

Middlefield Primary Academy – Reading Policy

Reading Policy



Introduction

The National Curriculum for Reading describes what must be taught in each key stage. Middlefield Primary Academy uses robust assessment systems to assess the children against the National Curriculum and clear tracking systems to monitor the progress of classes, sets and groups of children. This ensures continuity and progression in the teaching of Reading. In EYFS, the curriculum is guided by The Early Years Foundation Curriculum.

Teaching and Learning:

We use a range of strategies to encourage the development of reading. This will include:

- In EYFS, children read 1:1 to start with, with opportunities to read in pairs as encouraged by the Fischer Family Trust phonics programme. Objectives are tailored to the group's needs or areas for development.
- KS1 Reading Lessons - whole class reading sessions will happen from Year 1 upwards (amount will vary in each year group - Reading sessions are based on Fischer Family Trust model of whole class reading - echo reading, discussion of meaning. Children are also heard individually (or in a group) once a week with a teacher or teaching assistant. VIPERS are used in class.
- KS2 Reading lessons - 2 whole class reading lessons a week, 1 focussing on VIPERS and the other following Reciprocal Reading principles.
- Phonics will take place daily in EYFS/ Year 1 and the appropriate boosters will occur in both KS1 and KS2
- Individual reading - younger children will have more frequent opportunities to read independently with an adult (this may be the case for particular children with SEN, literacy needs or children with EAL).
- Daily Story time - Class readers.
- Daily Phonics in FS and Yr1; moving into Ed Shed spelling in years 2-6. Children in Year 2 who failed the phonic screening check still have daily phonic sessions.
- Phonic interventions groups run throughout KS1 and are also implemented in some cases in KS2.
- Phonics and spelling games as part of English lessons.
- Shared reading - whole class, modelled.
- Reading through role play in KS1.
- Reading for information and different purposes.
- Reading to a range of audiences.
- Teacher modelling class stories/novels, assemblies.
- Story telling.

Reading for pleasure

We are proud of the fact that we have blurred the lines between reading for pleasure and reading for purpose. We believe that all reading can and should be enjoyed and the distinction between the 2 is unnecessary. We use Accelerated Reader to promote independent reading, giving the children a huge range of choice in terms of reading material appropriate to their level. Our book collection is called The Library of Wonders.

We engage pupils in the love of reading by

- Opening their eyes to the wide range of amazing books for children available - new books given a grand reveal each time
- Providing a range of incentives at all levels to encourage children to read both regularly and widely
- Online live author webchats
- Visiting authors and storytellers
- Scholastic Book Fairs
- World Book Day
- Book battles - inspired by the Euros, each child states the case for their favourite book and goes head to head with someone else from their class
- Yearly Library visits and Library Summer Reading Challenge (to encourage children to continue to read in the Summer holidays)
- Regular investment in new, exciting books for children to take home
- Staff modelling their own love of reading
- Informal discussions about who is reading what
- Incentives - million word readers certificates, badges for accurate reading etc
- Assemblies based on books

Monitoring and Assessment

Monitoring of the standards of children's work and the quality of the teaching is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in their teaching and being informed about current developments. This will be done through learning walks, book looks, monitoring of planning, classroom observations and pupil voice.

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Leadership and Management

There is a subject leader for English who is responsible for:

- producing an action plan and for the implementation of the English policies across the school.

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- offering help and support to all members of staff (including teaching assistants) in their teaching, planning and assessment of Reading.
- maintaining resources and advise staff on the use of equipment.
- monitoring classroom teaching or planning following the schools rolling programme of monitoring.
- leading staff training on new initiatives.
- attending appropriate in-service training and keep staff up to date with relevant information and developments.
- keeping parents and governors informed on the implementation of Reading in the school.

Related Policies

When reading this policy you should refer to the following policies which apply to this subject:

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| • Marking | • ICT |
| • Teaching and Learning | • Health and Safety |
| • Assessment | • Equal Opportunities |
| • Homework | |