





# READING POLICY

Signed by Chair of RAP Committee during COVID-19	
Signed Acting Headteacher	
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# Latchford St James CE Primary School

## Reading Policy

At Latchford St. James we consider reading to be a key life skill. We are dedicated to enabling all of our pupils, no matter what their background, needs or abilities, to become lifelong readers. We believe that through reading, pupils will develop culturally, emotionally, intellectually, socially and spiritually and that reading is fundamental in successfully accessing all areas of the curriculum.

### Aims

Our aim is for children to be able to read confidently, fluently and with good understanding, across a wide range of texts. We want to develop the habit of reading widely and often, for both pleasure and information. Our curriculum is designed around the needs of the pupils in our school and there are a variety of approaches we employ to enable the pupils to make good progress.

The aims of teaching reading in our school are to develop pupils who:

- show high levels of achievement
- read fluently by using and applying a range of strategies
- read with good understanding across both fiction, non-fiction and poetry;
- acquire a wider vocabulary;
- develop their reading in all subjects to support their acquisition of knowledge;
- develop a love of and exhibit positive attitudes towards reading;
- develop good comprehension skills, drawing from their linguistic knowledge.

### Foundation Stage & Year 1

In the EYFS children take part in differentiated, daily synthetic phonic sessions, following the DfE approved 'Letters and Sounds'. In addition to this, pupils in Reception (and when appropriate children in Nursery) participate in daily small group guided reading sessions to ensure they employ a range of reading strategies, improve fluency and comprehension. Books are chosen carefully to ensure that they are closely matched to their current phonic ability and correct book band level. Children in Year 1 continue with daily phonic lessons, following the 'Letters and Sounds' guidance, until the end of the Year, when they take the Phonic Screening Check. In addition to this, Year 1 children continue with the daily small group guided reading

sessions, using texts closely matched to their phonic level, to ensure they employ a range of reading strategies, improve fluency and comprehension.

## Year 2 – Year 6

Starting in Year 2 and continuing throughout Key Stage 2, children transition to whole class guided reading; these sessions occur at least three times a week, with the children reading age appropriate, high quality and vocabulary rich texts. 'Pathways to Read', a Literacy Company scheme, is used to deliver the whole class guided reading sessions. This is supplemented, based on the teacher's judgement on the pupil's needs, by both non-fiction texts, poetry and shorter comprehensions.

### Home reading

At Latchford St James, starting from the very youngest child, pupils are encouraged to independently choose texts themselves and to take home books that interest them. All home reading books are book banded in order to ensure progression and challenge and in the EYFS and KS1 these books are closely linked to their current phonics stage. Once children have progressed through the book bands, children become 'free readers' and are able to independently choose books from our extensive collection based on their interests, author preference or text type. Children are expected to read at least three times per week, and there are a number of rewards for those children who achieve this target, including individual 'dojo' reward points for regular reading and a 'star reader' award during celebration assembly. Additionally, any child that goes 'above and beyond' with their reading is also invited to 'Always Club' with a member of SLT to celebrate 'always doing the right thing'. Home reading is closely monitored in school and regular no reading is quickly picked up on and addressed with parents to ensure there are no barriers to learning.

### Assessment

Half termly phonic assessments occur throughout EYFS and Year 1 to ensure that pupils are placed within the correct teaching group and that progress is being made. At the end of Year 1, all children complete the Phonics Screening Test.

The PM Benchmarking kit is used on a half termly basis to assess children who are continuing to read book banded texts, with changes to reading levels being communicated to parents and celebrated.

In Key Stage One and Two, teachers use the NFER reading tests, alongside their own teacher judgements, to assess children's progress and to inform planning. This is supplemented by regular learning walks, pupil observations, videoing children reading, data analysis and through progress meetings.

Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally.

Any children not meeting age related expectations in Year 2 and Year 6 are assessed against the new 'Pre Key Stage' standards.

### Reading for pleasure

Children at Latchford St James have access to a variety of different reading schemes (e.g. Bug Club, Big Cat and Rigby Star) to ensure they are exposed to books from all genres. We have audited and updated where needed the entire stock of children's class and home reading books; investing in new class sets of high quality texts. In addition to this, we have an excellent, extensively stocked school library that children have access to on a regular basis. There are a number of whole school initiatives throughout the year that celebrate our love of reading and each class chooses the 'hook' that is most appropriate to their class; these range from 'reading buddies' to 'Starbooks café' to whole school 'extreme reading' challenges. Reading displays in each Key Stage are changed on a regular basis to reflect what the children are currently reading and to inspire discussion and debate between pupils.

### Inclusion

All children receive quality first literacy teaching on a daily basis and activities are differentiated accordingly. Any child who does not achieve the pass mark on the Phonics Screening Check in Year 1 will continue to access daily phonics sessions in Year 2. Children not making progress or who are working significantly below age related expectations, will receive regular phonics and/or reading interventions that are tracked on their 'Plan, Do, Review' document. Pupils that are more-able will be challenged within lessons.

To support the large number of children who speak English as an additional language, we are working on building a collection of bilingual books that can be read both in school and taken home to be read and enjoyed with their families.