



Policy for Reading

This document is a statement of the aims, principles and strategies for the teaching and learning of reading at Daven School. This policy was reviewed during the Spring of 2021 through a process of consultation with teaching staff and approved by the governing body.

Vision Statement: *At Daven, we actively promote a love of reading. Our objective is to ensure that all children are able to read confidently, fluently, accurately and with understanding. All children will develop an interest in words and their meanings and to gain an appreciation of books from a variety of genres. Our learning is holistically planned around quality texts. We ensure all children read and enjoy looking at a variety of fiction and non-fiction books. We encourage children to become inquisitive readers, imaginative writers and articulate speakers.*

1. The nature of reading

Reading is a multi-strategy approach to understanding the written word. It is not simply the decoding of black marks on the page but involves the ability to integrate meaning, structure and visual cues in order to read with fluency, phrasing and understanding. Competence in reading is the key to independent learning and therefore the teaching of reading should be given a high priority by all staff. Success in reading has a direct effect on progress in all areas of the curriculum and is crucial in developing children's self esteem, confidence and motivation.

2. Aims and Objectives

As a school we aim to:

- Provide a rich and stimulating reading environment.
- Enable children to read with understanding, phrasing, fluency, accuracy, confidence and enjoyment.
- Foster an enthusiasm for, and love of, reading for pleasure.

Our objectives are to enable all children to:

- Learn to read following the guidelines and objectives of the Early Learning Goals and 2016 curriculum.
- Read for interest, information and enjoyment.
- Read a range of texts including fiction, non-fiction, playscripts and poetry appropriate to their ability, both in book format and on-screen texts.
- Read regularly at school and at home.
- Talk confidently and enquire about their reading.
- Be able to orchestrate a full range of reading cues (phonic, graphic, syntactic, contextual) to read and be able to correct their own mistakes.
- Develop confidence in their ability to select reading material independently from within an appropriate range.
- Understand and comprehend from a text.

3. Teaching Reading in EYFS and KS1

Our pupils learning to read effectively and quickly using Read Write Inc, a systematic, synthetic phonics based programme.

During phonics lessons children:

- Decode letter-sound correspondences quickly and effortlessly, using their phonic knowledge and skills
- Read common exception words on sight
- Understand what they read
- Read aloud with fluency and expression
- Write confidently, with a strong focus on spelling, letter formation and punctuation
- Spell quickly and easily by segmenting the sounds in words (using Fred Fingers)
- Acquire good handwriting

In addition, we teach pupils to work effectively with a partner to explain and consolidate what they are learning. We group pupils homogeneously, according to their progress in reading.

Shared Reading

Once children are confident with recognising, blending and reading Set 1 sounds, they begin shared reading. During shared reading, children learn to:

- Practice with, and support, a partner
- Quickly recognise sounds
- Read common exception words (and identify which part of the word is tricky)
- Decode new story vocabulary
- Read accurately and fluently
- Locate information in the text
- Make basic inferences based on what they have read
- Comprehend what they have read
- Articulate their thoughts and ideas
- Communicate what they know and understand

Year 2

Children in Year 2 continue to progress through the Read Write Inc. programme and access the programme, and when ready and have been assessed, will access the Accelerated Reader programme used in Key Stage 2. Year 2 complete additional Spelling, Punctuation and Grammar lessons and will partake in comprehension activities in preparation for SATs. Once the Read Write Inc programme is completed, Year 2 will look into the alternative spelling rules, linking to their grammar and punctuation lessons.

4. Teaching Reading in Key Stage 2

In Key Stage 2, children access daily Guided Reading lessons which use the Literacy Counts Steps to Read scheme of work. This scheme allows children to:

- Analyse vocabulary
- Create discussions by exploring and responding
- Connect their knowledge
- Make references from the texts
- Find evidence to support a point
- Skim and scan a text
- Comprehend

Accelerated Reader

Renaissance Accelerated Reader is a reading program that helps teachers support and monitor children's reading practice. A child picks a book at their own level and reads it at their own pace. When finished, children will take a short online quiz to measure how much of the book they understood. In order to distinguish this reading level, children will take a Star Reading Test. This is an online test used to measure the child's reading by providing multiple-choice questions. The test should take around 20 minutes but some children may take longer. Accelerated Reader includes over 30,000 books which can be found in the

school's library, as well as public libraries, books shops or their children's own books at home. Each book is assigned a particular number of points dependent on the difficulty of the book, this will contribute towards the children's progress and their points score. Staff will have their own log in and will be able to access many different reports to monitor children's progress.

To meet the requirements of Accelerated Reader, KS2 classes need to give children opportunity to read independently for between 20-30 minutes each day in addition to the guided reading lessons.

5. Resources

Group reading texts at all levels are in sets, stored centrally throughout the school.

Accelerated Reader Star Tests and quizzes can be found on the school's AR website:

ukhosted70.renlearn.co.uk/2233844. Each teacher and student will have their own login.

Books with AR quizzes are stored centrally on bookshelves in the corridor.

Cheshire's Education Library Service can provide project boxes, books on a theme, group reading books and big books for modelled and shared reading.

6. Assessment

All summative assessments are recorded on Insight Tracking.

Assessment in EYFS and Year 1

Children are assessed every 6 weeks by the Reading Leader and re-grouped according to this outcome. Reading groups are fluid to ensure all children are appropriately supported and challenged.

In Year 1, summative assessment is carried out in the Spring Term using NFER testing materials. Class teachers and teaching assistants will also benchmark children every half term by listening to the child read and asking the child comprehension questions in order to assess them.

In addition, if children in Year 1 reach gold when they are benchmarked, they will access the Accelerated Reader programme and resources.

Children are assessed using RWI phonics assessment three times a year. We also assess the children using materials from previous Phonics Screening Checks.

The Reading Leader will identify the lowest 20% of children in EYFS through to Year 2 to receive daily 1:1 tuition tailored to their individual needs.

Assessment in Year 2

Children are grouped by ability into shared reading groups. Assessment is ongoing and formative. Children are assessed every 6 weeks by the Reading Leader. Children also complete NFER reading assessments every term and those who are accessing Accelerated Reader will take a Star Reading test every half term. Year 2 will take their SATs Reading Paper in the Summer Term.

Assessment in Key Stage 2

Children are assessed using the summative assessment of NFER every term. The data from these assessments are standardised. In Year 6, pupils will also sit their SATs paper in the Summer Term.

Children are assessed in Accelerated Reader every half term to ensure they are making sufficient progress and are meeting age expectations. This assessment will inform the class teacher on additional interventions that must be accessed by pupils. Children will also complete a reading quiz for every book that they read which will give them a score based on their comprehension.

For those in Key Stage 2 who are still needing support with their phonics or who did not pass their Phonics Screening Check, teaching assistants who are trained in phonics and can access RWI in resources to help intervene with these children, supporting them on making progress in their Reading and Writing.

7. Strategies for Ensuring Progress and Continuity

Long term, medium term and short term planning show progress in knowledge, skills and understanding and ensures the continuity of and development of a range of text types.

Children's reading development will be evaluated on an ongoing basis by the teacher/teaching assistant and/or child, which ultimately informs the planning of reading tasks or further intervention.

The Headteacher/Reading subject leader will monitor and evaluate the teaching and learning of reading on a regular basis across school which will be informed by summative assessments. Assessment for Learning takes place in every lesson through observations and marking. Both members of staff will also conduct regular book scrutinies to ensure high expectations, clear differentiation and sufficient progress.