



The Academy at
St James
Aspire, Achieve, Believe

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READING POLICY

Reviewed and Approved by:-

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Signature:- Mrs Parker and Mr C Tolson

Position:- English Lead and Headteacher

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Reading at The Academy at St James.

Reading is at the heart of our curriculum, and we promote and emphasise reading and 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.

This policy for Reading lays out our approach to developing the positive attitudes and essential knowledge and skills necessary for children to become readers.

Aims and outcomes

The overarching aim for Reading is to develop the love of literature through widespread reading for enjoyment and to develop the children's ability to read and to use appropriate reading strategies.

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
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas and are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Outcomes

We aim to make all of our pupils readers. We aim to ensure a balanced mix of approaches to reading so that our pupils achieve: the skills required, a positive attitude, confidence as well as interest and a life-long love of literature. We aim to make exciting texts accessible to pupils via stimulating classroom reading areas and inviting library areas which cater for all abilities.

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 a wide range of genres including poetry, 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 stimulating and engaging 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

1:1 Reading and Home Reading

1:1 reading provides a valuable opportunity to assess: the progression of children’s development, clarify that the child is reading a book appropriate to their stage and to develop comprehension skills.

EYFS, KS1 and KS2: Children are heard reading independently by an adult or their peers on a regular basis, changing their books when required. At The Academy at St James, we aim for all children in EYFS and KS1

to be heard reading daily. In KS2, targeted children are heard daily with commitment for every child to be read with 3x weekly. 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 and shared reading to teach skills and model comprehension strategies.

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 use 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. Where appropriate, 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 whole class 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, reading is taught in a smaller

group session led by a member of our Level 3 Support Staff Team using a suitable text. All work is recorded in a journal which is used to promote reading and showcase the quality of work being produced.

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.

Intervention

At the Academy at St James, we support our children with two key reading interventions, supported by research conducted by the EEF (Education Endowment Fund).

Reading Fluency: this intervention is designed for children secure with Phonics and blending, but unable to fluently read full sentences. It involves three weekly sessions (two with a fluency focus, and one comprehension). Adults closely model how they would read a very short piece of text, in terms of punctuation, sentences running onto a new line and how to place emphasis on key words and chunked phrases. Through choral and echo reading, the children rehearse and gain confidence in how to read more fluently.

Reciprocal Reading: this intervention is intended for children, who are fluent readers but struggle with comprehension. It involves three weekly sessions, which follow a repeating pattern of: Prediction, Clarify (vocabulary), Question and Summarise. In the early stages of participating in this intervention, adults model how to predict appropriately according to the evidence provided and how to summarise a short extract. By frequently repeating the four-stage process, children become accustomed to methods that support understanding what they are reading.

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.