Mickley Village Primary and Nursery School policy document



**MICKLEY VILLAGE PRIMARY & NURSERY SCHOOL**

School Reading Policy

Last updated: 11th June 2021

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# Statement of intent

**Mickley Village Primary and Nursery School** understands the importance of reading in the process of developing pupils into independent learners.

Reading is central to our ability to understand, interpret and communicate with one another. Furthermore, pupils who read on a regular basis, in school and at home, have a higher chance of fulfilling their potential.

The aims of this policy are:

* To instil a passion for reading in pupils, which they will carry on into subsequent education and their later life.
* To set out the school’s intentions and approach to reading, in order to enrich and support the curriculum.

# Background

* 1. This policy has due regard to statutory framework including, but not limited to, the following:
* DfE (2013) ‘English programmes of study: key stages 1 ’  
  1. This policy should be used in conjunction with the following school policies:
* **Complaints Procedures Policy**
* **Equal Opportunities Policy**
* **Anti-Bullying Policy**

# Key roles and responsibilities

* 1. The **headteacher** is responsible for:
* The day-to-day implementation and management of the Primary Reading Policy, in collaboration with the **teachers and teaching assistants**.
* Handling complaints regarding this policy, ensuring that the procedure outlined in the school’s **Complaints Procedures Policy** is followed.

# National curriculum

* 1. Word reading Year 1; pupils will be taught to:
* Apply phonic knowledge and skills to decode words.
* Respond speedily with the correct sound to graphemes (letters or groups of letters) for all phonemes (40+), including, where applicable, alternative sounds for graphemes.
* Read accurately by blending sounds in unfamiliar words containing grapheme-phoneme correspondences (GPCs) that have been taught.
* Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
* Read words containing taught GPCs and -s, -es, -ing, -ed, -er, and -est endings.
* Read other words of more than one syllable that contain taught GPCs.
* Read words with contractions, e.g. I’m, I’ll, we’ll, and understand that the apostrophe represents the omitted letter/s.
* Accurately read books aloud that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
* Re-read these books to build up their fluency and confidence in reading.
  1. Comprehension in Year 1; pupils will be taught to:
* Develop pleasure in reading, motivation to read, vocabulary and understanding by:
  + Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond which they can read independently at.
  + Being encouraged to link what they read or hear to their own experiences.
  + Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
  + Recognising and joining in with predictable phrases.
  + Learning to appreciate rhymes and poems, and to recite some by heart.
  + Discussing word meanings, linking new meanings to those already known.
* Understand the books they can already read accurately and fluently, and those they listen to by:
  + Drawing on what they already know or on background information and vocabulary provided by the teacher.
  + Checking that the text makes sense to them as they read, and correct inaccurate reading.
  + Discussing the significance of the title and events.
  + Making inferences on the basis of what is being said and done.
  + Predicting what might happen on the basis of what has been read so far.
* Participate in discussion about what is read to them, taking turns and listening to what others say.
* Explain clearly their understanding of what is read to them.
  1. Word reading in Year 2; pupils will be taught to:
* Continue to apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent.
* Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
* Accurately read words of two or more syllables that contain the graphemes taught so far.
* Read words containing common suffixes.
* Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
* Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
* Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
* Re-read these books to build up their fluency and confidence in word reading.
  1. Comprehension in Year 2; pupils will be taught to:
* Develop pleasure in reading, motivation to read, vocabulary and understanding by:
  + Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.
  + Discussing the sequence of events in books and how items of information are related.
  + Becoming increasingly familiar with and retelling a wide range of stories, fairy stories and traditional tales.
  + Being introduced to non-fiction books that are structured in different ways.
  + Recognising simple recurring literary language in stories and poetry.
  + Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.
  + Discussing their favourite words and phrases.
  + Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
* Understand the books that they can already read accurately and fluently, and those that they listen to by:
  + Drawing on what they already know or on background information and vocabulary provided by the teacher.
  + Checking that the text makes sense to them as they read, and correcting inaccurate reading.
  + Making inferences on the basis of what is being said and done.
  + Answering and asking questions.
  + Predicting what might happen on the basis of what has been read so far.
* Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.
* Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

# Key stages

* 1. **Whole school**
* The school will observe national events, such as World Book Day and Children’s Book Week, in order to help instil a passion in reading.
* Extra activities linked to reading, such as school trips and talks from guest speakers, will be organised sporadically throughout the academic year.
* All pupils will have access to books from the school library. Pupils will also be encouraged to join their local public libraries and become enthused by reading.
* Staff should provide opportunities for all pupils to show they are developing an understanding of words, sentences, grammar and information they are using.
* All staff should be aware of the specific requirements of their key stage and should prepare pupils where necessary. This could mean, for example, producing a glossary of specific terms used in a particular examination, topic or textbook.
* Pupils will, in groups or as a whole class, read texts linked to their topic work.
  1. **EYFS and KS1**
* Pupils will take part in group reading, e.g. **whole class**, using a big book or an interactive whiteboard
* One-to-one reading sessions with the pupils’ classroom teacher are held at least **twice per week**.
* Pupils will participate in story time with their teacher at least **twice per week (Daily in EYFS)**.
* Pupils will be expected to take appropriate books home to read with their parents

# Parents and reading at home

* 1. **Mickley Village Primary and Nursery School** believes that parental involvement and encouragement can play a crucial part in pupils’ reading development and we promote a home-school reading partnership by:
* Communicating with parents and sharing information with them through parent meetings, newsletters and diaries. Giving pupils a book to read at home each day to further the skills they have learned during guided reading.
* Encouraging parents to make notes in the pupils’ diaries about reading progress made at home.
  1. Pupils are encouraged to read at home through the following methods:
* After school meetings with parents
* Leaflets with ideas
* Book swaps
* Notifications for parents informing them of their child’s progress

# Equal opportunities

* 1. **Mickley Village Primary and Nursery School** actively encourages all pupils to read books that are suitable for their reading ability, and this is reflected in the reading materials which it uses. The school is committed to guaranteeing that nobody is victimised or discriminated against on the basis of the following:
* Ethnicity
* National origin
* Culture
* Religion/beliefs
* Gender
* Disability
* Sexual orientation
  1. Any instance of discrimination, harassment or bullying is dealt with promptly, in-keeping with the school’s **Equal Opportunities Policy** and **Anti-Bullying Policy**.
  2. Pupils with special educational needs and disabilities (SEND) will receive additional support from teaching assistant to enable them to develop a passion for reading.
  3. The special educational needs coordinator (SENCO) will make reading for pleasure part of the individual learning plans for pupils with SEND where appropriate.
  4. Academically more able pupils are provided with reading materials suited to their abilities, in order to challenge them and keep them interested in reading.

# Reading area

* 1. Each classroom has a reading area where children can share books. The school has a central library where books are stored.
  2. Key stage 1 children visit the library each half term to choose their books for the class library.
  3. **Assessment and record keeping**
  4. Teachers will record progress on the record sheet kept in pupils’ guided reading folders.
  5. Once the sheet is completed, it will provide assessment information for each pupil in relation to their targets.
  6. Once a target has been reached, and the progress recorded, a new target will be set out on a new record sheet.

# Teaching and learning

* 1. **Mickley Village Primary and Nursery School** follows the **six phases of the ‘Letters and sounds’ framework** for teaching pupils how to read. Teachers will adapt their planning in order to meet the needs of the pupils in their group.
  2. **In Reception, pupils are introduced to phases two, three and four of the letters and sounds framework (having already learned phases one and two at nursery). During this period pupils are taught to decode words and to use sound knowledge to read and write words and sentences. Teachers will focus on real and ‘alien’ words to help pupils blend and segment words; the pupils will also be taught to read and write these words.**
  3. **Pupils will finish phase four and move onto phase five in Year 1, in order to meet the requirements of the phonic screening check.**
  4. **Year 2 is used to consolidate pupils’ understandings of all sounds taught up to and including phase five, and to teach the spelling skills that make up phase six of the letters and sounds framework.**
  5. Pupils are taught to look at the letters from left to right and blend the sounds to work out the spoken forms of the words.
  6. Pupils working below age related expectations, e.g. pupils with English as an additional language and pupils with SEND, will receive additional phonics lessons.
  7. To supplement this, there are enhanced phonics activities incorporated into the indoor and outdoor activities pupils will undertake, e.g. school trips.

# Monitoring and review

* 1. The effectiveness of this policy will be monitored **continually** by the **headteacher**. Any necessary amendments may be made **immediately**.
  2. This policy is reviewed every **two years** by the **Key stage leaders** and the **headteacher**.
  3. The scheduled review date for this policy is **September 2023.**

# Signed Headteacher Date:

# Chair of governors Date:

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# Review date: September 2023