

Heronsgate School Reading Policy 2023-24

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“A good book can teach forever”

Vision and Aims for Pupils:

At Heronsgate School, we want all children to develop a life-long passion for reading - regardless of their ability, background, and opportunities outside of school. Reading is essential to attainment and success across all subjects. By the time children move on to secondary education, it is our aim that all children are enthusiastic, confident and fluent readers, who are knowledgeable of texts and read frequently for both pleasure and academic achievement.

The aims of our curriculum are as follows:

- Ensure that children are empowered by having the skills and strategies to become fluent readers.
- To challenge and support reluctant readers so that they want to read.
- To read for both pleasure and purpose.
- Enjoy books from a wide variety of authors, sources and genres.
- Develop appropriate study skills so that they can critically analyse what they are reading.
- Have a knowledge of both contemporary and classic authors.
- To talk with confidence and clarity about their reading choices, including their favourite stories, authors, likes and dislikes.
- To allow children to listen to and explore poetry
- To give children a balance of classic and contemporary texts that reflect not only our diverse society but also explores current issues, for example, climate change.

This policy gives staff, children and families an understanding of the roles and responsibilities. See the ‘reading layer’ documents for a full view of the Heronsgate approach to reading and a map of what is taught and when.

Implementation:

Phonics:

We use the Read, Write, Inc. (RWI) phonics programme, a DfE validated scheme. This programme supports those children who may arrive at Heronsgate with the full range of phonics sounds. Children are assessed when arriving at Heronsgate School and supported if the teacher feels they require additional support. A focus is placed on revising the sounds they know, learning new sounds as well as blending to read and segmenting to spell. Phonics is taught daily for early readers in Year 3, whilst children may require additional support will receive weekly intervention. Children who are being taught phonics will also be

given a 'Book Bag Book' that is linked to the sounds they are learning. The books will also link to the modules that the children are reading in school, giving further context.

Reading for fluency:

All children at Heronsgate School are benchmarked upon arrival and then half-termly to both ensure that children read appropriate texts with challenging vocabulary and to aid their fluency. Our banded books follow the Oxford Reading scheme and children also have access to virtual books using the accompanying Reading Buddy website. Children who are free readers will have a free reading book but will still have access to the age appropriate level book from the reading scheme. All children are expected to read daily at home. Additional support with reading for fluency is provided for those who may require additional support. Children will have two books in years 3-5 – a 'practise book' and a 'reading for pleasure book'. The practise book links to their ability and the OUP reading scheme. It is this book that the children will read with an adult in school. The reading for pleasure book can be read at other times and at the teacher's discretion.

Guided reading:

Whole class guided reading is taught daily and provides the children with the opportunity to develop their critical reading skills. Each week the teachers follow a focus using the content domains from the national Curriculum. This includes:

- Vocabulary lessons
- Comprehension questions to unpick the children's understanding
- Discussion and debate
- Explanation (to clarify)
- Listening and responding

We believe that it is critical that teachers both model the reading words and explore the text with the children so that the children build a solid understanding of the text that they are reading.

Reading for pleasure:

At Heronsgate School we want children to develop a passion for reading that lasts into adulthood. We achieve this by celebrating reading in all its forms. All children – through their guided reading lessons and banded books – have access to a range of high-quality engaging texts from a range of genres. These are linked, where possible, to topics from our Cornerstones Curriculum. Our banded books are wide-ranging and cover stories from other cultures as well as classic tales and non-fiction. This allows children to read books that reflect their interests and themselves. Our guided reading texts are selected carefully so that the children receive both classic and contemporary fiction, non-fiction texts and poetry. At the end of each day, all children are read to by their teacher.

Children are encouraged to 'Read to Succeed' and achievements and milestones are celebrated. We run a Reading Challenge across the school and hand out certificates in our achievement assembly. Additionally,

reading events are marked throughout the year. These include: World book Day, National Storytelling Week', book fayres and author visits.

Our well-stocked library is also visited each week by all the children and is run by our Junior Librarians. Reading Buddies also support reading in Year 3, listening to and supporting children with their fluency. At 3pm each day, all classes share a story together to promote a shared love of reading. Volunteers are also available to read with children. The children selected are of mixed ability and chosen by the reading leader.

Curriculum Structure

Our curriculum is designed with inclusion of all children in mind – ensuring everyone can make progress and build an enjoyment of reading. Through questionnaires for both staff and pupils, we have been able to gather information that has helped us create our current provision for Guided Reading sessions.

Planning and Teaching:

Planning should:

- Follow the Guided Reading checklist and be linked to the reading overview.
- Include learning objectives linked to the content domains
- Ensure progression through the skills set out in the national curriculum
- Provide opportunities for both summative and formative assessment

Differentiation:

It is the role of the teacher to ensure that work is differentiated through AfL, marking and assessment. This includes:

- Ensuring that the task is appropriate and provides challenge yet is accessible to the child.
- Grouping children appropriately
- Targeted use of the class LSA (where possible/appropriate)

Assessment and Record Keeping:

Reading assessment is an ongoing process and includes:

- Marking and feedback in books
- Assessment of phonic knowledge (where appropriate)
- Assessment of key words (located in reading folder)
- Benchmarking (half-termly)
- Assessment through both statutory and non-statutory reading tests
- Use of Sonar to keep a record of tracking statements
- End of year reporting to parents

Teachers are expected to keep a record of each child's reading – including any benchmarking records – in their class reading folder. It is the responsibility of the reading lead to monitor these half-termly.

Resources:

Texts are kept in classroom areas for guided reading lessons. Banded books are collated in a central area in Year 3 and Year 4. Teacher's planning resources are stored in relevant classroom areas.

Reading folders:

All classes have a reading folder in which a record of the children is kept. The reading folder contains:
Class lists with record of reading bands and progress
Record of reading in school
Benchmarking/phonics assessments (Y3 will have a separate phonics folder)

Homework and Parental Engagement:

Reading records are provided for all children to allow the teacher to monitor reading at home. Children who are not reading on a regular basis may require additional support. Teachers are required to notify the reading support teacher who will keep a register of children who may require additional time to read in school.

Reading events to boost parent engagement are held regularly. These include:

- Reading open mornings
- Book swaps
- Phonics workshops

Inclusion (including more able) and SEND:

Where a child presents an additional need that may affect their ability to engage with the reading curriculum, teachers are expected to take the following actions:

1. Targeted LSA/teacher support
2. Mapping provision on a child's SEND provision map
3. Meeting with the school SENDCo
4. Access to adjusted tasks and/or appropriate resources
5. Intervention programmes

Resources and Displays:

All classes have access to their own personal book shelves and have the opportunity to visit the library once a week on their timetable. This enable children to access different text types, genres and styles of writing. Based on this variety, our resources will allow them to develop their interests and knowledge, reading skills and, in turn, their writing skills in all areas of the curriculum through their ability to choose from a plethora of reading materials. Furthermore, this variety enables readers of all levels to build an enjoyment and pleasure in reading – which is an aim for Heronsgate at the heart of our reading policy.

Throughout the school, displays can be seen within the library and classes alike that promote a love for reading, show off our variation and grant our pupils access to different authors and genres that they may not have access to elsewhere.

Monitoring:

Role of the reading leader:

- To monitor the quality of teaching and learning
- Monitor whole class guided reading books
- Provide observation feedback
- To challenge and upskill teachers who require additional support
- Look for groups that may require additional support from both external and internal data

Role of the link governor:

- To challenge the reading leader to ensure the curriculum is well-sequenced and cohesive
- To ensure the quality of T&L is the highest of standards
- Meet with the reading leader termly

Cross curricular links:

In addition to enhancing reading progression and understanding, our approach helps support work in other areas of our curriculum, such as:

- Writing – using similar techniques in order for the children to understand the link between what they read and how they produce their own writing.
- Mathematics – having the ability to break down worded questions and understand what is being asked of them.
- History – the ability to understand more complex ideas within texts, as well as breaking down unfamiliar vocabulary in context.

Parents who wish to seek advice or support with reading can request a meeting with the class teacher or reading lead via email or telephone.