Reading policy

At Holmesdale we know that teaching a child to read is vital and provides children with the key skills needed to help them understand the world around them and prepare for their future. Our priority is both the teaching of reading skills and the enjoyment of literature. This enables children to become lifelong, confident readers and we encourage children to read for pleasure at home and at school. As children begin to read, we focus on decoding, primarily through phonics in addition to other strategies, e.g. whole word recognition, rhyme and context. As children build fluency, comprehension skills become our main area of focus and questioning looks at skills such as re-telling, inference and prediction. We believe that high-quality literature is key to motivating children to read and instilling in children a love of literature. Teachers read a variety of high-quality texts to the children on a regular basis. We currently use a range of different reading schemes to meet the interests and individual need of each and every child**.** The expectation is that children read at home at least 3 times a week.

**Intent**

* To begin to develop lifelong enjoyment and pleasure in reading by exposing children to a range of authors, genres and books on different topics and interests.
* To develop happy healthy and curious leaners who read confidently and independently.
* To provide children with the skills and strategies necessary to develop into competent and fluent readers.
* To enable children to understand the meaning of what is read to them and what they read independently and be able to respond to it and justify their answers.
* To develop appreciation of the work of different authors, poets and illustrators.
* To enable children to be familiar with a large bank of rhymes and stories including nursery rhymes, traditional tales and stories from other cultures.
* To effectively assess children’s fluency and understanding to ensure they are on the correct book band.

**Implementation**

* To provide children with the opportunity to read at least once a week.
* To develop children’s reading through daily phonics lessons.
* To plan opportunities for reading across the curriculum.
* To ensure that teachers model reading, shared reading and a love of reading for regular class stories.
* To plan activities and comprehension activities to develop other skills associated with reading.
* To use PM Benchmarking to assess children’s reading and inform next steps for individual children.

**Impact**

* Children will have a love of reading and develop preferences on what type of genre or topic they like to read.
* Children will have a book appropriate to their developing phonic knowledge and matched to their fluency and understanding.
* Children will be exposed to a range of different genres and authors.
* Children will be able to understand what is read to them and answer questions including making inferences and making connections between texts.
* Children will be placed on the correct book band colour and make progress through the different coloured bands in relation to their phonic knowledge and age related expectation.

**Organisation and methodology**

**Foundation stage**  
One to one reading occurs in Foundation Stage to ensure reading progression and a love of reading. The teacher provides every child with a reading home/school diary and a reading book which is changed weekly. Children are given a colour banded book to take as their home reader in order to provide continuity in the teaching of phonics. The teacher/TA will hear each child read 1.1 on a weekly basis, the teacher records progress made in whole class reading folder and children have High Frequency Word lists which they take home and practise reading. Children learn a story every half term so that they know it thoroughly and start to build up a bank of stories that they are very familiar with or know by hear. Every day children practise and apply their phonics to reading words and sentences in Phonic Lessons.

**Key stage 1**  
In Key stage 1 we use a mixture of guided reading and individual reading. The teacher provides every child with a reading book and a reading home/school diary. Again children are given a colour banded book which makes links to their phonics as well as fostering the links to reading. This is changed once a week by the teacher to allow the children to become experts in that text by developing fluency and comprehension skills. Each child has an individual reading assessment sheet which are kept in guided reading folders. Children are grouped in guided reading in terms of the book band colour they are currently working on. Through daily phonics work children practise and apply their developing phonic and high frequency knowledge to blend and segment words and sentences. Additionally, throughout the year children become familiar with different genres and stories in English lessons. Comprehension skills and activities are integrated into both Literacy lessons and reading sessions. We help children to develop skills such as retrieving information from text, making predictions, summarising, linking different texts together, examining word choices and making inferences.

**General teaching & promoting the enjoyment of reading**

As a community of readers we expect all adults to model and communicate their love of reading. Some of the ways we can share this include;

* Story time
* Shared and guided reading
* Library time
* Reading with individual children/ groups of children
* Book week
* Extreme reads.

Each classroom has a selection of different texts in the reading corner to encourage children to read and explore different genres. The library also contains a wealth of books organised into different headings which children can access and use to promote a love of reading. Staff read aloud to children (every day if possible) and ask children what they like to read. We have a variety of different scheme books to help engage and promote reading and to cater to individual needs and interests.

Through daily teaching and reading sessions pupils are taught knowledge, skills and understanding through different ranges of texts. These include stories and poems with familiar settings, stories by significant authors, traditional tales, stories and poems from other cultures, predictable and patterned language stories along with non-fiction texts including reports, explanations, recounts and diary entries. We also use a range of picture books in school to help children’s story telling skills and imagination but also to allow all children to be able to discover what is happening in a book and use skills of inference and deduction even if they struggle to decode.

**Shared Reading**Shared reading often forms part of our daily teaching. Here the teacher models the reading process and children are actively involved in listening to, joining in, following and discussing the text. Here children learn how to interpret and make sense of what they have been read or read themselves. Shared reading is done through big books, interactive texts, films, posters etc.

**Guided Reading**   
In Guided Reading, we use a selection of books banded ‘real books’ and those which are phonically decodable and match the child’s developing knowledge to give children selection and variety. children have the opportunity to develop reading strategies and to discuss texts in detail during guided reading sessions this involves children learning comprehension skills and understanding texts. During the reading sessions, there is an emphasis on vocabulary, the retrieval of facts and inference. These texts are carefully chosen to ensure that there is progression and challenge across the school. We understand the importance of language comprehension and this is built in alongside simple decoding.

**Assessment**

Each class has a reading tracker which shows the expected book band level for each year group. Each child’s name is part of the tracker and the colour band level they are on is recorded on the sheet and dated so that progress can be monitored and checked and individual children who may require extra support are identified. Every child has an individual reading assessment sheet which forms an ongoing assessment. When a child reads and evidence is seen of the particular objective these are dated. Every term the reading folders are moderated to ensure coverage, progression and to highlight any children which require support. Additionally, children will be assessed termly on the PM benchmarking assessment to ensure that children are reading the correct coloured band book and to identify areas to work on e.g. fluency or comprehension.

**Interventions**

Children who are falling behind age related expectations are identified early by the school tracking systems and support is put into place. This could be in a small group or 1:1. These interventions are closely monitored and adapted as needed. We currently use Reading recovery to assist those children who require extra targeted support.

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