



Reading Policy

This policy was formulated in consultation with the staff and governors of Marton Manor Primary School in Spring 2021. It will be reviewed in Spring 2023 or earlier if necessary.

Rationale

At Marton Manor Primary School, we value reading as one of life's great pleasures and an essential life skill that empowers children to achieve their full potential. We believe that the ability to read is fundamental to pupils' development as independent learners, during their time at school and beyond. Reading is central to our ability to understand, interpret and communicate with each other and the world around us. Success in reading has a direct effect on progress in all areas of the curriculum; therefore reading is given a high priority at Marton Manor Primary School, enabling the children to become enthusiastic, independent and reflective readers across a wide range and types of literature, including different text types and genres.

We want children to acquire automaticity as early as possible as reading is a complex skill with many components. This helps children to focus on the content and the author's intent as well as the layout and organisation of the text. Successful approaches to the teaching of reading should encourage children to use a variety of strategies in their pursuit of meaning. It is important to lay firm foundations in this crucial area of the curriculum and establish a consistent whole school approach to the teaching of reading.

Book areas

All our classrooms have a dedicated book area as well as the key stage one and two libraries. We invest regularly in new texts that reflect the diversity of our community and our equality objectives as well as the reading interests of our pupils. In addition we believe that children need to be able to access classic texts and a range of quality authors. We also use key texts that will link to themes covered in our curriculum.

EYFS-Nursery & Reception

In EYFS, children are encouraged to develop a love of reading through the sharing of quality texts during planned and structured shared reading sessions. Books are carefully selected and key questions are considered before the sessions. Throughout Nursery, children are taught to hear sounds in words through the teaching of regular Sounds Write phonics. This is continued in Reception where children develop secure knowledge of letter sounds, blending those sounds together to read words. Including their own names.

Children progress to reading captions and short books that are linked to their current phonic knowledge. Throughout this learning process, children are encouraged to practise these skills at home. Once they are ready, children will take home reading books, linked to the sounds they are learning.

Children are also given the opportunity to borrow books to share with an adult as we believe reading for pleasure is at the heart of fostering children's love of reading. During the week, adults work with children both in a group and individually, to practise reading skills.

Whole class shared reading

Teachers will share quality texts with the children, discussing the text and asking focussed questions. These texts are planned carefully and key texts are a mixture of fiction and non-fiction across the year to provide a balanced reading diet.

One to one reading

Children read to an adult in school at least once a week. In these sessions children are encouraged to use their developing phonic knowledge to decode words and demonstrate understanding of the text.

Home reading

Parents are expected to play a role in their children's reading progress by sharing books on a regular basis. Once children have progressed to a reading book, we ask that parents listen to and discuss their book with them at least three times a week. Parents are also expected to record these reading sessions in their child's Reading Record. We aim to change books at least once a week. Children can also access MyOn which provides electronic versions of books that they can access at home.

Organisation of reading books

Books in EYFS and KS1 are banded by phonics units. This ensures that when staff are changing children's home reading books, they are matching the books that they read to children's current unit within the Sounds~Write scheme we use for teaching phonics and spelling.

Key stage 1

Year 1 & Year 2

Phonics is still a major part of children's progress in reading at Key Stage 1 and children will continue to receive daily phonics sessions using the Sounds~Write phonics scheme.

Whole class shared and guided reading

As in EYFS, Year 1 teachers will share quality texts with the children, discussing the text and asking focussed questions until Term 3. In Term 3 they will be introduced to Whole Class Guided Reading as taught in Year 2 –6.

Whole Class Reading Year 2

Pupils in Year 2 take part in a unit of whole class guided reading every fortnight. This involves 4 sessions, which focus on looking at a text more closely, discussing vocabulary, answering a variety of questions and developing inference skills. These sessions last for around 25 minutes each.

One to one reading

Children read to an adult in school at least once a fortnight. Children who are judged to be working below the expected standard for their age will become a daily reader. In these

sessions, children are encouraged to use their phonic knowledge to decode words and demonstrate understanding of the text.

Home reading

Pupils regularly take home books to read in order to develop their growing phonic knowledge and fluency. Through MyOn they can access electronic versions of books.

Using See Saw learning platform they can also access comprehension texts. Feedback can be given by staff to help them see what they have done well where they can make improvements to work.

Organisation of reading books

Books throughout the rest of school are organised according to Accelerated Reader's ZPD system.

Children will work at their own pace through the decimals, moving on when teachers feel they are ready to progress and depending on how well children are performing in the AR book quizzes and Star reading assessments. They can quiz using an iPad from the classroom. They will be encouraged to read a variety of different text types through one to one conversations with staff. Parents are sent regular reports about the child's progress and reading habits.

Key stage 2 Year 3-Year 6

Whole class guided reading

As with pupils in Year 2, children in KS2 take part in a unit of whole class guided reading every fortnight. Text types can include poetry, biography, plays, diary extracts etc... This involves 4 sessions, which focus on:

- orientation- looking at a text more closely, taking turns to read the text and to follow it actively, predicting what it may be about and initial discussion of vocabulary to help them interpret questions vocabulary
- answering a variety of questions and developing retrieval skills
- answering questions using inference skills.
- spending a session on vocabulary
- application of skills

These sessions last for around 25 minutes each (Please refer to our reading process document). Coherent links are planned between reading and writing

One to one reading

All pupils in KS2 will read with an adult in school at least once a fortnight. Pupils who are deemed to be falling behind in relation to age-related expectations, will become a daily reader and some will be put into target intervention groups to work on a particular skill they are finding hard such as inference. All children will be encouraged to read widely and foster a love of reading through our many whole school initiatives such as our bronze, silver, and gold badges awarded for how many points children have accumulated when quizzing and our 100% box .

Home reading

In Key Stage 2 children are expected to read daily either independently or with an adult; in Y3, parents are still expected to write a comment in the children's Reading Record three times a week to help with children's fluency. We track home reading carefully through the diagnostic tool on Accelerated Reader. Children who aren't deemed as frequent readers are given additional reading time during the school day.

Through MyOn they can access electronic versions of books.

Using See Saw learning platform they can also access comprehension texts. Feedback can be given by staff to help them see what they have done well where they can make improvements to work.

Class novels

Time is set aside most days to read a class novel. This may be linked to the curriculum or just chosen as a high quality text that children will engage with. Vocabulary and themes are explored and children are encouraged to identify what they like about a text and dislike as well as encouraging children to read more books by the same author or in the style or theme of the novel being read. The aim is to choose a challenging text that will challenge children and will inspire them to write well as well as developing their love of reading.

English Team-March 2021.