

Millbrook Community Primary School

Reading Policy



At Millbrook, we believe that reading contributes to an individual's confidence, sense of achievement and pride in their own ability to understand and achieve the highest standards of work across all subject areas. It is therefore essential in realising the school's mission that every child works to their potential, that they are given maximum opportunity to develop their understanding of reading, both at a phonics/decoding level and through other attainment foci.

Reviewed and Amended: January 2025

Purpose:

Reading is an important life skill, even with the wide array of technology we are surrounded by. Children need to have a secure knowledge of basic skills, of which the foundations are laid in EYEFYFS/KS1 and built upon throughout their time in the school.

During KS2, the children need to develop their confidence in reading across a range of genres, as well as answering a variety of questions.

As a school, we aim to build upon the children's phonics knowledge and reading skills, which have proven links with children's writing. Therefore, we aim to provide the children with a wide and varied approach to reading. This will include the chance to read published works as well as their own and their peers' work. It is also encouraged that newspapers, comics and web-publications are used to provide this broad and balanced approach.

It is important that children are reading for enjoyment, and that they feel a sense of enthusiasm and achievement in their work. It is recognised by all staff that this is a vital part of children's progression in reading, and therefore will strive to facilitate this enjoyment.

At Millbrook, we recognise the importance of enabling all children to read and write in a wide range of genres. By doing this, we are providing the children with an enriched experience and allowing them a greater insight into the wider world. To provide a substantive support for this, we build upon the foundations laid through phonics to develop confident and engaged readers. It is essential, to build up children's confidence and self-belief, that good work is celebrated regularly and shared within the class and with the whole school community.

Reading-based events (such as sponsored reading) will take place and achievements celebrated. As technology plays an ever increasing role in the world, we need to ensure that we use ICT to develop and support the children's Literacy skills. Teachers need to utilize this regularly to provide the children with a firm footing with computers and other areas of technology. This can be by using web-publishing such as blogs or by using e-books.

Guidelines:

- Opportunities to develop cross-curricular reading activities should be sought where possible.
- Each class teacher is responsible for ensuring that a range of suitable genres are covered in their class throughout the year with links to the Ready Steady Write text and Power of Reading (POR) texts.
- Reading sessions will be whole class reading where the class will read a high-quality text using how knowledge of past training and implementation of Power

of Reading. The sessions will involve asking the pupils questions using VIPERS based on the text they are reading.

- Within early years and year 1, the Read Write Inc (RWI) lessons will include guided reading and the RWI format will be followed for these sessions.
- Opportunities to explore spelling, grammar and punctuation, including technical vocabulary, should be explored where possible within sessions.
- Due to the large proportion of retrieval and inference questions used in tests, a focus should be placed on these each week by using VIPERS (Vocabulary, Inference, Predict, Explain, Retrieve, Summarise)
- Teachers in Foundation Stage, Key Stage 1 and Key Stage 2 have a responsibility to ensure that all children have access to the curriculum, and as so need to differentiate questions and reading material accordingly and include possible intervention work.
- Good work should be shared regularly with the class and appropriate rewards given (e.g. stickers, 'Dojo Points' etc.).
- All staff are aware of the importance of Standard English and this should be promoted at all times to support the work covered in whole class and independent reading sessions.
- Reading material should be available within class for the children to select. There should be a variety of genres, as well as a combination of fiction and non-fiction. The reading area should be welcoming and the children should be encouraged to use this daily.
- Children should be provided with reading books that they can take home. These books should be based on current levels. It is important that the children, particularly in EYFS and KS1 are changing books at least once a week and in KS2 ensuring they are changed regularly. Once the children have moved beyond the book bands they should be allowed to choose a 'free reader'. These can be from school or home but should also be checked regularly. It is important that teachers check that these will provide a suitable challenge to the reader.
- Reading records/planners are provided to each child and are to be kept up to date. In EYFS/KS1 staff should record changes, but as the children move higher up the school, teachers should promote independence and allow the children to complete their own records. Records should also be signed by parents/carers on a minimum of 4 occasions each week to monitor reading at home.
- The Reading Room is, ideally, to be used by children from each class every week.
- Staff are to record the children's reading books into the reading file/book, showing which books go home and how regularly they are changed. This should also record the level of reading that the child is currently at. The information in the file should mirror the information in the reading record books which are sent home.
- Although teachers and support staff cannot ensure that all children return books to school, they should do their utmost to make this happen so that

children can change books and develop their skills. If a child does not bring a book back into school then a suitable alternative should be used and the child can use this in school. It is not to be taken home.

- All KS1 and LKS2 children should have the opportunity to read with a teacher or teaching/classroom assistant on a 1:1 basis at least once per week, including

SEND and Inclusion:

At Millbrook, we are committed to all children being able to access the English curriculum, regardless of race, gender, ability or disability, religion, social background and culture. Wherever possible, work is adapted to meet individual needs and requirements. This includes the provision of interventions where relevant.

Assessment:

Teachers assess during reading sessions, and provide immediate feedback to the children, including supporting those to recognise how information is retrieved/answers are structured. Teachers are asked to formally assess reading at the end of each term. This assessment is based on pupil's independent reading from both reading sessions and NFER tests (completed at the end of the year). Teacher assessments are recorded on Target Tracker. The Salford Reading Test is also completed on a termly basis to determine the children's reading and comprehension age. From Year 2, children whose reading age is significantly behind their chronological age are placed on an intervention program (Catch Up Literacy).

In Read Write Inc the children are assessed approximately every ten weeks on their phonic knowledge and reading fluency. 1:1 tuition is given to those who are not achieving the expected standard.

The groupings in Read Write Inc are very fluid and children may be moved from group to group to match their ability. This will happen based on the teacher's assessment for learning within the Read Write Inc sessions.

Monitoring:

Reading will be monitored regularly through learning walks, book scrutinies and lesson observations. Pupil voice will also be used to monitor learning and attitudes to reading. Subject lead and SLT will monitor standards across the whole school and assist in identifying progress within the cohort and vulnerable groups, and those groups in need of support or intervention.

Conclusion:

Reading is a major form of retrieving and gaining information and knowledge, and as so it is important that the school fulfils its obligation to enable all children to learn and develop effectively. This, in turn, results in a positive contribution to children's self-esteem, allowing them to communicate their thoughts and ideas in a purposeful manner across all curriculum areas, as well as develop independent thinking and learning skills.

Jenny Dixon (English Lead)