading is closely linked with speaking, listening, and writing. From an early age, children will be encouraged to enjoy books and read for pleasure by creating a literacy rich environment in which they initiate and participate in a range of reading activities.

Assessment

Through the clear and aspirational intent, structured and rigorous implementation of the English curriculum, we aim to provide all our children with a broad and balanced depth of knowledge and skills. The development of reading is closely linked with speaking, listening, and writing. From an early age, children will be encouraged to enjoy books and read for pleasure by creating a literacy rich environment in which they initiate and participate in a range of reading activities.

Progress and attainment in Reading is tracked using the school's own assessment system which is based upon test results and teacher assessments against a reading framework. Should children require additional support, this will be identified through Pupil Progress meetings. The information provided is valuable for class teachers in supporting their pupils but also to the subject leader and senior leaders about the strengths and weaknesses in reading across cohorts, groups and the whole school.

Children in Year 6 will undertake a SATs test in Reading.

Inclusion

Teachers set high expectations for all pupils in reading. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with special educational needs (SEN)
- Pupils with English as an additional language (EAL)

Lessons will be planned to ensure that there are no barriers to every pupil achieving.

Cross Curricular links

Reading shares links with all subjects across the curriculum.