

### The Academy at St James

### Chelwood Drive

### Bradford

### BD15 7YD

**Telephone: 01274 777095**

**Head of School: Mr Chris Tolson**

**READING POLICY**

**Reviewed and Approved by:-**

**Date of meeting:- 20/03/2020**

**Signature:- Mrs Parker and Mr C Tolson**

**Position:- English Lead and Headteacher**

**Date:-20/03/2020**

**Next review date:- 20/03/2021**

**English at The Academy at St James.**

We are passionate about delivering high quality teaching and learning of English. We are committed to helping children develop the necessary skills and knowledge that will enable them to communicate effectively and creatively with the world at large, through spoken and written language. Reading is at the heart of our curriculum, and we promote and emphasise reading for pleasure by exposing our children to a rich variety of carefully chosen literature, both in daily whole class reading sessions, our English units and our class reading books.

Each English learning journey always begins with a high quality text to encourage and enthuse children to write for different purposes. Every year group follows the National Curriculum Expectations for grammar, punctuation and spelling. Each of these strands are woven into each unit of work, to ensure that children have excellent writing outcomes.

We endeavour to provide many creative opportunities for spoken language through oracy opportunities, drama and visual literacy. We expose children a language rich environment to develop vocabulary acquisition from an early age. In Early Years and Key Stage 1, daily phonics is taught systematically using Read, Write Inc. We have found parental involvement very successful when they take an active role in helping with their child’s learning.

This policy for English lays out our approach to developing the positive attitudes and essential knowledge and skills necessary for children to become writers. This outlines how we interpret and deliver the National Curriculum programmes of study for writing and underpin our schemes of work and classroom practices.

**Aims and outcomes**

The overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

Aims

Our aims are to ensure that all pupils:

* read easily, fluently and with good understanding
* develop the habit of reading widely and often, for both pleasure and information
* acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
* appreciate our rich and varied literary heritage
* write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
* use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Outcomes

We strive to produce children who are fully literate and articulate, and are prepared for their secondary education and later life. Through engaging lessons, we aim to foster a love of English and language and an enjoyment of learning. We challenge children of all abilities and in order to make good progress in all areas of the English National Curriculum. They are encouraged to have a growth mind-set and to develop the skills of perseverance and resilience. Through English, pupils are given a chance to develop culturally, emotionally, intellectually, socially and spiritually.

**Reading**

Reading of individual words & short sentences is taught through phonics. In each class there are daily Whole Class Reading sessions where staff use a range of books to develop pupil’s individual reading and comprehension skills. These books are specially chosen to engage and inspire the children, whilst also promoting a love of reading. Children are given the opportunity to read both fiction and non-fiction texts to develop their understanding of texts.

Throughout school each child has a home reading book from their colour banded book boxes, the class teacher will regularly assess which colour book each pupil needs to suit their stage of reading. These books provide the opportunity for the children to develop their reading skill at home and engage the parents in their child’s reading journey. We encourage reading at home by tracking and rewarding the children for their dedication and commitment to their reading.

We also have a newly refurbished library, which the children and parents have access to and can regularly take books home. Our library promotes and encourages reading for pleasure and engages the wider community in our school and reading.

Reading is a skill essential for life and at The Academy at St James we want our children to leave school with a love of reading. Reading is a habit and that habit needs to be grounded in what we do at school. Children need to see adults loving books, so school staff are encouraged to share their love of reading with the children. This of course includes magazines, newspapers and online reading as well as traditional books.

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

* word reading
* comprehension (both listening and reading)

Developing positive attitudes to reading

In order to promote reading as a pleasurable activity we emphasise and promote:

* Regular reading to the class by the teacher, using engaging texts which children may not encounter for themselves
* Classroom environments which encourage and support reading choices and independent reading – including reading/ book corners and displays
* Regular library use
* The sharing of enthusiasm for books – among adults and children
* The explicit teaching of comprehension – as understanding is key to enjoyment
* Reading as a vital tool for research and finding out
* Reading as a way of discovering more about the world and ourselves
* The commitment of time to reading

Class read

Every class across the school is read to by an adult on a regular basis, fostering a love for reading through exposing the children to high quality literature. Teachers are encouraged to choose challenging texts that will uncover new vocabulary and themes, opening up discussions around the language of books.

Independent Reading

Children engage in independent, sustained reading. It provides an opportunity for pupils to read and enjoy a range of texts and to apply reading strategies. Each class has a dedicated, exciting reading area containing a range of books and text types for children to access independently.

Every class should have a range of books including:

* Poetry / plays
* Fiction – the choice of books reflects the spread of interest and reading abilities across the class, for example picture books, graphic novels, etc
* Non-fiction – as wide a range as possible, including plenty linked to the subject areas being studied
* Books from a range of cultures and in a range of languages interwoven through all collections – it may be appropriate to have some ‘focus’ boxes of books too

Books Going Home

EYFS, KS1 and KS2: Children are heard reading independently by an adult or their peers on a regular basis, changing their books when required. Children work their way through the stages according to their ability, progressing to reading literature of their choice (checked for suitability by an adult where necessary).

Teaching Reading Comprehension

At EYFS and in Year 1 much of the time allocated for reading will be properly used for teaching phonics. The teaching of comprehension will come through regular reading to the children, in both large and small groups, and the range of practical or talk/ drama based activities that are developed from this reading experience. Recording of ideas and responses to reading, sometimes using book journal formats, will usually be scribed by the teacher or other adults, although opportunities will be created for children to record their own ideas too, following teacher modelling.

Once most children have acquired good decoding skills, ideally from Year 1 but certainly from Year 2 and across Key Stage 2, the emphasis shifts to more explicit teaching of comprehension through a text based approach. We continue to read daily to the class, and use whole class, shared reading to teach skills and model comprehension strategies. Group or guided reading is used to embed strategies, support learners and to provide feedback or further challenge on children’s independent reading work. Children record their ideas largely independently, following teacher input, using a book journal.

Reading Skills

These are:

* Using prior knowledge to support understanding
* Checking books make sense to them – by learning to retrieve information and infer ideas
* Asking questions
* Skimming, scanning and reading closely
* Using strategies to locate or infer the meaning of unfamiliar words
* Visualising their understanding using mental images
* Eliminate and Replace
* Making predictions
* Summarising their understanding
* Adapting their reading style according to their purpose
* Annotating the text

Practice in these key skills and assessment/ recording formats needs to be as consistent as possible across the school. We need a common language to talk about the strategies, agreed approaches that we model to our classes, and have similar expectations as to what children can achieve. We may need to make age appropriate modifications to the way we introduce or teach a skill but should remember that the key skills are broadly similar – it is the texts which promote progression.

Whole-class guided reading

Teachers read with pupils a range of texts focusing on comprehension and specific features in relation to objectives and content domains. This is an opportunity for teachers to model the act of being a fluent reader. Teachers demonstrate to the class by ‘thinking aloud’ the skills required to be a reader. For guided reading, the text chosen should be at a level slightly higher than the majority of the class and the teacher should plan differentiated questions around the text that encourage the children to enjoy, understand, discuss and analyse the written word in a supported environment. For children working significantly below age-related expectations or have a specific SEND need, guided reading is taught in a smaller group session led by a member of our Level 3 Support Staff Team using a suitable text.

Assessment

Summative assessment of reading comprehension at Y2 and Y6 is, of course, completed using SATs comprehension papers. Teachers are asked to complete a termly assessment of children’s progress in reading comprehension, using the school’s tracking system. Where children’s progress is causing concern, we will make a half termly assessment, using our standard assessments but linking our data to the Simple View of Reading. We also complete a yearly standardised test in reading to measure improvements in reading age and identify significant gaps between reading accuracy and reading comprehension.

**Inclusion**

In planning work the teachers will aim:

* to provide breadth and balance of language activities for all children
* to provide a differentiated English curriculum to meet the needs of all the children through the continuity of experiences
* to set suitable learning challenges for individuals or small groups of children
* to respond to pupils diverse learning needs
* to liaise with the Special Needs Co-ordinator to ensure that provision is made for all children with S.E.N.
* to relate activities for S.E.N children to their individual targets and personal plans.
* to overcome potential barriers to learning and assessment for individuals and groups of pupils.
* to identify vulnerable groups who are not making expected progress, and provide appropriate support.

**SEN Provision**

Pupils identified as needing extra support in Reading will be given the appropriate help in the classroom. Providing for pupils with special educational needs should take account of each pupil’s particular learning and assessment requirements and incorporate specific approaches which will allow individuals to succeed, such as using texts at an appropriate level of difficulty and planning for additional support.

**EAL Provision**

At The Academy at St James we are a very diverse community and have pupils who do not hold English as a first language. Providing for pupils with English as an Additional Language should take account of each pupil’s ability and grasp of the English language. Teachers should both differentiate planning for these children but also allow them the time to be immersed in the language, modelling high quality talk at every opportunity.

**Monitoring and Evaluation**

This policy will be reviewed annually by the English coordinator, in consultation with the staff, and as and when elements of English are identified or prioritised within the School Development Plan.