



Kessingland Church of England Primary Academy

Reading Policy

At Kessingland Primary Academy we believe that reading is a valuable and rewarding experience and that the importance of laying a firm foundation in this crucial area will allow children to access all areas of the curriculum successfully.

Aims:

- To develop a love of books and reading.
- To develop understanding and application of phonics and spelling patterns and use this to decode words with accuracy.
- To develop reading strategies and skills: fluency, accuracy, understanding and response to different texts.
- To read and enjoy a variety of texts from a variety of sources: library, class book corners, ICT.
- To create a strong, embedded reading culture through a rich language environment within classrooms and the wider school environment.
- To deliver a structured and consistent whole school approach to reading.
- To recognise the value of parents / carers as essential components in supporting and developing children's reading skills and love of reading.
- To rigorously monitor and assess children's progress in reading and identify those who require extra support and intervene at an early stage.

Guidelines

There is a whole school approach to the teaching of reading. A wide range of reading strategies will be taught throughout all classes that reflect the requirements of the National Curriculum and EYFS Development Matters programme.

The Teaching of Phonics

EYFS and KS1 will be taught phonic skills through the use of the Read, Write, Inc phonics programme.

Reception and Key Stage 1

Reception children begin to learn the first 43 phonic sounds from the 'Read, Write, Inc' phonics programme when they enter Reception Class. This is taught at a rapid pace: children are introduced to 1 phoneme per day throughout the year. The teaching of this is multi-sensory and active using the wider school environment such as the Early Years outdoor area to ensure purposeful learning is taking place. Letter sounds are sent home as they are introduced in class to consolidate learning and to keep parents/carers up to date on the progress being made in school.

Tricky words known as 'red words' are introduced gradually through Read, Write Inc. sessions. Reception High Frequency Words are sent home and some 'red words' are included.

Children are continually assessed during and at the end of this period and if secure move onto set 2 and 3 sounds as appropriate. Intervention activities will be in place for those children who are not secure with the set 1 sounds to target any gaps in phonic knowledge so far.

Children will continue to follow the programme into Year 1. This will be a focused, daily session. In Year 1 the teaching and learning will focus on building on the skills learnt in the Early Years Foundation Stage and continual formative assessment will help target any gaps in phonic knowledge. This will be addressed in class through intervention programmes and supported individual or group work.

The children in Key stage 1 will follow the BIG CAT reading scheme. They will take a reading book home each week from the appropriate level.

In Year 2 the children have a daily 'letters and sounds' phonics session tailored to the needs of focus groups.

Key Stage 2

In Key stage 2, the children have a home reading book which they can choose themselves from a selection within their own reading level. These are brought into school daily and a reading record is sent home. Once children are deemed 'free readers' they can choose reading books from the classroom book corner or school library.

Reading Activities

Reading at Kessingland Primary Academy is taught and celebrated in a range of ways Throughout the school, all classes will be involved in focused reading activities at a set time each day. Throughout the week every child will experience a range of the following activities:

Reception and Key Stage 1

- Shared Reading, using a big book or text on the interactive whiteboard, with small groups or the whole class;
- Guided Reading of the same text in small groups, including teaching a range of reading strategies and comprehension;
- Daily and frequent readers on a 1:1 basis, for all children;
- Daily phonics lessons
- Phonics intervention groups lead by the LSA in each class where needed
- English lessons planned around high-quality children's fiction;
- Reading of texts linked to topic work;

- Story time in which the class teacher or LSA reads to the class;
- Library visits, including the school library and local library;
- World Book Day involving a range of book related activities.

Key Stage 2

- Shared Reading, including use of the interactive whiteboard;
- Guided Reading of the same text, in small groups for focus groups;
- Weekly comprehension activities linked to the literacy theme/topic;
- Daily and frequent readers on a 1:1 basis, for those children who need to 'catch-up' with their peers;
- Regular word level, spellings and phonics work, as a whole class or in small groups for those who need it;
- Reading intervention groups (including Catch-up Literacy);
- English lessons planned around high-quality children's fiction;
- Reading of texts linked to topic work;
- Reading for pleasure opportunities;
- Other comprehension activities;
- Story time in which the class teacher or LSA reads to the class;
- World Book Day involving a range of book related activities.

Role of Parents and Carers

Parents and carers are strongly encouraged to be actively involved in their children's reading at all ages, by listening to them read, reading to their children, and by promoting a home environment in which books are valued. They are encouraged to write in their child's reading record when they have heard them read, to support the communication between home and school. Various reading incentive schemes are also planned to raise the profile of reading at home, and children and families are encouraged to take part in the local library Summer Reading Challenge every year, starting and finishing with visits from the local librarian.

Assessment and Record Keeping

- Individual sheets to record progress and achievements;
- Home reading recorded;
- Teacher record of 1:1 readers;
- KS1 (and less able KS2 pupils) termly phonics tracking assessment;
- Reading tracking sheets using the colour-coded book bands;
- Reading record books, in which parents and staff note children's daily reading;
- SATs Reading Test at the end of Key Stage One (Y2) and end of Key Stage Two (Y6), as well as optional SATs in Years 3 – 5;
- Guided reading record sheets for focus groups;
- Pupil Asset achievement ticks half-termly.