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**KIMBOLTON ST JAMES’ C OF E PRIMARY SCHOOL**

**READING POLICY**

.

Date signed off by Full Governing Body:

Signed Adam Breakwell, Headteacher

Gill James, Kimbolton Chair of Governors

Date next review due:

Our vision is rooted in 1 Corinthians 16:13-14: ‘Keep alert, stand firm in your faith, be courageous, be strong. Let all that you do be done in love.’

At Kimbolton St James’ C of E Primary School, we believe that literacy and communication are key life skills. Through the English curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. We want children to enjoy and appreciate literature and its rich variety.

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature especially plays a key role in such development. Reading also enables pupils both to acquire knowledge and build on what they already know. All the skills of language are essential to participating fully as a member of society. At Kimbolton St James’ our intent is to make all of our pupils ‘readers’ and to instil in them a lifelong love of reading and literature.

**Aims**

* To ensure every child is given the best opportunity to become a fluent reader and leave our school achieving age related expectations.
* To provide children with a rich and varied curriculum that takes notice of their interests as well as the curriculum requirements.
* To foster and instil a love of reading and a curiosity to explore and discuss new forms of literature.
* To develop and understanding and command of the English language through experience of and exposure to challenging texts.
* To recognize that reading comes in many forms and is essential to everyday life.
* To be enthused and stimulated by what they read and use ideas and techniques that they have experienced when reading to inform our written work.

**What reading looks like at Kimbolton St. James’**

**Early reading - EYFS**

Phonics is taught daily following the progression in Letters and Sounds. Through stories and activities associated with these, phonic sounds are introduced to children each day in an engaging way. The phonics activities are revisited to embed over the year and supported in a range of ways including associating actions with these. Children are sent home with letter and word keyrings linked with the application of letter sounds we are learning. Children read phonetically decodeable books matched to the progression of sounds taught.

The Early Years uses core texts as a basis for topic planning and usually start with an exciting hook to engage children in both the topic and the book. Children are given daily opportunities to access a range of texts from the book corner and topic boxes. The class teacher reads to the whole class daily.

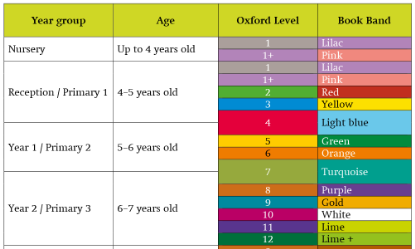
**Key Stage 1 (Years 1 and 2)**

Children in year 1 (and those in Year 2 who did not pass the Phonics Check) continue to learn to read using the Letters and Sounds scheme. Children are taught phonics daily. This will begin with whole class teaching and then, as the children’s needs are identified through half termly assessments, they may be placed in small groups and taught according to their needs/ given intervention in order to support them to make rapid progress. Children continue to read phonetically decodeable books matched to the progression of sounds taught.

Children have access to a range of texts in the book corner and school library and are able to borrow a book from here to take home to share with an adult to help promote a love of reading. These books are changed weekly during their ‘reading for enjoyment’ session where they can share books with peers.

From the end of Year 1 (once children have passed the Phonics Check), children are given a reading book matched to their ability. These follow the Oxford Reading Tree book band system\* to ensure progression. All children are read with by an adult once a week with the bottom 20% of readers targeted daily and being read with at least three times a week to ensure they reach age related expectations.

\* Oxford Reading Tree book band level guide



At the end of Year 1, once children are confident and fluent readers, children are introduced to whole class reading through the use of Cracking Comprehension which develops their skills of retrieval, inference and explanation. In Year 2, a combination of Cracking Comprehension and Reading with RIC (see below) is used to develop pupils’ reading and comprehension skills.

**Key Stage 2 (Years 3-6)**

As the children progress we aim to build on the reading experiences that the children have already acquired. Our aim is to develop independence, fluency and self-reliance. A greater variety of texts are made available to children to allow for more depth, choice and enjoyment. Children will continue on the book band levels until the teacher feels they are ready to become a free reader. To develop a love of reading a pupil may have a free reading book to read during reading for pleasure sessions. Each class has a wide range of texts available that are appropriate to the age and reading level of the children and books are changed under the instruction of the class teacher. We aim to provide children with opportunities to read texts from different media and will use internet research to suit the purpose of the sessions taught.

In class, teachers in KS2 provide children with whole class reading sessions using a combination of Cracking Comprehension and Reading with RIC. Reading with RIC is a whole-class reading approach that equips pupils with the necessary skills to be successful readers. It focuses on building fluency and embedding comprehension skills with direct, taught lessons. RIC stands for Retrieve, Inference and Choice. We promote the use of a variety of carefully selected literature that is matched to the attainment level of the pupils. These texts have subtle challenge and allow pupils to reinforce fluency, decoding and comprehension skills regularly. The activities, or level of support, are adapted for different abilities so that all children can access the learning objective and be challenged.

This whole class reading approach supports rapid progress of lower ability readers. Pictorial stimulus or activities which are designed to have a comprehension focus, but reduce the amount of decoding, can also be used to support SEN pupils.

If teachers feel there is a need for more discrete small group teaching of reading they are able to do this. Especially in Years 3 and 4 when the need for more small group teaching is necessary to develop pupils understanding of content and vocabulary.

**Children who are below age-related expectations**

At Kimbolton St. James’ we are determined that every pupil will learn to read, regardless of their background, needs or abilities. As a result, we recognise the importance of supporting the children who are below age-related expectations.

In each class the lowest 20% of readers are identified in the class reading folder and they are targeted for daily reading with an adult. In practice, they are read with at least three times a week to support them in reaching the same standard as their peers.

Children who are unable to achieve the phonics standard expected at the end of Year 2 will proceed to reading intervention support in Year 3. Phonics is continued in KS2 for those who need it.

**Wider curriculum**

At Kimbolton St. James’, we maximise opportunities for reading by ensuring that children are exposed to a variety of different text types during lessons in other curriculum areas too. In wider curriculum lessons, teachers plan opportunities for children to read, discuss and learn from a diverse range of subject-specific texts.

**How we assess progress in reading**

Assessment for Learning takes place in all classes, continuously throughout the year, and formal summative assessment points are made in December, March and June each year. The schools tracking system (Sims) is used as a planning and diagnostic tool to allow pupils to reach targets in their reading and learning and make good progress. Pupils are discussed termly with SLT to ensure they are on track and provide any intervention that may be necessary.

**EYFS and KS1:** Formal assessments are made at the end of each of each term

**EYFS**: TA and phonics assessment materials.

**Year 1**: TA and phonics assessment materials.

**Year 2:** TA, phonics assessment materials. Past SATs papers are used at the end of Autumn and Spring terms and Government SATs materials in the final term.

**KS2:** NFER assessment materials are used at the end of each term in Years 3, 4 and 5. In Year 6 past SATS papers are used at the end of Autumn and Spring terms and Government SATs materials in the final term.

**Reading Diaries**

Every child is given a reading diary for home school reading. We make it clear to parents in half termly newsletters that the expectation for reading at home is 4x per week and have a reading reward system in classes for children who read 4 or more times a week.

In school, teachers and TAs are expected to write their comments in green in children’s reading diaries and the comments should be purposeful and clear.

**Subject Leadership**

The Reading lead is responsible for:

* Ensuring all teachers have familiarised themselves with the Reading Policy.
* Supporting colleagues with any aspect of the Reading Policy.
* Inform staff of any updates to the Reading Policy.
* Reviewing and scrutinising class and year group assessment data in order to track pupils’ progress.
* Monitoring reading, observing and offering feedback on the teaching of reading.
* Ensuring that his/her subject knowledge and expertise are kept up to date by means of regular training.
* Ensuring that staff receive adequate training in the teaching and assessment of Reading.
* Liaising with the headteacher, literacy governor and report any developments to the curriculum committee.

**Review**

This policy will be reviewed regularly. Its effectiveness will be monitored by the Reading lead and will be based upon discussions with other members of staff, observation of children’s work and re-evaluation of teaching plans. The outcome of the review will influence the future school development plan.