



Reading Policy

Lidget Green Primary School

Intent-

Reading is essential to attainment and success across all subjects. At Lidget Green Primary School, we aim to teach every pupil to read well, for meaning and for pleasure. We know that the ability to read is fundamental to pupils' development as independent learners, during their time at school and beyond. It is central to our ability to understand, interpret and communicate with each other and the world around us. Therefore, reading is given high priority at our school, enabling children to become enthusiastic, independent and reflective readers across a wide range and types of literature, including different text types and genres, books, posters, magazines, signs, comics and newspapers.

Our Aims-

- Ensuring all pupils make progress in their reading skills including decoding, accuracy, fluency, understanding and response to texts.
- Ensuring children are aware of their own progress and development as a reader, by placing a degree of responsibility on themselves as individuals, to aspire to be the best reader they can be.
- Ensuring children are able to read and enjoy a variety of different texts e.g. fiction, non-fiction, play scripts, poetry, reports and understand their purpose.
- Creating a positive reading culture where children enjoy reading, want to read regularly and discuss their reading.
- Encouraging reading outside the classroom through forging strong links with home, through parental meetings, coaching sessions for parents, and regular reading in school with a variety of adults.
- Developing the reading experience for our children through a wide variety of high-quality texts including the use of class sets of books, well stocked bookshelves in classrooms, libraries, online reading programmes such as Reading Eggs and Reading Plus.
- Teaching children to apply the skills they learn in reading across the curriculum, through our well developed, enriched curriculum, utilising every possible opportunity to reinforce and practice the skill and pleasure of reading.

Teaching

Children will be taught how to read following the 'Essential Letters and Sounds' Phonics Programme and in line with our school phonics policy.

The foundation of the reading curriculum will be based on year group expectations of the National Curriculum and EYFS framework. Reading will be built into English lessons, across the curriculum and is taught discretely through specific guided reading sessions. Lessons will be tailored to ensure all children can access the learning activities and are challenged by them. Staff will ensure appropriate differentiation where necessary and carry out extra interventions to support learning.

Reading within class will be seen across all subject areas and include a wide variety of materials. Our topics to support reading are based on and around high-quality texts and

encouraged throughout the year through events such as author visits; authors of the term; library visits; reading week and whole school book week focus.

Guided Reading-

Guided Reading take place in addition to English lessons throughout the school. Children will be given activities appropriate to their level. These activities may include activities relating to texts already read or preparation for new texts to be studied.

The key skills which children will develop are:

- Literal skills (answers can be directly lifted from the text)
- Deductive skills (the text does not directly give the answer but we can work things out from the information given)
- Inferential skills (the text does not directly tell us the answer but we can work things out by considering the hints and clues in the text in light of our own knowledge and experiences)
- Evaluative skills (giving personal opinions, often about whole texts, author in creating mood, character etc...)

Home and School Partnership-

Parents/ Carers are encouraged to listen to their child read at home. Each child from Nursery to Year 6 take a reading book home every day, the book will be in line with the child's reading ability. Parents are asked to comment/sign their children's reading record book every time their child reads at home, opening a dialogue between teachers and parents. Children will also have the opportunity to visit our school library where they choose a library book to take home to read for pleasure.

Raving Reader Rewards-

To encourage reading at home and to encourage reading more frequently, children receive a tick for every day they read during the week, including Saturday, Sunday, and every day during the holidays. Children can redeem the ticks they have earned on their class-based Raving Reader board for prizes.

Please refer to the list of awards below.

Number of times read	Prize
25	Certificate
50	Reading Reward Badge
75	Bookmark
100	Book for Whole Class
200	Book for Child to Take home
Golden Reader 300	Waterstones Voucher

Monitoring-

The reading leader will ensure all teachers have familiarised themselves with the Reading Policy. In order to monitor students' development, the reading leader will also analyse and monitor class and year group assessment data. The reading lead will collaborate with the

English lead to oversee, supervise, and provide ongoing feedback on the teaching of reading. This will involve conducting learning walks, lesson observations, student interviews, and book monitoring throughout the year.

Assessment-

Staff will assess children formatively throughout the year through 1:1 reading, whole class/shared reading and Guided Reading sessions. Both formative and summative testing will be used to determine an accurate picture of a child's attainment. At regular intervals during the school year, teachers will record children's progress against age-appropriate descriptions on Target Tracker, allowing for the setting of targets and monitoring for progress.

Approved by SLT

Date: January 2023

Signed: Mrs Moran