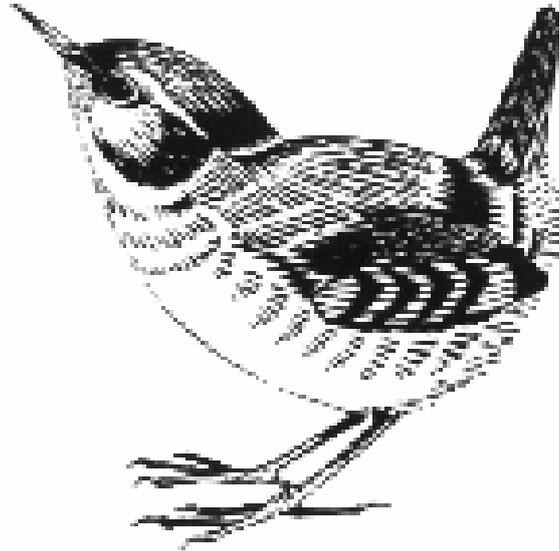


Farthinghoe Primary School



Reading Policy 2017 – 2019

“I opened a book and in I strode.
Now nobody can find me.
I've left my chair, my house, my road,
My town and my world behind me.
I'm wearing the cloak, I've slipped on the ring,
I've swallowed the magic potion.
I've fought with a dragon, dined with a king
And dived in a bottomless ocean.
I opened a book and made some friends.
I shared their tears and laughter
And followed their road with its bumps and bends
To the happily ever after.
I finished my book and out I came.
The cloak can no longer hide me.
My chair and my house are just the same,
But I have a book inside me.”

Julia Donaldson

Our aims for our children are:

- that they will be taught the essential skills of reading
- they will enjoy a wide variety of texts including fiction, non - fiction and poetry
- they will become independent readers and transfer these skills across the curriculum
- they will be prepared for their next stage of education
- they will become critical, life - long readers and learners.

At Farthinghoe Primary school, children will be taught the skills and strategies to read fluently and for meaning through a range of activities. These may include:

Early Reading and phonics

Phonics is given a high priority in our school, with daily phonics sessions taking place in EYFS and Key Stage 1, using the Letters and Sounds document alongside planning from PhonicsPlay. Children in these year groups take part in whole class and small group ability sessions to ensure that children make a positive start and offering further support to those who may need it.

Children in the Reception class are given home reading books – some of these books may be picture books for the parent and child to tell their own story, some will be phonically decodable books, alongside games for the parent and child to play together. We also believe that the teaching of phonics and reading should be in a rich language and text based curriculum, where children are taught a range of other strategies to help them become independent readers and learners.

Where appropriate Year 1 children will continue their phonics journey through daily phonics sessions. These skills are taught through using a combination of resources e.g. PhonicsPlay, Fonics Schools and Letters and Sounds. Children are routinely assessed for their sound recognition, blending and reading – and extra intervention is organised where appropriate. Towards the end of Year 1, the children are further assessed to check that their phonics decoding is at an age appropriate standard.

Shared Reading

In shared reading, the teacher's role is to model and share what good readers do. During shared reading, the children can access a text, which may be challenging to them individually. Reading skills and strategies should be clearly modelled, and discussion should help children to acquire a deeper understanding of the text. Shared reading should have a specific focus and all abilities should be included in discussions by differentiated questions. Shared reading may take place in any lessons throughout the day.

Buddy reading

Buddy reading takes place weekly and is when the older children of the school are 'buddied' with a younger member or members of the school and they share a book together. The younger children learning from the example set them by the older peer and the older child growing in confidence through the trust and responsibility given to them.

Guided Reading

Guided reading should take place two to three times a week from Year 1 to six, this is where children take turns to read in small groups practising, refining and applying key reading skills. These skills may include teaching a range of reading strategies as well as teaching comprehension and strategies to use to show understanding of the text. During these sessions, the teacher will be monitoring and assessing reading and understanding so influencing future learning to ensure children make progress.

Individual Readers:

Provision for individual reading in school occurs for all children in Reception, Year 1, and Year 2 and with identified children throughout the school. Year groups are focused at different points in the academic year, for example Reception in the summer term. In Key Stage 2, volunteers from Arch Reading will listen to identified children, who may not be reading at home and/or have been identified from termly standardised reading tests as ones that would benefit from this support.

Home readers

As a school, reading at home and engagement with parents is given high priority.

Reading aloud to your children

Research has found three major ways in which parents and carers who regularly read to their children make a significant difference in their child's own ability to read:

1. It develops children's vocabulary and listening skills.
2. It increases children's awareness of the relationship between letters and sounds.
3. It has a dramatic effect on a child's motivation to read.

(Dominic Savaro, University of California, 2015)

The benefits of reading aloud to your child

It develops vocabulary:

Book language is not the same as everyday conversation. The context of a story provides the meaning of a word and that way children acquire new words.

It develops sentence structure:

Written language is organised into sentences. Spoken language is not. Children acquire grammatical understanding by hearing texts read aloud.

'You may have tangible wealth untold:

Caskets of jewels and coffers of gold.

Richer than I, you can never be –

I had a mother who read to me.' *(Or father, or Gran or big sister or aunty or carer or anyone!)*

Gillian Strickland (1936)

Reception

As the year progresses, children in reception move onto CVC books or scheme books level appropriate. These books are phonically decodable and match the phonics phase the children are working on.

Key Stage 1 and 2

All children are given a reading book or reading books to take home and are actively encouraged to read these books and write in their reading journals, sharing comments and thoughts with the class teacher.

The Farthinghoe Primary School Reading Challenge/Marathon

The Farthinghoe Primary School Reading Marathon Challenge is designed to give our children the opportunity to read many different kinds of texts whilst developing a love of reading; its structure is explained in a separate text and on our website.

Resources

At Farthinghoe Primary School, we have invested financially into a huge range of new reading resources. These include:

- Phonically decodable books for home and school use, alongside phonics games for children and parents to play.
- Home reading books from a range of reading schemes and publishers, including picture books, books are book-banded to provide appropriate support and challenge for each child as well as 'free readers' for those children who have progressed beyond the book banded levels.
- Guided reading books, book-banded to provide appropriate support and challenge for groups of children.
- Phonics resource boxes, matched to the Letters and Sounds phonics programme and phases.
- Comprehensive library in which children can access a wide range of fiction and non-fiction books.

Book Bands and Levels

Book Band	Average Year Group
0 Lilac	FS
1 Pink	FS
2 Red	FS/Yr1

3 Yellow	FS/Yr1
4 Blue	Yr1
5 Green	Yr1
6 Orange	Yr1
7 Turquoise	Yr2
8 Purple	Yr2
9 Gold	Yr2
10 White	Yr2
11 Lime	Yr3
12 Brown	Yr3
13 Grey	Yr4/Yr5
14 Dark Blue	Yr5/Yr6
15 Dark Red	Yr6
16 Black	Yr6

Reading environments in school

Classrooms all have book corners with a range of books and real life texts. Favourite books, book reviews, collections of books on a similar theme, weekly newspapers or reading displays will be in classrooms.

School Library

In our school library, books are categorised into sections, which include a large non-fiction unit, home reading section and guided reading books including a range of schemes. This room is regularly used during the day by a wide range of groups and classes.

Daily Story time

All classes have a planned session in their timetable, where the teacher will read to the whole class.

Assessment

Children's reading is monitored using a range of assessment including teacher assessment, Hamilton Tracker and NFER (Key Stage 2) plus reading assessment records which details groups/ individuals understanding of national curriculum objectives. Children from Year 1 have reading journals, where a range of evidence is collected and can be used to form an accurate assessment of their individual reading ability.

Leadership and Management

The literacy coordinator is responsible for reviewing and improving the standards of teaching and learning of reading though out the school by: analysing data, pupil progress through lesson observations, book trawls, pupil interviews, auditing and supporting professional development, purchasing and organising resources.

Signed by Headteacher: _____

Date: _____

Signed by Chair of governors: _____

Date: _____