



Respect
For All

Ambitious
In Aspirations

Bold
In Actions

“...with God all things are possible” Matthew (19:26)

Reading Policy

Completed by:	D.Grindrod, Headteacher
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Parents who engage their children in books prepare them to become committed and enthusiastic readers: they can transform their attitudes to reading. Their children learn to focus and share the enjoyment of the story; they learn how stories start and finish and how a plot unravels and is resolved; they learn that books can transport them elsewhere. Without this, children cannot experience ‘the exquisite joys of immersion in the reading life.’ Book-related talk introduces children to language that they might not hear in ordinary conversation, especially the vocabulary of the book itself. This primes them to understand what they read later, in their leisure reading and across the curriculum.

Researchers in the United States who had looked at the impact of parents reading with their children quoted the following figures about their findings:

Here is how many words children would have heard by the time they were 5 years old:

- Never read to, 4,662 words;
- 1–2 times per week, 63,570 words;
- 3–5 times per week, 169,520 words; daily, 296,660 words;
- and five books a day, 1,483,300 words.

The only effective route to closing this gap is for children to be taught systematically to read as soon as they start school. In this way, they do not have to rely on adults. Children who become engaged in reading can make huge progress in their literacy development simply through their independent reading, whatever the nature of their early experiences.

Making sure that children become engaged with reading from the beginning is therefore one of the most important ways to make a difference to their life chances, whatever their socio-economic background. For this to happen, however, children need to learn to read as fluently as possible and be motivated to continue reading.

The national curriculum programmes of study for reading reflect the model, presented as two dimensions: 'word reading' and 'comprehension.'

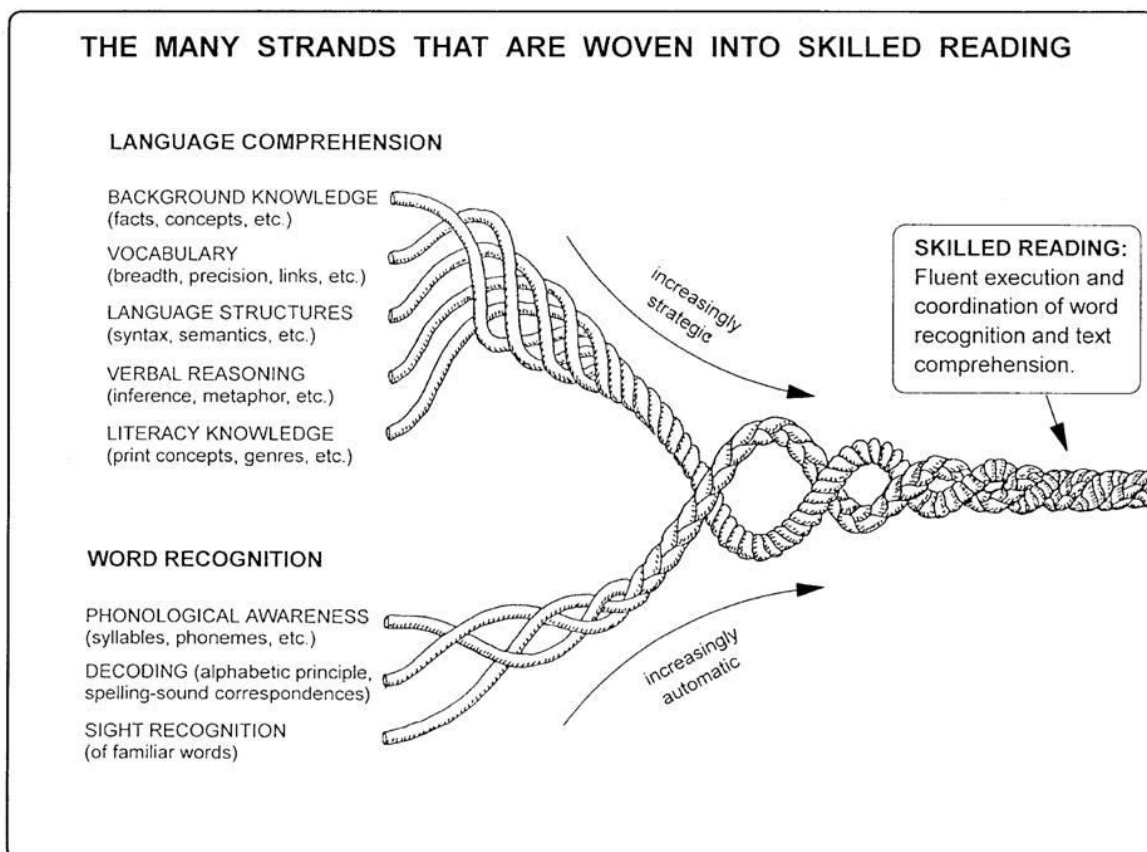
Language comprehension

Comprehension does not refer to reading itself but, rather, to the way in which we make sense of words, sentences and the wider language we hear or read. Language develops through interaction with others. Inevitably, by the time they start school, some children understand more and know more words than others because of the quantity and quality of the interactions they have already had with adults and others. Children who begin school with a poor understanding of language will need considerable support to develop their spoken language.

Decoding (word reading)

Decoding refers to:

- reading unfamiliar words (words that have not been decoded before) by saying the sounds corresponding to the letters in the words and then blending the sounds together, either aloud or silently reading familiar words accurately and silently 'at a glance.'



Most children do not develop the ability to read without direct teaching. For children who begin school with a poor understanding of language, being able to decode words is essential because their understanding of language, their vocabulary and their knowledge of the world will expand rapidly when they can read for themselves. Their

understanding of language should therefore be developed through their listening and speaking, while they are taught to decode through phonics. However, when they can read most words 'at a glance' and can decode unfamiliar words easily, they are free to think about the meaning of what they read. They can then begin to develop their understanding of language through their reading.

At St. George's C E Primary School, promoting early language is of paramount importance and the school uses the assessment tool of 'Language Link,' as well as quality teacher assessment, to identify children who may need support. Throughout school developing language and vocabulary is key and all pupils are encouraged to express themselves clearly, taking part in discussions, debates and develop their skills. This is modelled by quality fist teaching. The correct and progressive use of vocabulary is promoted through all of the curriculum as seen in the individual subject vocabulary documents.

Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Quality texts are used to 'hook' pupil's interests at the beginning of a unit. These texts will usually be cross curricular and are carefully chosen to reflect a variety of interests, cultures, varied genders for authors, contemporary texts with well-loved classics. Children can then make clear and meaningful links across the wide curriculum.

The school aims are to encourage a love of books and to inspire children to read more and learn more. We have a variety of strategies which we use to aid this:

- Whole school, cross curricula, text rich curriculum
- The texts are added to and updated with recommendations from children, staff and outside agencies.
- Teaching of reading in KS1 and when needed in KS2 is through the delivery of Read, Write Inc, this includes phonics, guided reading and short burst writing.
- We have a yearly Book Fair which has an excellent selection of quality texts and is very well supported by our parents.
- VIPERS is implemented at KS2 for guided reading to develop both word decoding and comprehension.
- We have library's in KS1 and KS2, where pupils are encouraged to choose extra texts to enjoy both at school and at home.
- There is also a buddy system in reading where the younger pupils have the opportunity to read to older pupils.
- The school has a variety of reading schemes in order to appeal to all pupils and extend their breadth of reading. Pupils are benchmarked termly which provides all with a reading age so that appropriate reading books can be chosen.
- To encourage reading at home, reading passports have been introduced where pupils can gain awards.
- In conjunctions with Read, Write Inc., phonically decodable books are also sent home at KS1.
- Reading ambassadors are in place who act as mentors for other pupils in school. In addition, they monitor book corners, texts and discuss reading with fellow pupils. They also help to develop the school library and discuss how to move reading forward.

- Reading badges to celebrate moving book bands on the scheme.

Assessment

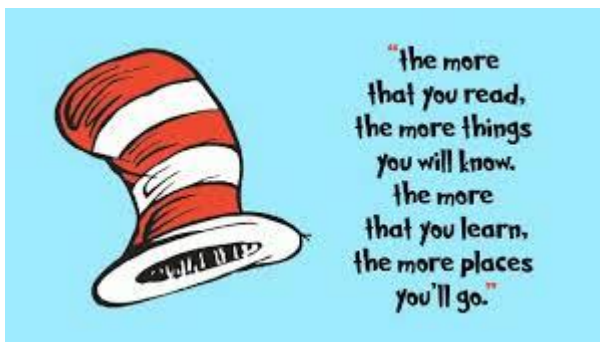
Reading is monitored closely throughout the school by teachers, teaching assistants and members of the SLT

All classes have the same reading file proforma, which records reading frequency in school and home reading. Targets are set for pupils and comments in the files are made in relation to these targets. Reading levels are monitored by SLT half termly and bands of progress calculated. In addition to formative, summative assessment assessments take place at the end of term in the form of Headstart primary tests for reading. The results are again monitored, discussed and interventions formulated for those pupils who need to receive extra support.

Other policies

School Phonics Policy

file:///G:/Policies/September%202021/Reading/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf



Dr Seuss.