

MERTON BANK PRIMARY SCHOOL

Never less than our best



Reading Policy

INTENT:

At Merton Bank Primary School, we recognise the importance of reading in unlocking a wealth of knowledge and understanding of the world for pupils through building upon what they already know. Our broad and balanced reading curriculum is inspired by our recognition that 'through reading, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually.' (The National Curriculum for England 2014) We plan reading experiences to inspire our pupils and ignite their imagination, embedding skills which underpin writing and all other aspects of the wider curriculum. All school staff act as reading role-models by discussing their own reading preferences and experiences of reading for pleasure, thus promoting a love of reading and encouraging pupils to read a wide range of fiction and non-fiction texts. An inspiring library area is utilised by all classes across school and pupils are given daily opportunities to read for pleasure (including opportunities to discuss what they have read and recommend books and authors to peers). Reading is prioritised within the school timetable and each class has its own mini library, which are supplemented by our main school library and loans from the local authority library service, which supply a range of high quality fiction and non-fiction books to each class every half term. This breadth of reading experiences enables all children to become reflective and enthusiastic readers who enjoy the challenges posed by our reading curriculum.

IMPLEMENTATION:

Within Merton Bank we employ various strategies to develop children's confidence and skills as readers. Pupils enjoy high-quality whole texts (both fiction and non-fiction) through English lessons and the wider curriculum. They are taught to read fluently and understand a wide range of texts through a range of strategies:

- Every child in school reads 1:1 with an adult twice weekly. Those identified as failing to make good progress in reading will become 'target readers'. They will be provided further opportunities to narrow the gap in learning. Children accessing RWI and failing to make the expected progress, will receive 1-1 tutoring by a trained member of staff.
- Read Write Inc phonics group sessions take place four times per week for pupils in the Foundation Stage and Key Stage 1. A 5th session is delivered in year groups to revise and teach additional sounds as needed.
- Read Write Inc phonics sessions take place four times per week for target pupils in Key Stage 2
- Exposure to a wide range of quality literature in the school library, class libraries and via the local library service
- Planned opportunities for independent, paired and shared reading
- Three- four times weekly guided reading sessions which focus on specific reading skills (Assessment Focuses)
- Regular written comprehension activities (Y2 to Y6)
- All children are given opportunity to read for pleasure
- All classes have daily story time, Reception and Year 1 also have daily song and rhyme time
- All classes have 'reading for pleasure' texts, as well as focus texts that underpin reading and writing lessons
- Oral rehearsal of comprehension responses in R-Y2 with some written activities
- Links made between reading and writing activities and the wider curriculum
- The use of ICT to enhance reading experiences, via the 'Reading Theory programme for pupils in Y5 and Y6
- The offer of library clubs and drop in library

Early reading:

RWInc group phonics lessons take place for forty five minutes per day, four days per week and provide targeted phonics learning in small groups of up to 10 children with a trained RWInc group leader. Children are grouped based upon the phonemes (sounds) that they recognise and how fluently they can read a text. A 5th session is delivered in year groups to revise and teach additional sounds as needed. Children are re-assessed and re-grouped by the reading leader at the end of every half term.

In these sessions, children are taught all of the phonemes in the English language and how to write them down. These sounds are taught in a particular order:

Set one: m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk

Set two: ay (play), ee (see), igh (high), ow (blow), oo (zoo), oo (book), ar (car), or (door), air (fair), ir (stir), ou (shout), oy (boy)

Set three: a-e (same), ea (team), i-e (smile), o-e (home), u-e (huge), oi (spoil), aw (yawn), ur (nurse), er (letter), ow (cow), ai (snail), oa (goat), ew (stew), ire (fire), ear (hear), are (care), ure (sure), tion (attention), tious/cious (scrumptious/delicious), e (he/we/be)

Children are also taught to be able to blend sounds together in the order they are written until they are able to say the word written.

Alongside this, children are taught to segment by saying a word and then breaking it into the sounds that make it up in order to enable spelling.

Before entering our RWInc Programme, our EYFS children share quality adult led texts and child led books as an introduction to story time and word reading. Our EYFS children then begin our RWInc programme and continue to progress through the programme until they are fluent readers and complete the programme.

Homework

Homework is set on a regular basis to support the English curriculum. All pupils are expected to read regularly, Key Stage 1 and 2 pupils are expected to learn weekly spellings (National Curriculum 2014). All children take a book home to read, our children use the Oxford Reading Tree scheme as their home reading books. Children accessing our RWInc programme, take home two phonetically matched books per week. Both texts are directly linked to the sounds children have learned in their RWInc group each week. Children in KS2 have the opportunity to supplement their reading with a choice of wider reading texts in our library.

As the children move through the levelled “book bands” and become skilled and fluent readers they are able to select their own reading materials with guidance from their teacher. All children in school are expected to read at home a minimum of three times per week and teaching staff monitor and record how frequently children are completing and changing home school books. All children have a reading diary, which provides an opportunity for parents to comment on reading experiences with their child, and in KS2, provides children an opportunity to reflect on what they have read.

IMPACT:

Teachers assess each child through listening to children read individually and discussing the text with the child or asking meaningful questions about the text. This gives teachers a chance to monitor the suitability and challenge of the texts that children are selecting and engaging with. Formal guided reading is introduced in Year 1 and continues through to Year 6. During a guided reading session, children's progress is recorded using a comprehension based activity on their shared text. Teaching Assistants perform an important role in supporting the teaching assessment of guided reading and related activities, with guided reading/reading activity sessions planned into their respective timetables. Weekly assessment informs future planning. Pupils' progress against specific reading success criteria is tracked using our internal tracking system and reviewed termly with SLT.

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Date: September 2022

Review Date: September 2023