

The Levett School



The Levett School
Positivity | Determination | Reflection | Integrity

Reading Policy

<i>Policy agreed by Governors on:</i>	
<i>Review date for Governors:</i>	Every 2 Years
<i>Allocated Group/Person to Review:</i>	Emma Place
<i>Agreed frequency of Review, by allocated person:</i>	Every Year
<i>Last Review date:</i>	March 2021

Lower School, Melton Road, Sprotbrough, Doncaster, DN5 7SB
Upper School, Lansdowne Road, Intake, Doncaster, DN2 6QN



Doncaster
Council

The best primary schools in England teach virtually every child to read, regardless of the social and economic circumstances of their neighbourhoods, the ethnicity of their pupils, the language spoken at home and most special educational needs or disabilities (Reading by the Age of 6)

Rationale

Reading is a vital skill that will support children's learning across the whole curriculum. As a school, we will ensure that our children are taught to read with fluency, accuracy and understanding through a variety of discreet and cross-curricular learning opportunities. Above all, we want children in our school to become enthusiastic, independent and reflective readers. Essentially, we want children to enjoy reading.

In order for our children to fulfil their potential in reading we need as much parental support as possible and our aim, with this policy, is to demonstrate how school and home can work together.

Our Teaching Philosophy

The development of reading cannot be seen in isolation from writing, speaking and listening/drama. The best readers are the best writers - we read as writers and write as readers! Strategies for writing, speaking and listening/drama therefore form an integral part of this reading policy.

In our school, we will strive to give pupils a stimulating environment, where reading materials are presented in an attractive and inviting way. Furthermore, within literacy lessons we create an environment that stimulates the generation of ideas from texts where all ideas are accepted and valued. Teachers will act as role models in their enthusiasm for both reading and writing by keeping up to date with current children's literature.

Aims

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

We will develop children's reading within an integrated programme of writing and speaking and listening/drama.

Our aims for reading are to:

- Develop happy, healthy and curious learners who read confidently and fluently and seek to acquire knowledge independently
- Help our pupils to develop a lifelong enjoyment of reading taking genuine pleasure from what they read
- Give our children the reading skills they need to access all areas of the curriculum
- Enable children to access, understand and begin to manage information
- Help children begin to understand the meaning of what they read and what is read to them
- Help children make responses to what they read justifying those responses
- Allow all children to use reading to become immersed in other worlds...both real and imagined!

To help our children to achieve these aims, we expect all adults to model and communicate their love of reading in the following ways:

- Story time daily so that the children are experiencing texts beyond that at which they can read independently.
- Opportunities for silent reading time.
- Shared and guided and reciprocal reading.
- Providing exciting reading areas that inspire our children to read.
- Reading with the individual children who need our support the most.

The Teaching of Reading

Reading is a multi-strategy approach to understanding the written word. It is not simply the decoding of black marks on the page but involves the ability to read with understanding a wide range of different texts, including fiction, non-fiction, real world texts such as labels, captions, lists and environmental print. Competence in reading is the key to independent learning and therefore the teaching of reading should be given a high priority by all staff. Success in reading has a direct effect on progress in all areas of the curriculum and is crucial in developing children's self-esteem, confidence and motivation.

Children should:

- Develop the ability to read aloud fluently and with expression;
- Develop the ability to read for meaning;
- Develop the skills required for the critical reading of texts;
- Be encouraged to read a wide range of fiction, poetry and non-fiction materials;
- Be taught a range of strategies for reading including:
- Phonic (sounding the letters and blending them together);
- Visual (whole word recognition and analogy with known words);
- Contextual (use of picture and background knowledge);
- Grammatical (which words make sense);

These are to be taught during shared and guided reading.

In addition to this, children should:

- Be encouraged to listen attentively;
- Gain awareness of the close links between reading and writing activities.

The Teaching of Phonics

The simple view of reading is used by teachers to plan and teach the full range of reading skills. At the early stages of reading, the children are taught to decode texts by following a synthetic phonics programme. At The Levett School we use Letters and Sounds. We call phonics Decoding.

At The Levett, reading is taught alongside Letters and Sounds initially. This promotes a strong and systematic emphasis on the teaching of synthetic phonics to aid the teaching and learning of reading. Children who are reading books up to and including the green band are encouraged to read a balance between the decodable and non-decodable books.

At the start of the academic year, teachers use data from the previous class teacher to devise a reading priority list. The children are regularly assessed using the Phonic Assessment tool and this information alongside the assessment of the teacher, places the child in the relevant phased group.

Shared Reading:

The whole class shares a text, which is beyond their independent reading levels, often using an enlarged text (paper or ICT based).

Shared reading provides a context for teacher modelling, teaching and applying reading skills (word, sentence and text level).

Guided Reading:

Guided Reading takes place with either an individual child or in a small group, with a teacher or teaching assistant, and focuses on developing children's ability to become independent readers, thinkers and learners. The children are grouped by ability and read individual copies of the same text, which matches the reading level of the group. The text needs to be at the instructional level. Texts are selected from the school's guided reading sets of books which are located in the atrium. The recommended teaching sequence is used by all teachers. The sequence is a book introduction, strategy check, individual reading and returning to the text.

Independent Reading:

Children need to be given the opportunity and encouragement to read independently in order to build confidence, stamina and fluency, as well as develop their experience of a range of books and authors.

From KS1 onwards there will be timetabled opportunities for periods of silent reading several times a week where they are able to immerse themselves within their chosen book. Children should have access to a wide range of books including fiction and non-fiction via their reading areas, their classroom sets or from the school library.

Book areas are of tremendous importance. Selecting their own choice of texts is an important part of developing pupil independence. Selecting texts motivates readers and helps children to develop and discuss their reading preferences, a vital skill for GD readers at all key stages.

Whole Class Story Time:

At The Levett School, regular whole class story time takes place throughout the key stages. Texts appropriate to topic work or objectives covered in the literacy lesson are read aloud by the teacher. These sessions also allow the teacher to check a child's comprehension, by asking literal and inferential questions, which aid deeper understanding of the plot and themes of the story, also increasing their vocabulary. These sessions take place in various locations around the school.

Reading Areas in the Classroom:

Each class at lower is expected to have a reading area established by the end of the first week of term. The area should be a stimulating and attractive environment which contains a range of reading material. This can include the following:

- Nonfiction books linked to the class topic
- Newspapers, comics and magazines
- Books/writing produced by the children
- Big Books
- Books which link to the genre being covered in literacy
- Picture books
- Recommended reads – recommendations to be made by teachers, teaching assistants and pupils.

Books should be organised into non-fiction, fiction and poetry and be easily accessible by the children. Children should be actively involved in the management of the reading corner. In most classrooms there is limited space so in these rooms the reading area may consist of a book case with the above organised in a clear and engaging way.

In classes where a reading area is not appropriate, a dedicated session in the school's library will support the children in accessing a wide range of authors and genres.

Key Reading Resources in School

Sets of Quality Books

These are located in the atrium and link to units of work being covered by class teachers. Long term plans for literacy indicate in which year group the books are being used.

Book Banded Reading books

These are located in the library. The books are organised into decodable (up to and including green level) and non-decodable books. Teachers will use a PM Benchmarking to allocate a colour band to each child. The colours range from Lilac to Black.

At the Levett we understand that the needs of the child may not be in line with their academic age, therefore we encourage our readers by using a high number of “high interest, low ability” readers. This then raises the children’s reading esteem and encourages them to make progress through the book levels.

Assessment and Monitoring of Progress

Personalised targets: Each child in the school has an allocated reading target which relates to their SEN plan or their EHCP, this is then transferred into their reading diary. Every day the child has a dedicated reading time which they spend with a member of classroom staff where they read. The member of staff then engages the child in a conversation or an activity where they can assess the child’s knowledge, understanding and progress against their dedicated target. This information is then recorded in the child’s reading journal.

O track: every child at lower is assessed using the O Track monitoring system. Reading targets from the Nationals Curriculum are broken down in to small achievable steps and then the teacher reflects and assesses the child’s progress against these targets. This data is collected and then analysed three times a year.

KS3 grids: At upper pupils are assessed using a GCSE grade scheme. Reading targets are taken from here. This data is collected and then analysed three times a year.

PM Benchmarking: The PM Benchmark Kit is used to assess and to monitor the impact of intervention programmes and to assess the reading ability of pupils. The tests are completed when the class team feel that a child is ready to progress from one book banding level to the next.

Salford Reading test: This takes place three times a year at both Lower and Upper.

NGRT tests: Take place twice yearly.

Phonics assessment: This takes place three times a year.

Equality of Opportunity

All pupils with special educational needs will follow the same educational curriculum as their peers, differentiated where necessary to meet their individual needs. We ensure that they have equal access to reading provision and to the resources available. We recognise that the majority of our children take longer to develop the necessary skills and we cater for those children by providing additional opportunities for skills development. Children who need additional support are identified early and the impact of interventions is carefully monitored. SEND pupils are catered for, and progress is monitored according to their individual action plans.

When selecting a phonically decodable book for guided reading, teachers must ensure that it consolidates the teaching of recently taught phonemes and high frequency tricky words.

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