



Phonics and Reading Policy

Autumn 2017 (new policy) v1

Our Vision

For the children of Park View to become positive, responsible, caring and successful citizens well equipped to overcome the challenges of an ever-changing world.

Our Aim

To provide inspirational education in a nurturing environment, where all can achieve their goals and show genuine respect for themselves and for others.

Our Values

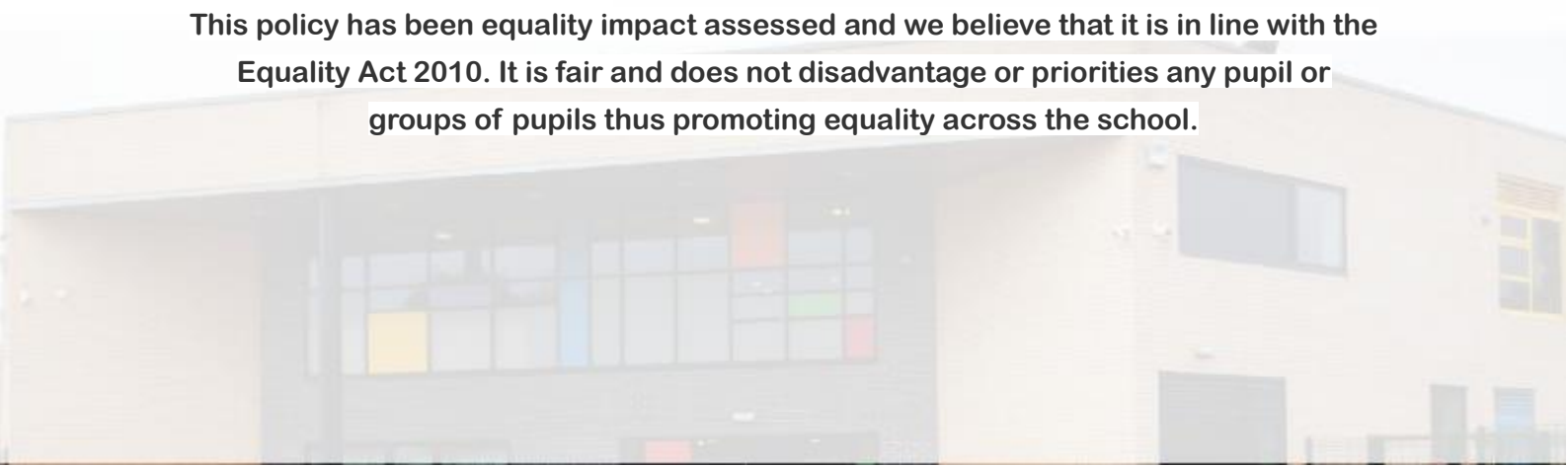
Friendship, Ambition & Respect

Respecting the Rights of the Child

This policy promotes rights of the child as set out in the United Nations Convention on the Rights of the Child and supports the school in ensuring that all children at Park View whatever their ethnicity, gender, religion, language, disability, ability or any other status can enjoy the rights to which they are entitled.

Equality at Park View

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010. It is fair and does not disadvantage or priorities any pupil or groups of pupils thus promoting equality across the school.



Introduction

Reading is an essential life skill and we strongly believe that the children of Park View should leave us as competent and fluent readers. Reading is a key that unlocks the world of the imagination, giving children the skill to step into the wonderful world of stories or to immerse themselves into a topic or theme which interests them. Reading is not just about books, it is also about accessing a wide range of text based material from our ever changing digital world.

Aims

Through the implementation of this policy we aim to:

- enable our children to read confidently, fluently, accurately and with understanding
- employ a full range of reading cues - phonic, graphic, syntactic, contextual - to enable children to self-monitor, self-correct and make sense of their own reading
- foster an interest in words and their meanings and to gain an appreciation of books from a variety of genres
- enable the children to find books interesting, to read with enjoyment and to evaluate and justify their preferences
- develop a suitable technical vocabulary through which to understand and discuss their reading.
- develop reading skills in tandem with those of writing, so that they may function in society, as literate adults and readers for life
- create reading opportunities across all areas of the curriculum, to make it more meaningful and relevant to the children
- inspire our children to develop a love of reading that will continue through to adulthood



Overall Reading Strategy

We have a systematic approach to teaching reading. This begins with the teaching of phonics that starts in our nursery class where the children first experience 'Read Write Inc.' sessions. Read Write Inc. is a very structured programme which introduces reading in a systematic and multi-sensory way. From the spring term in nursery to Y2 all children have daily Read Write Inc. sessions. Children are grouped with other children who are working at a similar level and are assessed each half term. Children re-group according to the outcome of the assessment to ensure that they receive the specific teaching at the level they need. When children are able to de-code and understand text confidently (usually during Y2) and have achieved the expected standard, then core reading and writing skills are taught via the Read Write Inc. follow on programme called Literacy and Language.

The Literacy and Language programme helps to develop children's spoken language, reading comprehension and writing. Any children who still need to be taught key phonic skills have access to a range of intervention programmes including, Read Write Inc. Freshstart, Better Reading (1:1 programme) and Lexia. Lexia is an interactive technology based programme that tailors activities to each child's specific needs. All interventions are delivered by trained and experienced teaching and support staff, who carefully monitor each child's progress.

Children read a wide range of books at Park View but our core reading scheme is the Oxford Reading Tree. We use books from other schemes and publishers which are colour coded to match reading ages and reading levels. For older children we have Project X books, another reading scheme published by Oxford.

Children are heard reading regularly in school by teachers and support staff. Reading activities take place daily. Younger children are heard reading 1:1 and in groups. As children progress through school and become more fluent readers, they read in groups. Guided Reading is in place in all classes from Y2 - Y6. Guided reading consists of a variety of teaching and learning strategies including, hearing children read, comprehensions (oral and written) and 'Reciprocal Reading' activities. When a group engages in Reciprocal Reading, the teacher guides the children in learning and practicing four key skills: summarising, questioning, clarifying, and predicting. This helps children to learn new vocabulary and to understand what they have read.

In addition to reading activities led by teachers and support staff, a small and dedicated group of volunteers come into school weekly and hear children reading 1:1.

Specific Strategies

Reading is taught alongside the daily teaching of phonics (Read Write Inc – Speed Sounds.) As part of this scheme the children will be taught to:

- discriminate between the separate sounds in words;
- learn the letters and letter combinations most commonly used to spell sounds;
- read words by sounding out and blending their separate parts;
- study written representations of a sound and how it looks;
- recognise on sight vocabulary identified as 'Tricky words'

Reading is taught through shared reading, guided reading and English lessons. Opportunities to practise and consolidate skills through independent reading are also planned for and provided along with opportunities for reading across the wider curriculum. During these sessions, teachers and teaching assistants will use a wide range of strategies to enhance the teaching of reading. Some of these are outlined below:

- modelling and discussing the features of written texts through shared reading of texts;
- giving targeted praise and feedback in order to develop key strategies in reading;
- demonstration - e.g. how to use punctuation when reading, using a shared text;
- explanation to clarify and discuss e.g. need for grammatical agreement when proof reading;
- questioning - to probe pupil's understanding of a text – with a focus on both literal and inferential question styles;
- investigation of ideas - to understand, expand on or generalise about themes and structures in fiction and non-fiction;
- discussion and argument - to justify a preference;

We are aware that all children are individual and have preferred learning styles. Therefore, we aim to provide children with a range of visual, kinesthetic and auditory experiences, which will enhance and improve their reading skills.

Children are always made aware of the learning focus of the reading session and will have a clear understanding of what the teacher or teaching assistant is looking for in their independent reading/analysis of the text.

Children are given oral praise and feedback about their reading, in order to help them develop specific aspects of it further, aiding progression. Staff follow the school feedback and marking policy, giving verbal feedback to children's reading with supportive comments such as "I like the way you...or ... next time try to..."

Children will be given opportunities to self assess their own reading and peer assess other children. This not only promotes independence, but also assists in their reading development.

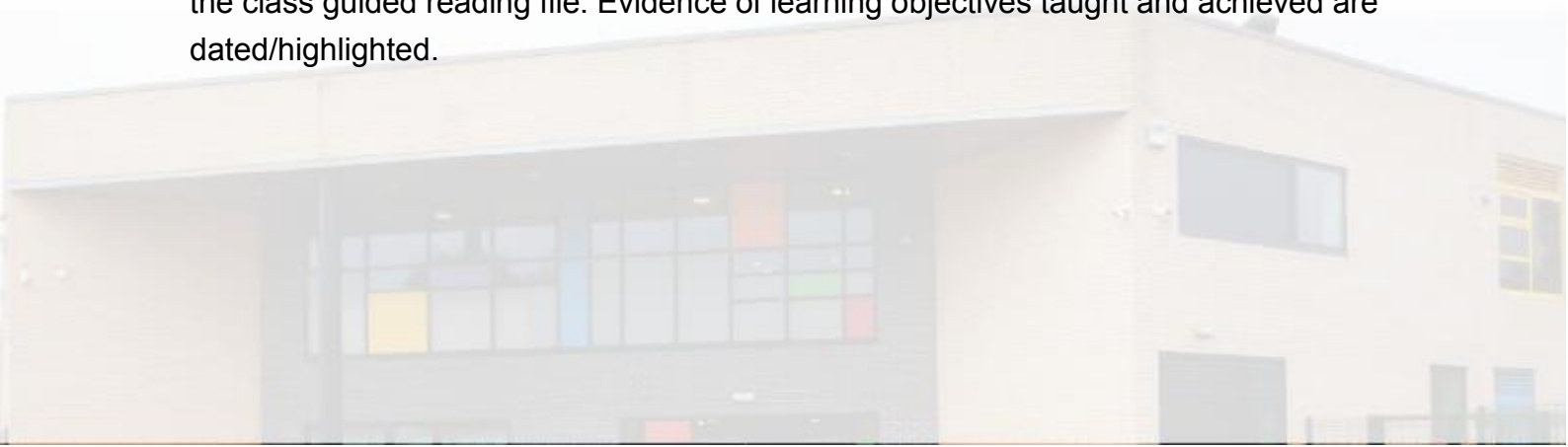
Reading tasks/books will be appropriately matched to individual abilities and needs in the classroom. This is determined through teacher observation and teacher assessment.

Staff follow a whole school agreed format for guided reading lessons which is consistent in each year group and with all members of staff.

- objective
- the hook- first hand experience in the text
- independent read through
- clarification and discussion
- return to text
- questions
- summary

All children from Year 3 to Year 6 receive two guided reading lesson per week. One of those is with the class teacher and the other is with a teaching assistant. All staff teaching guided reading have received the same training and access to continuous professional development.

The teacher or teaching assistant shares the key objective(s) for the session with pupils, assesses pupil's progress within the session, and records any significant information on their guided reading planning and assessment sheet, which are kept in the class guided reading file. Evidence of learning objectives taught and achieved are dated/highlighted.



Other activities during Guided Reading sessions (independent activities):

Guided reading is planned for on a weekly basis meaning that children have access to two taught sessions per week and three independent sessions.

A range of activities are planned for to reinforce reading skills. All independent learning activities have a reading focus and are designed to extend or consolidate prior learning.

They may include:

- comprehension activities based on the text
- comprehension activities based on the genre studied
- reading for pleasure
- follow up activities based on the text
- ICT reading activities
- inference activities
- lexia reading programme

Wider Opportunities for Reading

Shared Reading across the curriculum

The whole class shares a text, which is beyond the independent reading level for that age group, often using an enlarged text (paper or ICT based). Shared reading provides a context for teacher modelling, teaching and applying reading skills. Shared reading is planned for in English lessons as well as across the curriculum so that reading skills can be applied in other subject areas.

Story Time

We believe that giving children the opportunity to hear an adult/teacher read to them, develops a child's ability to comment on and respond to events and experiences within a text. These sessions also allow the teacher to check a child's comprehension, by asking literal and inferential questions, which aid deeper understanding of the plot and themes of the story, also increasing their vocabulary. It also provides an essential opportunity for children to listen to an adult role model who has developed skills in expression, phrasing, intonation and reading for effect.

Home/School Reading

Reading forms the core of homework at Park View and children take books home regularly to read with parents and carers. We encourage family members to hear children reading every day at home and not just to read their school book. Comics, magazines and other reading materials can be used. Family trips to the local library can help a child to develop a love of reading too!

Initially, children take home book-banded reading books of a level which is usually a band lower than they are currently working on with their teacher or teaching assistant. When children have progressed through the book bands, they move onto 'free readers' ('real', non-scheme books, suitable for their age).

Books are changed weekly for the children from Reception to Y3. After this, children are supported in changing their own books in Y4 / 5/6. Children in EYFS and KS1 receive two books per week. More can be made available upon request.

Park View also subscribes to the Oxford reading Online – all classes are provided with an individual log-on and children are able to read a range of books online at their appropriate reading level.

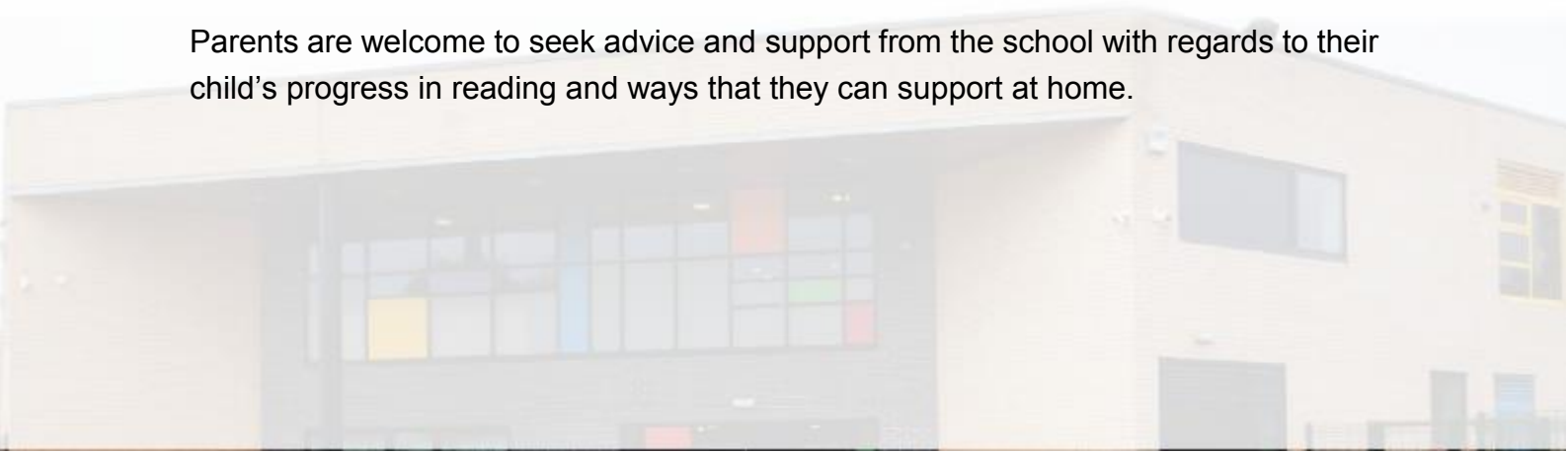
Park View has access to on-line e-books, which provides over 1000 titles for children to access on iPads in school or other devices. The Reading Cloud system gives children the opportunity to write on-line book reviews and upload video reviews either at home or in school. All book reviews are automatically vetted by the system preventing any inappropriate vocabulary from being uploaded. Video reviews are sent to a staff member for vetting before uploading onto the system.

Parental Involvement

Hearing your child read for ten minutes each day can improve your child's reading.

Parents are urged to share books with their children and hear their children read at home. Parents are encouraged to make a written comment in the school reading record, to show how their child read or understanding.

Parents are welcome to seek advice and support from the school with regards to their child's progress in reading and ways that they can support at home.



We hold parent workshops where parents can find out more about to how they can support their children with reading at home. The Reading Detective Challenge (in KS2) is a well-established programme which involves both parent and child in an exciting reading adventure.

Volunteers

In addition to reading activities led by teachers and support staff, a small and dedicated group of volunteers come into school weekly and hear children reading 1:1.

Special Educational Needs

Children with special educational needs have and Individual Education Plan (IEP) with targets for them to work towards and specific strategies to help them achieve their targets. Support is given in class by the class teacher and teaching assistants to enable children with IEPs to make progress.

Children with IEPs will have access additional intervention strategies that are delivered either 1:1, in pairs or groups. The interventions are designed to equip the children with the skills needed to access the wider curriculum and where possible to close the gap between their attainment and that of their peers. Intervention strategies include (the list is an example and not exhaustive):

- additional guided reading lesson (3 in total)
- extra support from teaching assistants
- additional reading comprehension sessions
- additional Lexia sessions
- additional RWI group work
- RWI 1:1

Assessment

Progress in reading is continuously assessed by teachers and support staff during all reading activities and lessons. Teaching is then adjusted to meet the needs of children who may need to be further stretched and challenged or who may need further support. Pupil progress in reading is logged and tracked on the school electronic progress and attainment tracker SPTO (School Pupil Tracker Online).

In KS1 children's phonic knowledge and reading fluency is assessed continuously throughout the term and then formally at the end of each half term by the RWI phonics leaders. Reading groups are adjusted accordingly and additional 1:1 support provided where needed.

In KS2 children are assessed formally to measure progress via half termly reading comprehension tests and in KS2 through on-going assessment via the Lexia programme.

Assessments are used to identify gaps in children's skills and measure progress. Teachers use this information to adjust planning so that reading sessions meet the needs of the children.

At the end of each year parents will receive an overall assessment of their child's attainment in reading and this will state if the child has either reached, exceeded or is working towards the age related expectation.

