



Reading at Hillside



Reading Policy

Intent

The ability to read is fundamental to children's development as independent learners. We aim to ensure that as many children as possible leave Hillside with the necessary skills to be successful at secondary school and in later life.

Implementation

In order to read across the curriculum with fluency, accuracy, understanding and enjoyment children need to orchestrate the following strategies:

- Word recognition processes, including phonic knowledge and skills
- Language comprehension processes, including grammatical understanding and contextual knowledge

The National Curriculum provides a detailed basis for implementing the statutory requirements for teaching reading.

In **Nursery & Reception** children work towards the Early Learning Goals from the EYFS Framework.

In Nursery the children begin their phonics learning using *FFT Success for All First Steps to Phonics*. This is planned to give access to the programme for all children (different sessions and days attended). The main focus of the programme is Phase One of Letters and Sounds to form a firm basis for further learning,

particularly the development of listening skills and auditory discrimination.

In Reception children continue their reading journey by learning the phonic code through a programme of systematic synthetic phonics. (See **Phonics Policy**)

This involves the class in shared reading experiences using decodable books that relate to the phonics teaching.

In both EYFS classes there is a 'book corner' which is stimulating and attractive and encourages the children to look at books independently or with peers as a 'child-led' activity, or with an adult. This is carefully resourced by the staff.

'Storytime' is a daily activity when an adult reads aloud to the class engaging the children in stories and poems for enjoyment.

Staff model the good use of reading skills when reading to the children.

Key Stage One

Year One

FFT Success for All continues into Year One. The scheme has a strong taught reading strand and children read the decodable books from the scheme.

The books are taken home for practice.

They are also able to choose a book from the library which they can share at home for enjoyment. Parents are told that the child should not be asked to read the book independently.

Teachers will read stories and poems aloud to the class in a daily timetabled slot.

Year Two

Children in Year Two who did not pass the Phonics Screening Check in Year One will continue with the *FFT Success For All*

Phonics as an intervention programme. They will retake the screening check at the end of Year Two.

The main daily reading lessons will be FFT *Routes to Reading*.

"*Routes to Reading*, supports pupils on their reading journey. On their route, they will experience texts from a range of genres and text types. Each of the 15 texts in the Year 2 series has 10 session plans, set out as Maps. These Maps will guide the teacher and the pupils through the learning, with the aim to reach the end of each text journey with reading success - meeting the intended learning objectives and goals from the Year 2 National Curriculum for Reading. Each set of Maps includes opportunities for pupils to use and refine comprehension strategies and use a bank of reading journal activities. The Maps have a 'Teach and Read' section followed by a chance to 'Apply and Review'. The programme builds on pupils' phonemic knowledge, decoding, fluency and comprehension skills from Year 1. Progression from decoding to increased fluency and comprehension will come from quality teaching, modelling, practise and application across the programme." (*FFT teacher guidance*).

Children who have successfully completed the phonics programme (and have passed the Phonics Screening Check in Year One) will be able to select their individual reading books from a wide range of levelled readers (Level 6 to 11).

They are also able to choose a book from the library which they can share at home for enjoyment. Parents are told that the child should not be asked to read the book independently.

Teachers will read stories and poems aloud to the class in a daily timetabled slot.

Key Stage Two

On entry to Year Three, teachers use evidence and professional judgement to decide whether individual children either:

- continue with the Levelled book system or

- participate in the 'Accelerated Reader' online reading programme (we usually expect children to be reading above Level 8)

Children are expected to take a 'Star Reader' test each half-term to check their progress and ensure they are reading books at the correct level. Teachers must monitor their class' AR scores and progress and act swiftly if there are concerns about any child.

Children have timetabled sessions for reading, doing AR quizzes, reading to adults.

Children who are not reading fluently and independently and require extra support to make progress with their reading will have individual and small group sessions at least weekly.

In Key Stage Two, children have three or more 'Reading Lessons' a week. These are an online resource (Public Drive- Key Stage 2 – Reading Lessons – by year group) and cover many aspects of reading skills using a rich variety of engaging texts and text types, including song lyrics. There are opportunities to extend vocabulary and comprehension. These whole-class lessons are taught by the teacher.

Each Key Stage Two class has a timetabled slot for reading a class novel. These novels have been selected to provide a variety of traditional, popular, less-well known but equally engaging books to read over a period of weeks. These 'class reading spines' are collated and held by the subject leader.

(Appendix 1)

The teacher should read the book aloud demonstrating excellent reading skills in an exciting and enjoyable way. The children should be 'left wanting more' each day.

A small display is created in each classroom to highlight the novel currently being read to encourage children to ask and answer

questions about the books, and hopefully seek out further books by the same author.

All classes

All classes have a weekly timetabled slot for visiting the school library. Children are allowed to select their own book to borrow and take home. The library has different areas for fiction and non-fiction. There are different shelves and displays of eg. picture books, novels by popular authors, Accelerated Reader resources etc.

Once a week we hold a 'Reading Assembly'. Nursery, Reception and Year One staff work together; and Years Two to Six work together.

Each teacher – plus any teaching assistants who wish to join in – chooses a book each week and displays the cover by their name on the board in the hall. Children have the week to look at which books have been chosen and on the day they go to the teacher whose story they want to hear. Children soon learn to select the book and not the teacher!

The school also has a 'Reading Rewards' scheme. Children earn points for the number of times they read at home during the week. The points accumulate into pin badges which are presented in Celebration Assembly.

Impact

Monitoring and Assessment

It is the role of the subject leader to monitor the teaching and learning of reading across the school, and provide this information to the Senior Leadership Team.

Assessment is used to inform the planning and teaching of reading. Children are assessed

- by reading aloud to an adult

- against learning objectives for reading
- by progress made in reading targets
- during guided reading sessions
- during reading lessons
- by observations made by teachers and other adults
- by phonic skills assessments including the FFT Reading Assessment Programme, Phonics Screening Check
- by individual diagnostic tests (Accelerated Reader)
- by comprehension tests
- by statutory and school tests at the end of Years 2, 3, 4, 5, 6

The progress of all children is recorded on the school's management system (Pupil Asset – Results) at the end of each term.

The subject leader will do lesson observations, and planning scrutinies to monitor the teaching and learning. The termly data is studied and progress charted.