

# Hampden Gurney C.E. Primary School

## Reading Policy

**Our vision:**

**“Ask and it will be given to you; seek and you will find; knock and the door will be opened to you.” Matthew 7: 7**

Our school vision is deeply rooted in the theology and Biblical teachings of Matthew 7:7 which speaks of the importance of prayer as a way of developing an enriched life and personal relationship with God as Father, Son and Holy Spirit.

At the heart of our school community is a commitment to prayer and worship. Our curriculum provides children with a thirst for knowledge and wisdom, a high level of challenge and a deep understanding that we are all equal and made in the image of God. Our relationships with each other, our local community and global companions leads us to want to care and serve others.

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## Rationale

At Hampden Gurney School, reading is at the heart of our curriculum. We believe that every child has the right to high quality teaching and learning opportunities that help them develop essential literacy skills which are functional, providing them with the opportunity to reach their potential whilst at school and after they leave. We are committed to developing literacy skills by uniting the important skills of reading, writing, speaking and listening through a stimulating and engaging curriculum.

We believe these areas of English are not separate entities and therefore, proficient literacy understanding is a fundamental life skill. We aim to teach children to become confident and competent readers by learning how to word read and develop comprehension skills, which children can apply across the curriculum. Children will develop a life-long love of reading for pleasure.

## Aims

- Develop fluent, confident and independent readers through a structured focus on word, sentence and text level knowledge.
- Encourage children to become enthusiastic and reflective readers by teaching them to understand and respond to a variety of texts.
- Give children the confidence to read aloud with expression and with clarity.
- Develop and extend the children's vocabulary through shared and guided reading.
- Help children to enjoy reading and recognise its value.

## Planning

The school's curriculum objectives for reading will be reflected in long term, medium term and weekly planning. In all plans, there should be careful consideration for activities which are well matched to the range of ability.

Weekly plans will list specific objectives for each lesson and give details of how the lessons are to be taught including enrichment activities for the more- able pupils and activities for those who are underachieving.

Teachers in the Foundation Stage work to the objectives set out in the Early Learning Goals which underpin their curriculum planning. Later, during the Foundation Stage year, the National Curriculum is used alongside the Early Learning Goals to ensure continuity and progression from one framework to the other. All National Curriculum Programmes of Study statements must be covered at least once in each key stage.

During the school year, teachers may include short-term themes in their planning, which promote favourite authors, popular titles or any aspect of the world of children's literature and reading for pleasure.

## Teaching and Learning

As for all areas of the curriculum, imaginative and challenging activities together with varied approaches, such as discussion, trying out ideas or working with others, are needed to engage, maintain and respond to pupils' interests.

Teaching assistants have a vital role to play. They should not be expected to take sole responsibility to support pupils with low levels of achievement (this is without question the role of the class teacher) but to observe, assess and support pupils from all ability groups.

There will be plenty of opportunities to forge strong links between plans for reading activities and those for writing, speaking and listening. In the same way that 'talk' can be used to prepare for and help improve children's writing, so too it can be used to improve children's level of understanding of a text. We actively encourage opportunities for children to talk in pairs or small groups to broaden their understanding of the text.

In the Foundation Stage, children should be given opportunities to become immersed in an environment rich in print and possibilities for communication. They use communication, language and literacy in every part of the curriculum, and they are given opportunities to speak and listen and represent ideas in their activities.

Reading stories from big books enables the children to see how books and stories work. Systematic synthetic phonics (Read Write Inc.) and knowledge of high frequency words, taught on a daily basis, are key features of the best practice which should lead to success in reading decodable texts from an early age (see Phonics Policy).

### KS1

In Key Stage One, we aim to continue the learning from FS so that children begin to read a range of texts independently and with enthusiasm. Guided Reading through Whole Class Reading represents an important means to improve the knowledge, skills and understanding of reading. This will be taught three times a week with its own slot reflected on the timetable.

### KS2

In Key Stage Two, children should read a range of texts and respond to different 'layers' of meaning, both literal and inferential. They should explore the use of language in a variety of texts. Children in KS2 will continue to develop and craft their reading skills through Whole Class Reading, again taught three times per week and also reflected on their timetable. Teachers should guide children through the Reading Strands and these are displayed clearly in every class.

Children in Foundation Stage and Year 1 will be taught phonic skills through Read Write Inc. Hampden Gurney's aim is to ensure all children have completed Read Write Inc by the end of Year 1 with interventions in place for any children who do not make it. Hampden Gurney have also bought into Read Write Inc, Fresh Start for children in Year 4 and beyond who struggle with phonics.

The school will ensure the children have a choice of both fiction and nonfiction texts, reflecting different cultures and gender choices. There will also be books relevant to the topic/theme being studied each term. Teaching strategies aim to enhance children's motivation and involvement in reading and to develop their skills through the following:

- Reading with other children
- Reading with an adult
- Shared Reading
- Whole Class reading (see below)
- Reading aloud (child and adult)
- Independent reading
- Questioning
- Building phonic skills
- Comprehension Activities
- Tasks related to the text

### **Whole-Class Reading**

The children's taught reading sessions will be through whole-class sessions. These sessions allow all children (regardless of their personal word recognition and phonics skills) to access, experience and discuss high-quality texts therefore preventing them from being held back by the mechanical skills of reading. Should specific needs arise, teachers can plan for guided-group sessions, which enable the teacher to focus on key skills they know a specific group of children need.

We teach whole-class sessions three times a week to:

- Support children to make progress in reading
- Motivate children to read and discuss texts, in pairs or small groups with a teacher/teaching assistant
- Encourage other children to work independently of the teacher and the teaching assistant
- Provide effective differentiation, including challenge for the more-able children
- Demonstrate how children can read, enjoy and analyse a range of texts.

Whole-class sessions will follow these guidelines:

- Where possible, the texts taught and explored should be linked to either the English text-type being taught in English lessons or the overall topic content. If possible, the text will link

to both but the quality of the text the children are exposed to is more important than making tenuous links or using an inappropriate text.

- The objectives will be taken from the National Curriculum and EYFS curriculum with an emphasis on the reading domains. Teachers will use ongoing assessment to aid their planning.
- In EYFS and KS1, links will be made between phonics/spellings and reading to strengthen the children's understanding. In KS2, this will happen when necessary for those children who still need these links to be made explicit.
- The reading planning will cover a cycle (usually of at least two weeks) where the children will be able to get to know and properly explore a text extract. They may also look at links between different texts. They will be taught a mixture of skills and comprehension strategies that reflect what they need.
- All reading work will be marked in line with the school's marking policy.

#### **Links with other areas of the curriculum**

There will be additional time outside of the English Lesson to develop reading skills across different areas of the curriculum. The teaching of reading develops skills through which our children can give critical responses to the questions they meet in their learning for Science, Geography, History, PSHE & other subject areas. Their understanding and appreciation of a range of texts should bring them into contact with their own literary heritage and texts from other cultures. The organisation of lessons will allow children to work together and provide them with an opportunity to discuss their ideas.

#### **ICT Provision**

The use of ICT will be incorporated into the teaching of reading for specific reading skills and activities, accommodating all ability levels. When planning reading related activities, teachers will consider the available digital resources in school.

The extensive use of ICT will involve children in reading a range of text types for a number of purposes. Graded texts and other materials are available for all children who experience difficulty in reading activities.

Reading Theory is an example of one of our resources which involves children using computers to assess their progress in reading a collection of graded books.

#### **Role of the Class Teacher**

It is the responsibility of the class teacher to:

- Monitor the implementation and effectiveness of whole-class reading
- Review assessment data to track progress in all classes

- Audit and organise reading resources within the key stage to ensure we have the best materials available to teach children to read
- Plan and oversee training and support for teaching assistants as necessary
- Keep up to date with current good practice and pass on information to colleagues
- Ensure that the school’s long-term objectives translate to medium and short term plans

**Equal Opportunities**

We will ensure all children have equal access to the curriculum, regardless of gender, race or ability. Children with specific reading, speech and hearing difficulties will be identified and supported through intervention programmes in school. The books which our children read will be chosen carefully so that issues related to equal opportunities are handled sensitively. The interests of individual children will be taken into consideration when reading activities and materials are selected. We will ensure that the books and literature available to children represent as wide a range of cultures as possible.

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