


Hanbury's Farm and Oakhill Primary Schools Federation



Reading Policy 2022

Title	Reading Policy
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Approved by	Stuart Cain – Chair of Governors
Signature	
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“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 are:

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

At Oakhill 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

At Oakhill Primary School we use the Read Write Inc. Phonics (RWI) programme to support children with their early reading. RWI teaches children to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly and compose their ideas step-by-step. The children are assessed regularly and are grouped according to their ability. They will work with a RWI trained teacher or teaching assistant.

Shared Reading

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 deepen their understanding of the text. Shared reading should have a specific focus and all abilities should be included in discussions through the use of differentiated questions. Shared reading may take place in any lessons throughout the day and may include choral and reciprocal reading strategies.

Guided Reading

Guided Reading is taught in years 3-6 in 45-minute sessions, four times a week. Within these sessions, children will have the opportunity to develop a number of skills over the course of a week, related to the whole class text they are studying. The skills covered will relate to the reading focuses and genres set for that half-term.

Below is an example of the lesson structure for Guided Reading fiction sessions:

Session 1: Prediction

Session 2: Re-read and clarify (vocabulary focus)

Session 3: Retrieval or inference (comprehension focus)

Session 4: Summary

Examples of intervention strategies that may be used in school:

- **Modelled Reading**

This is where a group of children work with a teacher, who precisely models reading sentences according to punctuation and expression and the children copy and repeat these sentences as modelled. This strategy is only used for groups of children who will benefit from this intervention.

- **Fresh Start Programme**

Fresh Start is used, if and when required, from year 3 onwards. It assists struggling readers in reading accurately and fluently with good comprehension. It is linked to phonics and uses age-appropriate decodable texts. Pupils learn the English alphabetic code, which comprises the 150+ graphemes that represent 44 speech sounds. This is taught through lively stories and non-fiction texts that are both age-appropriate and closely matched to their increasing knowledge of phonics and 'tricky' words. As students re-read the texts, their fluency increases.

Individual Readers:

Provision for individual reading in school occurs for all children in Reception, Year 1, Year 2 and with identified children throughout the rest of the school.

Home readers

As a school, reading at home and engagement with parents is given high priority. We run 'Get Caught Reading' sessions in school and reading workshops to share reading skills and resources with the parents to motivate and support their home reading endeavours.

Reception	Books from the RWI phonics programme are sent home and are changed weekly. These are suited to the child's ability and match the learning that has taken place that week. Home reading diaries are checked and signed by an adult weekly.
Key Stage 1	Books from the RWI phonics programme are sent home and are changed weekly. These are suited to the child's ability and match the learning that has taken place that week. Home reading diaries are checked and signed by an adult weekly.

Key Stage 2	All children are given a reading book or reading books to take home, together with a home reading diary. These are filled in by parents to acknowledge reading at home and are checked by the class teacher weekly. The reading scheme used for home readers is the Collins Big Cat. Twice yearly, class teachers carry out an assessment to ensure pupils are reading banded books at the appropriate ability level. Where children do not read at home, teachers will enable them to read to an adult during school time.
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Progression of banded books in school : Collins Big Cat

Book Bands and Levels:

Book Band	Average Year group
0 Lilac	
1 Pink	
2 Red	
3 Yellow	Expected Reception
4 Blue	
5 Green	
6 Orange	Expected Y1
7 Turquoise	
8 Purple	Expected Y2
9 Gold	
10 White	Expected Y2
11 Lime	
12 Copper	Expected Y3
13 Topaz	
14 Ruby	Expected Y4
15 Emerald	
16 Sapphire	Expected Y5
17 Diamond	
18 Pearl	Expected Y6

Reading Plus:

We use the Reading Plus programme to help students with their reading progress. Reading Plus ensures that pupils develop the skills they need to become proficient readers. Through regular Reading Plus practice, children become more competent with comprehension and their reading fluency is greatly improved. We allocate two sessions per week for pupils in Key Stage 2 to complete Reading Plus activities and encourage pupils to use the programme regularly at home.

Reading environments in school

Classrooms all have book corners with a range of texts to excite children and invite them into the world of reading. Class librarians support the encouragement of their peers to engage in discussions about and reviews of books that they have read.

School Library

In our school library, books are categorised into sections, which include a large non-fiction unit, home reading section, guided reading books including a range of schemes and our RML books used for early reading and intervention. A book club is available for children to attend at lunchtimes twice per week. Here they will have the opportunity to share books, read to an audience, complete reading related tasks, or just sit and have some time reading to themselves.

Daily Storytime

All classes have a planned daily session in their timetable, where a story will be shared with the whole class. Each year group has a selection of 6 carefully selected books that will be shared with the class over the year, during these times. These books are called the 'Super 6' and are in addition to the books read during Guided Reading and Writing lessons.

Assessment

Children's reading is monitored using DCPRO. Reading moderations are carried out every term. All children from Years 3-6 have reading journals, where a range of evidence is collected and can be used to form an accurate assessment of their individual reading ability. Termly NFER reading tests are also used to monitor and assess reading progress. Termly phonics assessments are carried out to group children accordingly.

Leadership and Management

The English Lead is responsible for reviewing and improving the standards of teaching and learning of reading throughout the school through the analysis of assessment data. Pupil progress is monitored through lesson observations, book trawls, pupil interviews, auditing and supporting professional development, as well as the highly selective purchasing and organisation of resources.