

Hallaton C of E Primary School

Reading Policy 2021/22

Intent

At Hallaton CE Primary School we are committed to developing the reading skills of our students through a clear, consistent, whole school approach.

Reading is a lifelong skill vital for independent learning and is therefore given the highest priority. As a school, we work together to share the responsibility of developing our children's ability to communicate, use language and understand that words carry meaning. Success in reading has a direct impact on progress in all other areas of the Curriculum, therefore, it is crucial that, through quality teaching and learning, children develop an early love of sharing and engaging with books and enjoy developing into fluent readers.

Our aims and objectives are:

- To instil an interest in and a love of books, encouraging children to lead their own learning, become attentive listeners and independent, reflective readers.
- To promote and encourage a lifelong love of reading.
- To read with enjoyment and evaluate what they have read in order to justify personal opinions and preferences.
- Encourage care and ownership of books.
- To enable students to access, understand and begin to manage information.
- To begin to understand and discuss with others the meaning of what is read to them and what they read.
- To develop comprehension skills that enable, retrieval of information, simple understanding through observation of plot and deeper understanding of inferred meaning within the text.
- To develop reading strategies to decode and to develop key skills like accuracy, fluency, understanding and responding to a wide range of texts.
- To develop a critical appreciation of the work of authors, poets and illustrators in order to emulate these skills in their own written work.

Implementation

We believe that young people become successful readers through engagement in a wealth of sensory and literary experiences on a daily basis. A high quality learning environment is essential for effective listening and language development. We provide a literacy rich environment that supports our students both in their English lessons and activities and in their daily routines. School staff understand the importance of modelling the English language, using clear and effective communication and children are encouraged to use new vocabulary in their spoken and written work.

Phonics and Early Reading - EYFS and KS1

In EYFS and Year 1 children are taught decoding skills daily using a synthetic phonics approach. At Hallaton Primary School we follow the teaching sequence of the “Letters and Sounds” synthetic phonics scheme together with the mnemonic phrases and visual resources from “Read, Write Inc”. Whole word reading of ‘common exception words’ is incorporated into Phonics lessons in EYFS and Year 1. Children listen to a wide variety of texts read aloud by school adults and are encouraged to join in with repeated phrases, answer questions and make predictions about the stories, poems and non-fiction books that they listen to. The youngest children begin guided reading lessons by looking at and discussing pictures to develop vocabulary, make predictions and begin make inferences using visual stimuli. All children take part in weekly guided reading lessons, either in small groups or as a whole class and read individually to an adult at least once a week. In Year 2, children who are still using phonics as their main reading strategy continue to receive support with their phonics until they are secure, fluent readers.

Key Stage Two

In Key Stage 2 children continue to develop into independent readers. They select from a wide range of reading material appropriate to their age and stage of reading. Children continue to read to an adult at least once a week and reading skills are taught during guided reading lessons, whole class reading lessons both discretely and across other subjects areas and new topic or subject related, vocabulary is taught explicitly. Children are taught to understand the deeper, inferred meaning within a text. They are given opportunities to discuss the author’s use of vocabulary, descriptive writing and sentence structure to impact progress in both their reading and writing skills.

Children who are identified as not making expected or greater progress in reading will receive additional teaching sessions delivered by the Class Teacher or a Teaching Assistant. Children who are identified as needing significant input will be assessed by the school SENDCO or Specialist Dyslexia Teacher and an individual teaching programme will be implemented to accelerate progress.

COVID and the Recovery Curriculum

Class teachers will use their observational evidence, together with the assessments from the previous class teacher and summative data from NFER or SATS to identify the needs of individuals or groups of children that have gaps in their learning due to school closures. Reading lessons and activities will be planned and taught accordingly. Some children may benefit from additional individual or guided group sessions during the week and class teachers will adapt their timetables to include these sessions. Topic related reading extracts and books will be used to explicitly teach reading skills and vocabulary across other curriculum areas where necessary.

Impact

The impact of teaching and learning in Reading is measured through continuous teacher assessment and summative NFER assessments that support teacher judgements and ensure that teaching and learning is well-matched to learners' abilities.

We intend the impact of our English Reading Curriculum will ensure our pupils are academically prepared for life beyond primary school, equipping them with the skills necessary to be life-long learners.