

Rowdown Primary School Reading Policy



Rationale:

At Rowdown Primary we believe that reading is the cornerstone of the curriculum. For children to access their education fully, to understand the world around them, and be able to access the internet they need to be able to develop a high proficiency in reading.

At Rowdown we want to go further than that, we are determined to develop a love of books and joy of reading in all our pupils. From the moment they come into our Nursery until they leave at the end of KS2, we teach and promote reading to ensure that we, inspire our pupils. We ensure we provide them with the best possible chance to take all the opportunities that are offered to them in school and beyond.

At Rowdown we encourage children in every year group to read a range of quality text, different genres from fiction to nonfiction, and our aim is to give them a broad experience of the best texts the best authors that we can provide. We are also creating a range of books particularly directed at getting more boys to read.

Successful reading depends on learning to use a range of strategies and reading a variety of texts. At Rowdown, we develop reading through individual, paired/shared and group/guided reading with access to a wide range of genres. Prominent in each classroom, the class library is available at all times to the children to select books for home and school use. In addition, children will visit the local library each year.

Children from Nursery to Year 6 will be read to regularly by the class teacher. In the Foundation Stage and KS1, the acquisition of phonic knowledge will be guided through the Read Write Inc System. The staff deliver a consistent approach to the teaching of phonics every day across the EYFS and year 1 to ensure maximum impact. The pupils are assessed to establish their level of understanding and then set into groups for maximum focus on their needs. These groups are not set in stone, if a particular child is seen to make great strides in their phonic understanding, they will be moved to another group more suited to their need. We also deliver a specific phonics programme for children in year 3 who still need to develop their understanding.

Teachers hear the children read on a very regular basis by using whole class and group reading sessions. The group or guided reading sessions are where the teacher assesses the needs of the children in developing their reading skills overall and sets them in groups so they are able to deliver what the specific children in each group need. Each child has their own individual reading record which helps them keep track of what they are being asked to work on. Parents are encouraged to comment on their children's reading at home as part of their support in developing their children's reading.

Teachers also deliver weekly Vipers sessions as part of our reading development programme to improve comprehension skills and understanding of text.

Through the analysis of data outcomes and progress meetings with all teachers, the impact of the delivery and quality of teaching of reading will be monitored. In addition to this the end of KS reading SATs papers will be scrutinise to develop specific areas for improvement. (This will include analysis from the FFT Data source. for development. This will be shared with staff and governors and appropriate steps will be taken to improve outcomes for all.

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INCLUSION:

As educators we must be aware of, and respond to, pupils' diverse learning needs, including those with English as an additional language, those with learning difficulties and the able, gifted and talented pupils.

SEN/EAL: pupils will be included, using support. Structured reading texts are available for use by children on IEPs. However, before putting a child on these texts, the SENCO must be consulted. Children identified as having special needs may need to be supported through work with a teaching assistant, either individually or within a small, focused group. For further guidance see the SEN policy.

Reading Programmes:

Phonics
Read Write Inc
Guided reading
Class reading
Teachers reading to all children
Vipers
Greater Depth Reading Club

Children's progress is continuously monitored. Where children need extra support various interventions are provided in reading.

ASSESSMENT

In the Foundation Stage children are assessed in the areas of learning as stated in the Early Learning Goals, via observation and the Foundation Stage Record.

Reading within the school is assessed through on going teacher assessments, which are recorded, on individual and group reading records. Additionally, each term children will be assessed on the assessment focus areas and Expected Standards for reading. Children in the Foundation Stage and KS1 (KS2 if necessary) will be assessed on their phonic knowledge.

In the summer term of Year 1 (and for those who did not pass in year 2) children's decoding and blending skills will also be checked in accordance with the Government Phonic Screening Check.

Reading assessments are carried out as a part of their literacy work every term by the class teacher.

At the end of EYFS, KS1 and KS2 children will be tested in accordance with Government Statutory Assessments.

Agreed: 18th November 2019