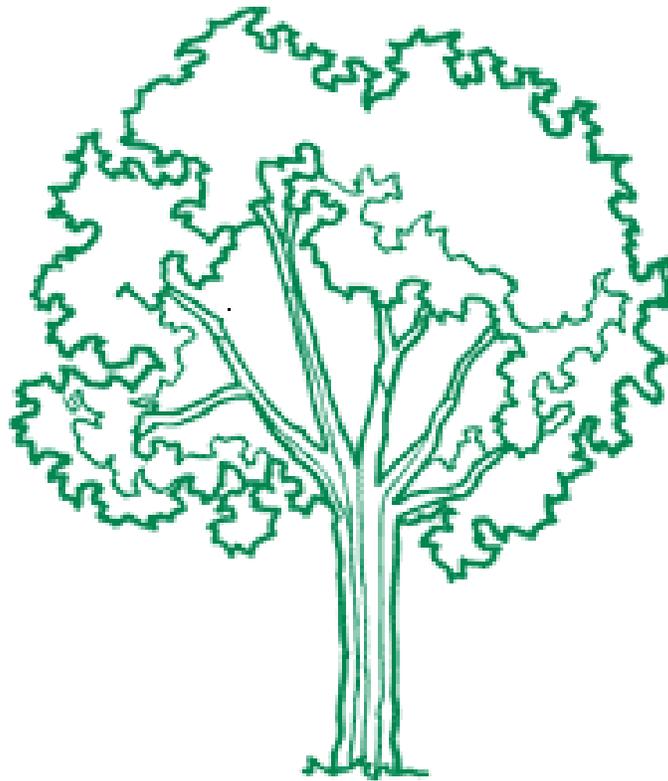


Eccleston Primary School



Reading Policy

This policy outlines the guiding principles by which Eccleston Primary School will implement Reading in accordance with statutory requirements.

Our rationale for teaching Reading:

This policy has been created by staff and Governors to ensure consistency and progression in the school's approach to Reading, enabling children to develop a love of reading a range of texts confidently and independently. We meet national curriculum objectives whilst ensuring our school aims are also fulfilled. To achieve this, we ensure that all children are given opportunities to study a range of good quality and interesting fiction and non-fiction texts from a variety of genres. They will have the opportunity to read 'real' books and newspapers, big books, posters, ICT based texts, on individual computers and interactive whiteboards, large texts, information booklets, banded guided reading materials and reading schemes.

Our teaching aims:

Through the provision of Reading at Eccleston Primary School we aim to:

- + Ensure all pupils learn and apply sounds in phonetic texts, making good progress.
- + Promote a love of books where pupils have a passion for reading.
- + Encourage children to read a range of texts confidently, fluently and with a good understanding.
- + Develop reading skills in tandem with those of writing, so that they may function in society, as literate adults and readers for life.
- + Create reading opportunities across all areas of the curriculum, to make it more meaningful and relevant to our pupils.
- + Deliver a structured and consistent whole school approach to reading.
- + Ensure pupils have access to a range of text types regularly whilst ensuring that they challenge their understanding.

How Reading is structured through the school

Eccleston's curriculum for Reading:

EYFS	KS1	KS2
Phonics HFW Phonetic Home Reader and reading book Guided Reading Phase 1 literacy	Phonics HFW Phonetic Home Reader and reading book Guided Reading Phase 1 literacy	Phonics (where needed) HFW/MFW Library book and reading book Guided Reading Phase 1 literacy

Our structures:

Guided Reading:

Guided reading takes place in a small group, with a teacher, and focuses on developing children's ability to become independent readers, thinkers and learners. The children are grouped by ability and read individual copies of the same text, which matches the reading level of the group. Teachers also plot children on the 'Simple View of Reading' termly; this information is then used to inform groupings. Texts are varied to ensure pupils are exposed to a range of text types (Project X, longer novels, poetry and non-fiction). The teacher (and sometimes other pupils) questions different elements of the text and to challenge and guide pupil understanding, then assesses their progress within the session, recording the outcomes on guided reading assessment formats, which are kept in the class Guided Reading file.

Phonics:

At Eccleston we follow Letters and Sounds. Phonics teaches pupils the different sounds, how to segment and blend, and identify a range of sounds within different words. Sounds are taught through a range of activities and pupils apply their knowledge by writing the grapheme for the phoneme, this reinforces the sounds that have already been taught and those that have been recently introduced. Pupils will learn about the written representations of sounds and apply their knowledge within sessions. Pupils are assessed on their phonic ability by one member of staff; this ensures accuracy and consistency in assessment. Pupils are also assessed on their spelling of the taught sounds.

Pupils are all assessed by one adult to ensure accurate assessments. Assessments are shared with the adult teaching the group to ensure relevant teaching and emphasis upon specific sounds. Once phase 6 is completed, pupils join a comprehension taught session.

Progress is tracked by the Deputy Headteacher and shared with class teachers.

Intervention is organized for pupils who experience difficulty in phonics. Pupils in KS2 who still require phonics receive a daily phonics session in the afternoon.

Independent reading/Home reading:

Children read material which interests them, to assist them in fostering a genuine love of reading and help them to appreciate its value. All pupils choose their own reading book and have control over selecting texts that appeal to them. Children are regularly assessed to ensure are accessing texts which are of an appropriate challenge. Parents/Guardians also have question prompts provided in home reading records, meaning they can share and discuss a text in more detail with their child. In EYFS and KS1, all pupils receive a phonetic reading book which is matched to their phonic level, whilst also receiving a home reading book for comprehension.

Phase 1 literacy teaching:

Pupils are taught all about a specific text type in detail. They deconstruct, analyse and identify key features of different texts. This ensures pupils understand the different features of a range of texts (layout, format and content) and thus increases comprehension.

Literature Spine

Many literacy genres stem from key texts. At Ecclestone we have a literature spine that runs through school to ensure pupils are exposed to a range of authors whilst also making literacy meaningful and purposeful.

<u>Year Group</u>	<u>Text</u>
Year 1	The Tiger Who Came To Tea
Year 2	The Twits
Year 3	George's Marvellous Medicine
Year 4	The Firework Maker's Daughter
Year 5	The Lion, The Witch and The Wardrobe
Year 6	Kensuke's Kingdom

Expectations:

Expectations for the end of year groups and key stages are set by the Headteacher and Governors for Reading. Children are expected to make at least good progress during their time at Ecclestone, with a greater majority expected to make more than expected progress

By the end of EYFS:	40-60 months (Ages and Stages) ELG
By the end of Year 1:	Phase six secure and pass Phonics Screening Check
By the end of KS1:	Year 2 National Standard
By the end of KS2:	Year 6 National Standard

Assessment:

Learning is focused on individual pupils' needs and abilities. Assessment for learning is a powerful tool for making sure that learning fits individual needs. We use a number of tools to assess and monitor children's learning.

Whole school:

- Teacher assessments during Guided Reading sessions.
- Teacher assessments during whole class/1:1 reading.
- Termly formal assessments.
- Progression through home reading stages (stage progression)

For EYFS, KS1 and INA/EAL pupils:

- Half termly phonic assessments.

Monitoring:

The learning, teaching and achievement in Reading are monitored using a range of strategies by the subject leader, phase leaders and the Senior Leadership team. Monitoring activities include: work scrutinies, planning scrutinies, lesson observations, pupil interviews and learning walks. The reading co-ordinator will also monitor the data of each class to ensure **at least** good progress is made.

Review:

This policy will be reviewed by the Subject Leader and the Senior Leadership team then presented to Governors before being formally adopted by the school.

Date for next review of this document January 2018.

Written by: Kate Cranage

Date: September 2017