



# MARISH

## Academy Trust



# Reading Policy

**Date:** November 2014

# Reading at Marish Academy Trust

## 1. Introduction

Reading is a fundamental skill that all children need in order to develop a lifelong love of books and learning. It enables them to access the school curriculum, and an inability to read provides a handicap in all areas of learning. As adults, the ability to read is essential for economic success and independence.

From their earliest days, children begin to 'read signs' in their environment. They learn to recognise different faces and start to 'read' facial expressions. The visual environment helps them to predict what they may do, where they are going, what may happen next, to understand the world. Pictures and text are part of that environment, so that long before a child can officially 'read', s/he knows which carton of juice to choose or that s/he is in a branch of a particular chain store by recognising associated pictures, signs and symbols.

Our task at school is to capture that interest in the visual environment and to build on it, extending and developing the child's curiosity and imagination.

## 2. Aims

At Marish Academy Trust, we aim to support children in

- developing an enthusiasm for reading
- becoming fluent readers
- encouraging their imagination
- extending their knowledge through using a wide range of texts
- accessing the full curriculum
- expressing opinions about texts and their contents
- understanding the intentions of writers
- using ICT to extend their reading experience

Through providing a challenging and exciting curriculum, offering interesting and sufficient resources and creating a positive reading environment, the staff intend to achieve these aims.

Key factors in achieving success will be children

- developing a positive opinion of themselves as readers
- talking about books, authors etc.
- using a variety of skills to read unfamiliar words, including phonics
- thinking about what they read from the very early stages so that they are able to monitor their own reading and identify when they have made an error and need to stop and correct it.
- re-reading until they have solved any difficulties with meaning, grammar or letters
- Being able to select appropriate texts
- knowing how to extract relevant ideas and facts from a text
- reading extensively
- parental involvement

## Pedagogy

Good readers read fluently drawing on meaning, structure (grammar) and visual information (print). They monitor their own reading, and re-read as necessary until they have solved any problems. This is our goal for pupils within Marish Academy Trust.

Within Marish Academy Trust we teach reading through:

1. Good quality daily whole class instruction from Foundation Stage through to year 6
2. Small group instruction (Guided Reading)
3. Individual Reading
4. Shared Reading
5. Small group and individual support to overcome minor difficulties
6. Specialist individual teaching for children with more profound difficulties

**Whole class teaching:**

Daily literacy lessons include instructions on reading appropriate to the level and age group of the class. There are daily opportunities for quiet independent reading and access to a range of books within the classroom. Regular phonics lessons support the teaching of reading. Pupils have access to the school library. Teachers read to their class on a daily basis to enable pupils to experience a wider range of books that they may not yet be able to read themselves.

**Individual Reading:**

Pupils are given guidance to help them choose books at an appropriate level so that they can both enjoy reading and make progress. In Reception and year 1 this is through carefully graded reading books. From years 2 to 6 this is through the online REN learning programme which encourages pupil's to read a wide range of books at an appropriate level assessed through on-line quizzes

**Shared Reading**

This is where the whole class read the same text.

**Guided reading:**

Small groups of pupils lead by the teacher, taught according to the specific needs of the group. This does not follow a set scheme of books, but is planned for each group by the teacher. Regular assessment using questioning and Running Records identifies the teaching points and progress of the group.

**Individual support:**

Pupils who need extra support are carefully assessed and a programme is put in place to help them to accelerate their progress and overcome any difficulties. This may be with a trained Teaching Assistant or volunteer Reading Partner.

**Small group support:**

Sometimes it may be appropriate for support to be provided to a small number of pupils who have very similar needs. They are carefully assessed and the programme is planned to specifically meet these needs.

In Year 1 we operate an intensive programme of basic reading skills for those pupils who have not yet started to read. It is based on the methods of Reading Recovery and delivered by trained Teaching Assistants working with a Reading Recovery Teacher.

**Specialist teaching:**

Children who encounter more profound difficulties are given a detailed assessment and provided with specialist teaching to exactly meet their identified needs. In Year 1 we have Reading Recovery teachers who work with the lowest achieving 10% of pupils and enable to catch up with the rest of their class.

### **3. The Foundation Stage Guidance**

The curriculum set out in the Foundation Stage Guidance provides a firm basis for the development of reading. The provision of a wide range of materials, encouraging good home-school links and creating an environment in which books are regularly enjoyed provides a sound basis for children embarking on the development of reading skills as set out under the requirements of the National Curriculum.

### **4. The Renewed Primary Framework**

The Renewed Primary Framework provides the basic structure for planning the reading curriculum from

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Reception to Year 6. Following the content ensures that all children will be introduced to a wide range of literature, both fiction and non-fiction. However, there are some higher order comprehension skills which are difficult to teach within the constraints of the Literacy hour and Marish Academy Trust makes provision for these by crafting the curriculum to best fit the needs of our children.

Many of Dfe's publications over the past few years support the teaching of reading. In particular, 'Progression in Phonics' and 'Letters and Sounds' provide a carefully structured route through this crucial aspect of the teaching of reading, and phonics teaching in general is supported in school by a wide range of resources.

'Look and Say' is another vital aspect of becoming a fluent reader, and this is introduced at the earliest stage, with children recognising their own name cards. It develops as children learn to recognise key words on sight.

Marish Academy Trust introduces Accelerated Reader to all schools in the trust. All year groups from 2-6 implement this as their new reading system. Year 2 children take the Star Reader test once they have completed stage 9 of our reading scheme. Accelerated Reader allows children to read a book and take a quiz related to the book. This will help the children's comprehension levels. The teachers are aware of all the children's results and can access data at any time for analysis.

## **5. Contexts for reading**

One of the main contexts for reading at Marish Academy Trust is in guided reading sessions. Often, additional adults are asked to work with a group on specific targets, making notes on a record sheet. Texts are carefully chosen to reflect the ability and needs of the children in the group.

Shared reading happens regularly, often focussing on a big book, but sometimes, particularly in the upper end of the school, multiple copies of a class novel are used.

Children are encouraged to read independently at various times. This may be, for example, during the register, in a timetabled period, or as one of a carousel of regular reading activities.

Children reading one to one to an adult in school, is an aspect of learning to read which we encourage whenever possible. This will not always be their class teacher: Teaching Assistant time is often given to this activity. In addition, we are introducing volunteer adults to work regularly in school.

Buddy reading takes place with many classes having a partner class which they meet for regular sessions.

The shared experience of an adult reading to the class is an activity which is recognised as very supportive of children's reading development. It gives opportunities to introduce more demanding texts, discuss ideas and share opinions and enthusiasms.

Many other opportunities for reading are built into the curriculum:

- using ICT texts (e.g. websites, CD ROMs, multi-modal texts)
- accessing different types of text in foundation subjects such as history and geography
- watching DVDs such as 'Look and Read'
- reading their own writing back in class or in celebration assembly
- reading others' writing for proof-reading purposes
- preparing for productions and reading the scripts, including songs
- listening to taped stories, often with a copy of the text
- homework projects

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## 6. Resources

Children have access to a wide range of resources to support and extend their reading development.

For children in the early stages of learning to read, graded boxes of books are provided from which the children and staff select appropriate books. The core of these boxes is the scheme, but these books are supplemented by many others, in the form of shared reading books

Every class has access to a wide range of books, both fiction which is already in the classroom and non-fiction books that are stored in the Library. Each year group is provided with books relevant to the termly or half termly topics they are covering. These provide a regular injection of fresh material into the choice of books available to the children.

Books are well organised in each classroom in a book corner, and attractively displayed. This enables pupils to find appropriate books and develop a love and respect for books.

The library in school is a valuable resources which is used by teachers and pupils to find non-fiction books regarding cross-curricular topics.

Besides books to read, a wide range of games and activities is available to support children's literacy development, including the development of visual and auditory memory and discrimination. These include bought and home-made resources, as well as the materials provided as part of the Early Literacy Support, Additional Literacy Support and Further Literacy Support programmes.

## 7. Reading at home

Many children come to school with experiences of being read to and enjoying books at home. Some have started to learn to read. Others, however, have little or no experience of books and for these children it is particularly important that teachers make links with parents and encourage them to share books with their children. Our results show clearly that children who have regular support at home with their reading are likely to achieve a high standard by the end of Year 6, whereas those who do not receive interest and encouragement at home are least likely to do well. This finding is mirrored at the national level.

Children are therefore encouraged to take books home regularly. In the Early Years and KS1, a reading record book is supplied to support home-school liaison and parents are encouraged to make comments and record the child's progress.

The systems for taking books home and returning them are discussed at the parents' meetings at the beginning of the school year.

Pupils are also encouraged to take story books home for parents to read to them.

Pupils who do not return books will be charged £5 per book.

## 8. Equal opportunities

We recognise that nationally boys' achievement levels in reading fall considerably below those of girls. In order to address this imbalance, we aim to ensure that a wide range of reading material is available which captures boys' interests. Through our varied approach to the teaching of reading and by using accelerated learning techniques, we aim to motivate boys to succeed.

Our reading materials reflect the diverse nature, not only of the school community, but also of society at large. As funding permits, we endeavour to update and improve our resources. Dual text books are purchased, not only to support the reading development of children speaking the relevant languages at

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home, but also to encourage all children's interest in language and languages, as well as in universal story themes. We recognise that newly arrived children learning English for the first time may have transferable reading skills from their previous schooling.

Our assessment systems give early indications of children who are having difficulty with learning to read. When a child has been identified as in need of extra support, s/he will have access to small group work, more one to one reading opportunities, and appropriate reading resources. Programmes such as ELS may give a suitable boost to a child's achievement and their progress will be carefully monitored.

## **9. Record keeping and assessment**

Each child from Reception to Year 2 has a reading record book which indicates the range of books recently read independently. Years 3-6 have a homework book. Teachers, other adults and older children reading with the child write comments in the record, and the child may comment on progress.

Adults reading with groups usually complete a guided reading record sheet with individual or group comments.

Other records are often kept, for example to indicate a child's progress in reading high frequency words on sight or phonic recognition.

Statutory and non-statutory SATs are taken from Years 2 to 6 and we use the information from these assessments to inform future provision. This may include booster groups in Phase 2. Through these various means of record keeping and assessment, we carefully track individual children's progress and aim to put extra support in place wherever necessary.

In Year 1 pupils who have not started to read are assessed by a Reading Recovery teacher in the term they turn 6. The lowest achieving pupils are put on the Reading Recovery Programme to enable them to catch up with their peers within two terms.

All pupils causing concern throughout the school are assessed using a single word reading test to establish a Reading Age, and PM Benchmarking to select books at the correct level. They are monitored at regular intervals until they have caught up with their peers.

Newly arrived pupils from Year 1 onwards are also assessed within their first week in school.

## **10. Enrichment**

Other activities take place in school to enrich the reading curriculum.

Amongst these the following have recently taken place:

- An annual Book Fair
- A KS1 reading club
- Reading after school clubs
- Annual book week
- World Book Day celebrations
- Library visits – Links with local libraries
- Workshops for parents

## **11. Conclusion**

The ability to read fluently, confidently and with enjoyment provides a crucial step towards achieving success

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not only at school but also in later life. Through our varied approach to the teaching of reading and regular re-assessment of our materials and methods, we aim to give Marish Academy Trust children the best possible start to secondary school and beyond.

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1.0	November 2012	Autumn 2014	
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