



Mabe Community
Primary School

Reading Policy

At Mabe Primary School we believe that achieving a good standard of reading is fundamental in preparing children for life as successful citizens in Modern Britain.

The national curriculum programmes of study states that ‘schools should do everything to promote wider reading’, Teachers should develop pupils’ reading and writing in all subjects to support their acquisition of knowledge and pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure.

“It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their secondary education.” NC

We are committed to ensuring that this happens and this policy clearly stated the way that reading is taught in our school.

A simple view of reading

Research has shown (the Rose review and ‘Reading by six), that children learn best when schools follow this model of teaching reading. Therefore, this is the structure that we follow in the teaching of reading in our school.

1. Word reading - Children need to be taught the ‘route to decode words’ by following a structured phonics programme.
2. Comprehension (both listening and reading) - When children become proficient at this they need to read appropriately challenging books, with a focus on developing comprehension skills.

While most children start Key Stage 2 with a good phonic knowledge, those children falling behind in their reading need a phonic assessment and then to follow a programme of phonics teaching aimed at helping them acquire a good phonic knowledge as rapidly as is practical.

To ensure that reading skills are taught thoroughly in KS1 & KS2, we focus on teaching specific reading domains. This is so the children are exposed to a breadth of questions and gain a deeper knowledge of texts studied. These reading domains are as follows:

KS1

- Vocabulary
- Retrieval
- Sequencing
- Inference

- Predicting

KS2

- Vocabulary
- Retrieval
- Summarising
- Inference
- Prediction
- Compare, contrast & comment
- Author choice

Children are taught to read in the following ways:

- ✓ Phonics sessions that are well matched to the child's understanding (for children who need this only).
- ✓ Guided group reading, led by a teacher or teaching assistant that have a specific reading focus from the reading domains.
- ✓ Individual reading to another person (a teacher, a teaching assistant, volunteer, a reading buddy and we request that parents read with their child everyday).
- ✓ Reciprocal reading in groups of the same ability.
- ✓ Comprehension skills involving the specific reading domains.
- ✓ Incidental reading such as reading questions in lessons, topic research, instructions in DT, a language rich environment in classrooms and around the school.

Role of the Teacher

- ✓ To convey a love of books and reading and provide a rich and stimulating environment in which children have easy access to a wide range of texts presented in an attractive and inviting way.
- ✓ To encourage parents to participate and share in their child's reading experience.
- ✓ To provide individual children with support to help develop their confidence and independence, whatever their learning style.
- ✓ To ensure there is regular ongoing assessment to identify individual needs, focusing on strategies and skills, confidence and independence.
- ✓ To provide the children with frequent opportunities to hear text read aloud and to allow them to reflect upon their own experiences in relation to the text.
- ✓ To help children develop strategies for independently tackling the decoding of print.

- ✓ To ensure children have the opportunity to discuss books they have read and express preferences.
- ✓ To provide opportunities for children to find information in books and online, equipping them to pursue an independent line of enquiry, drawing on a range of sources.

Reading Material

Children will have the opportunity to read a wide range of texts in their lessons. At Mabe we see the importance of ensuring the children are exposed to a variety of reading material, not only in literacy lessons, but across all subjects including Topic and Science.

Children also need to be guided in their choice of reading books to ensure that they have a broad experience across each term. Using Accelerated reader for all children from Year 2 to Year 6 tests the children's reading and guides them towards appropriate, real books. After reading the book, they then complete an online quiz to monitor and assess their understanding of the text, which also produces a termly report for teachers, showing progress and giving ideas for supporting the child further. We also have access to the Mobile Library Service which we use effectively to enhance the children's reading material, whether it be related to the current cross-curricular topic, author, genre etc. In this way we hope to encourage children to read a wide range of books, develop a love of reading but have a structure which supports good progress. Our school library has a range of genres available which are organised to make it easy for children to find the reading material at the level appropriate to them.

Assessment

Children's reading skills are assessed regularly through guided reading sessions (guided reading takes place at least 3 times a week in different formats) and half-termly through an independent comprehension assessment. The children are baselined at the beginning of the year using NFER tests and at the end to show progress throughout the year. Children in Foundation and Year 1 are screened in phonics and are frequently teacher assessed throughout the year.

Where children's reading skills are weak there should be assessment of their phonic knowledge and a plan for teaching them the phonics they need should be put in place at the first opportunity.

Reading ages should be monitored and any children causing concern should be picked up quickly and support put in place. Children whose reading age is more than 6 months behind their chronological age need to read in school at least three times a week, children causing a serious level of concern (more than 12 months behind their chronological age) should read every day.

The impact of any programme of support should be monitored half termly. Interventions currently used include:

- ✓ Daily phonics sessions with the opportunity to apply phonic knowledge in a text closely matched to their current level of skill.
- ✓ Early Bird readers – daily reading before school in a nurturing environment.

- ✓ Daily reading with a TA/Volunteers.
- ✓ Reading three times a week with a TA/Volunteers.
- ✓ Extra Guided Reading/Comprehension sessions – Aimed at children working below NE and above NE.
- ✓ Precision teaching 3 times a week in Foundation and Years 1.
- ✓ Parents need to know their child’s reading age so that they are clear about the impact of their reading at home (or not).

It is expected that all children should be making improvements in their reading and where this is not happening this is being monitored carefully and strategies/support put in place (On Alert/SEN).

Phonics Teaching

Reading begins at a very early age as initially children learn to read faces and voices. Children are also exposed to the written word in their environment from birth and, in an ideal world; they are encouraged to explore the experiences it provides. Learning to read is different for everyone, but children introduced to books at an early age, especially those who are read to on a regular basis, are more likely to read easily. Phonics teaching at Mabe includes:

- ✓ To teach children aural discrimination, phonemic awareness and rhyme awareness in order to encourage good spelling.
- ✓ To encourage repetition and consolidation, so that spelling becomes automatic.
- ✓ To encourage children to segment and blend.
- ✓ To learn to read and write all 44 graphemes in the English language.
- ✓ To teach children specific strategies to help them remember tricky words.
- ✓ To ensure that the teaching of phonics is lively, interactive and investigative.
- ✓ To encourage pupils to apply their phonic skills in all curriculum areas.

Working with Parents

The partnership between school and home is vital in supporting children with reading and we understand the importance of providing parents with the guidance needed to help develop their child’s reading at home. Current support includes:

- ✓ Offering sessions to parents on how their children are taught to read, exploring strategies and phonics.
- ✓ Use of the Reading Diary for consistent communication about the reading taking place at home and in school.
- ✓ Reading strategies guide on how to support children at home with reading.

Promoting Reading at Mabe Primary School

We feel it is important for children to experience the love of reading by promoting it in a variety of ways including:

- ✓ World Book Day events
- ✓ Summer Reading Competition (Links to the library service)
- ✓ Karate Reading Bands
- ✓ Readathons
- ✓ Whole school reading activity days
- ✓ Assemblies
- ✓ Specific reading domain activities.