



Reading Policy

At Grange we are passionate about promoting a lifelong love of reading and are committed to seizing every opportunity to celebrate it. We know that success in reading has a direct impact on progress in all areas of the curriculum and is a crucial aspect to developing children's self-esteem, confidence and motivation. We believe that competence in reading is the key to independent learning.

Aims (Intent)

Living

We develop happy and curious learners who read confidently and fluently and seek to acquire knowledge independently. We enable children to access, understand and begin to manage information both at school and in the wider community. We help our children to develop a lifelong enjoyment of reading, taking genuine pleasure from what they read, with a view to this continuing into their lives and successes beyond their primary school journey. Our relationship with reading extends deep within our school community and we are proud to be a 'Blokes on Board' school where we encourage male role models within our local community to read with children to raise the profile of reading amongst our boys.

Learning

We aim to ignite a curiosity for reading and provide our children with the reading skills they need to access all areas of the curriculum. At Grange children progress from learning to read, to reading to learn, enabling them to access a curriculum rich in literary works that expands their knowledge of the world. Throughout their school career, children are taught to interrogate texts that are rich in vocabulary, drawing on our Literary heritage. We strive to enable children to understand the meaning of what they read and what is read to them. We also provide the children with regular opportunities to make responses to what they read and justify those responses, in order to deepen their understanding and make links between learning and prior experiences.

Laughing

We utilise every opportunity to celebrate and promote a love of reading at Grange. Children are given regular opportunities to enrich their reading experiences through visits to the school library, role play, the imagination station, author visits, university workshops and other experiential activities. Reading happens everywhere at Grange, the school has a number of outdoor pockets which have been developed as reading areas for the children to use independently from sitting in a forest to on a throne, we believe this is important to embed both their reading skills and their reading enjoyment.

Teaching and Learning

There is no 'wrong' way to teach a child to read, as such; but like nearly everything we learn, it is best approached in lots of ways at once if we want to create the 'reading writer and the writing reader' – which we want all our children to be.

Michael Rosen

Reading for Pleasure

Children across school have timetabled, weekly access to the school library. At Grange we choose to invest in a librarian to run the library and feel that this demonstrates to the children how highly we place the value of books and reading at Grange. We seize every opportunity to add to our incredible book collection through book fairs, sponsored reads and other fundraising events. The variety of books in the library encourages children to read a wide range of genres. We believe that cultivating readers with a passion for a wide range of materials will ensure that their love of reading will extend far beyond the classroom. It will allow them to build on their skills independently through a real curiosity and thirst for knowledge.

During the summer term, all classes are provided with an opportunity to visit Long Eaton Library to sign up for the Summer Reading Challenge. This is something that is encouraged and celebrated.

High value is placed on providing children with regular opportunities to read for pleasure, in all year groups. This opportunity is also timetabled in, weekly, across school. Outdoor pockets around school have been developed as reading areas for the children to use independently. This opportunity helps to build confidence, stamina, fluency and enjoyment. Classrooms also create reading corners, where possible, to enrich the children's reading experiences.

Shared Reading

Through the curriculum, and our practice, we strive to develop a culture of reading through consistently using high quality texts that demonstrate aspirational language and grammatical structure and a variety of texts that inspire and enthuse children.

From year 2 onwards, shared reading is taught discretely for a minimum of twenty minutes, four times weekly. Each child is given the opportunity to read aloud over this period. We focus on developing skills from the reading toolkit: detect, predict, wonder, breakdown and repair, connect, picture and summarise. Every classroom has the toolkit skills on the wall as an interactive display and the toolkit acts as the core components of the shared reading sessions. Consequently, these skills are interwoven across the curriculum with children able to recognise which skills they are using when accessing a text. Focus texts are chosen from high quality sources where careful consideration is given to challenging children's current reading ability; cross curricula topic links; and vocabulary development. During shared reading sessions, children practise the focus skills in their Shared Reading Book. Feedback is given verbally during these sessions

*See the phonics policy to further understand the building blocks of reading development in the early years.

Story Time

We believe that providing children with the opportunity to hear an adult/teacher read to them daily, develops a child's ability to comment on and respond to events and experiences within a text and, importantly, to hear what good reading sounds like. 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. In addition to this it 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.

Special events to promote story time include, World Book Day events, weekly reading together with parents in Early Years and Key Stage 1, book swap events and early morning reading groups. Our Reading Buddies link up with younger children to promote a love of reading through sharing books.

Reading for Spelling

At Grange, we understand that there is a strong link between reading fluency and spelling. In KS2, spellings are taught following the Spelling Shed schemes and all children are provided with weekly spellings to learn both at home and school. This scheme allows children the opportunity to read and spell words in context. These spellings are assessed weekly. The lists are grouped by spelling patterns and rules or their phonic origins and are inclusive of the national curriculum spelling lists. Relevant spellings are inputted weekly by the class teacher onto the Spelling Shed app. This allows children to read and practise the spellings at home.

In KS1 children learn the skills to spell phonetically by segmenting sounds and recording them and are taught high frequency, irregular words – red tricky words. These are taught in school and shared with home weekly.

Intent in the EYFS

In EYFS, foundations for reading are set through Development Matters using an adapted approach to Read Write Inc (CLI) and with the support of Read Write Inc resources. This continues into year 1 where pupils continue with CLI (communication, language and literacy). Our aim is that by the end of the year all pupils are able to decode phonetic words and recognise some non-decodable high frequency words, making them equipped to pass the phonics screening.

*See the phonics policy for progression from nursery.

Assessment

Assessment is central to effective, quality teaching and learning in all curriculum subjects. To be successful independent learners, children and young people need regular opportunities to reflect on and identify what they have learnt, what needs to be learnt next and what they need to do to continue their learning. To enable this to happen, assessment has to be an integral part of the teaching and learning process and needs to focus on clear learning outcomes related to the curriculum.

Summative Assessment

All EYFS children are assessed against the statements in Development Matters 3 times per year and progress is recorded and tracked on Tapestry. In FS2 and Year 1, Children are assessed using the Read write Inc assessments. Year 2 to Year 6 children are assessed in Reading using the Rising Stars Assessments. Progress is recorded and tracked on the Grange Data Journey.

Once summative assessments are completed, pupil progress meetings are undertaken to analyse gaps and identify misconceptions. Key children are identified on our provision mapping and provided with additional support. EYFS, year 1, year 2 and year 6 also complete statutory assessments in line with the DfE assessment calendar.

Formative Assessment

Formative assessment flows through all sessions. All adults carefully monitor knowledge, application and understanding of skills, giving timely feedback and opportunities to act on this. All adults contribute to the knowledge of each child's attainment, their next steps and their talents to enable effective support, intervention and opportunities to deepen understanding.

Home/community school links

Developing strong links between home and school reading is vital in ensuring that children become lifelong readers. Our school supports parental engagement with their child's reading by ensuring that appropriate texts and a reading diary are sent home regularly for both independent reading and books to be read aloud. We do not have a set day to change reading books as we feel this would cap our readers' progress. Reading books are changed when the reading diary has been signed by parents to say that the book is complete. Home reading is valued and rewarded - children receive bronze stickers for reading at home. Children who do not read regularly with an adult at home are identified and have extra, targeted opportunities for 1:1 reading to an adult in school.

Children across the school are provided with a reading expectations slip, at the appropriate level for the individual. These are stuck in the front of their reading diaries. This is to provide parents, or anyone who listens to a child read, with an increased understanding of expectations at the child's reading level, to impact progress. This allows for targeted questioning from the adult and guidance on what is expected both in terms of word reading and understanding and comprehension of reading books. These expectations can be viewed in \My Files\Staff Secure\Curriculum subjects 2019 2020\Literacy. Parents are frequently invited into school to take part in parent workshops which gives them the opportunity to read with their children in class and support parents with reading at home.

Visitors within our local community, read with children on a 1:1 basis and work with children in small groups to develop their love of reading, fluency and confidence reading aloud. We are proud to be a 'Blokes on Board' school where we encourage male role models within our local community to read with children to raise the profile of reading amongst our boys.

ICT and Reading

We have recently designed an exciting reading page on our website. This contains the reading newsletters, reading links, activities, books reviews, videos and many other features designed to engage and enthuse children and their parents at home.

We are lucky enough to have The Imagination Station to support reading and enrich the children's reading experiences. There are many ways in which this happens across school. An example being, using The Imagination Station to enable children to feel fully immersed in a story that is being read to them, allowing them to actually experience it. This sparks the children's imagination and leads to story predictions and ideas that feed into their own writing.

Equality at Grange Primary School

Grange Primary School is inclusive; we focus on the well-being and progress of every child and we are committed to ensuring all members of our community feel valued. We recognise, respect and value difference and understand that diversity is a strength. All learners are of equal value. Whether or not they are disabled, whatever their ethnicity, culture, economic background, national origin or national status, whatever their gender and gender identity, whatever their religious or non-religious affiliation or faith background and whatever their sexual orientation. For a full overview of our views on equality please see the Grange Equality policy.

Other related policies

Phonics policy

Writing policy

This policy was written by the Reading lead and will be reviewed in July 2022.