



READING POLICY

Date this policy was formally reviewed and agreed by the Governing Body of Kelvin Grove Primary School:	11.11.2016
Signed on behalf of the Governing Body by:	Mr Ian Mearns MP Chair of Governors
Signature:	
Date:	11.11.2016
Details and dates of minor amendments:	05.07.2019 Reviewed without amends
Date next full review is due:	Autumn 2019

Please note that this school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, governors, parents and visitors to share this commitment.



Aims

Our overarching aim for English at Kelvin Grove Primary School is to promote high standards of literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. We aim to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Reading feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds. It is our aim that, by the end of their primary education, all pupils at Kelvin Grove are able to read fluently, and with confidence, in any subject.

Equal Opportunities/SEN/EAL

- See equal opportunities, SEN and EAL policy.

Policy Review

This policy will be reviewed at least annually.

Teaching

Reading, at Kelvin Grove, takes place throughout the Curriculum where children are encouraged to apply the skills they have been taught in the **focused reading lessons – Guided Reading**.

Guided Reading

Teaching in these sessions, across the school, focusses on developing pupils' competence in both word reading and comprehension as outlined in the National Curriculum Programmes of Study for Reading. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why, at Kelvin Grove, phonics, is emphasised in the early teaching of reading. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.

EYFS

In EYFS, reading is an important feature in and outside the classroom. We have a range of ways in which we promote reading:

- Book corners that are accessible, owned and loved by children, indoors and outdoors.
- Using core books to plan for children's interests and class topics
- Early Reading: children have the opportunity to read to an adult via levelled reading books once a week. Pupil Premium children or less able children are heard more frequently in the week. Books are changed however, twice a week including parent's feedback.
- Having enthusiastic staff who share their excitement of books with children
- Having books available in all areas of the classroom
- Having opportunities for independent writing in all areas of the classroom
- Using story props, sacks and boxes to enhance core books in the nursery
- Having well planned shared reading sessions that all practitioners are confident to take part in, including *Take One Book* English unit
- Opportunities for children to learn 'reading behaviours', for example, the recognition that print conveys meaning, the left to right directionality of English text, the purpose of punctuation
- 30 minutes phonics session for most able children in Nursery who are developmentally ready, learning one sound a week, based on the Read, Write, Inc. scheme of work.
- 30 minutes Read Write Inc Phonics session for all pupils in Reception, delivered in small focused ability groups.
- HFW word pots for higher attainers in Reception.
- Involving parents in understanding the importance of early literacy through parents workshops, newsletters, home shared reading and reading books, read, write, Inc. sound pots etc.
- Listening to a variety of genres, for example, non-fiction, poems, taped stories, rhymes etc.
- Opportunities to retell and to act out stories using props and story maps.
- Daily story telling

KS1

**'We shouldn't teach great books we should teach a great love of reading'
B.F. Skinner'**

Hence why, children in KS1 have reading at the heart of their literacy lessons to develop happy, healthy and curious learners who read confidently and independently.

Children in Year 1 and 2 take part in daily 30 minute Phonics sessions to help improve word reading skills and strategies to engage with the texts.

The children in Year 1 and 2 also take part in weekly Guided Reading sessions that last for 30 minutes. A different focus group is taught by the teacher or teaching assistant where the children will be taught new skills in order to progress with their



Reading. These skills are based on Assessment and the children's next steps. Further to the focus group, children are heard read to an adult once a week. Pupils working below expectation are heard more frequently each week. SEN children are heard read daily.

KS2

Children in Years 3-6 take part in daily Guided Reading session that lasts for 20 minutes. A different focus group is taught by the teacher daily where the children will be taught new skills in to progress with their Reading. These skills are based on Assessment and the children's next steps.

Further to the focus group, all children complete a programme of accelerated reading or read for pleasure. In addition to this, in years 3 and 4, children are heard read by an adult twice a week. SEN and Pupil premium children are heard read more frequently. In years 5 and 6, all pupils who are below age related expectation are heard by an adult once a week, while SEN and pupil premium are heard more frequently.

Home Reading

In all key stages, a reading record and a home reader is taken home to practice. Shared reading and story time is also used to encourage engagement and responses to texts.

At Kelvin Grove, Home Reading is encouraged through the provision of reading at home material. Encouraging children to read widely, in and out of school, across both fiction and non-fiction helps to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Children are provided with a Home Reading Diary as a form of communication between home and school.

Assessment

This is ongoing. The staff will update their TIPPS for Reading, Writing and Spoken Language regularly, using evaluations made on their planning sheet, based on any independent work/learning the children have produced – either written or verbal.

For formal testing within school see the assessment policy.

Intervention

At-risk children may also be considered for small group-based interventions that can be run alongside first-class teaching. We have a range of interventions programmes:

- Early talk boost in EYFS and KS1, x3 20 min sessions for 6 weeks
- Fresh start , 3 hourly sessions a week



- Reading Buddies with identified children year 6 children reading to reception children, once a week.

The Reading Environment

Every class will have access to a reading area that invites children to come and read a variety of fiction and non-fiction texts reflecting genres, cultures, gender and race. Every class will have a range of books available to pupils that reflect their current class topic. ICT in the classroom through laptops, iPads and interactive whiteboards will be available for children to access digitally written materials to support their learning in all curriculum areas. A respect for books will be fostered and modelled by all staff. Every class will have a 'class book' – a quality novel / story that is read daily for the enjoyment of 'listening'.

Special events

As well as the regular provision, the school adds extra events to help promote the love of reading. The school holds termly reading events to engage parents and their children in reading and to highlight the importance of reading at home. These can include visits by authors, book fairs, Gateshead library links, Newcastle's Seven Stories links and world book day celebrations.