

# OASIS ACADEMY PARKWOOD



## READING POLICY

Updated  
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Mrs J. Mell

# Reading Policy

## Philosophy

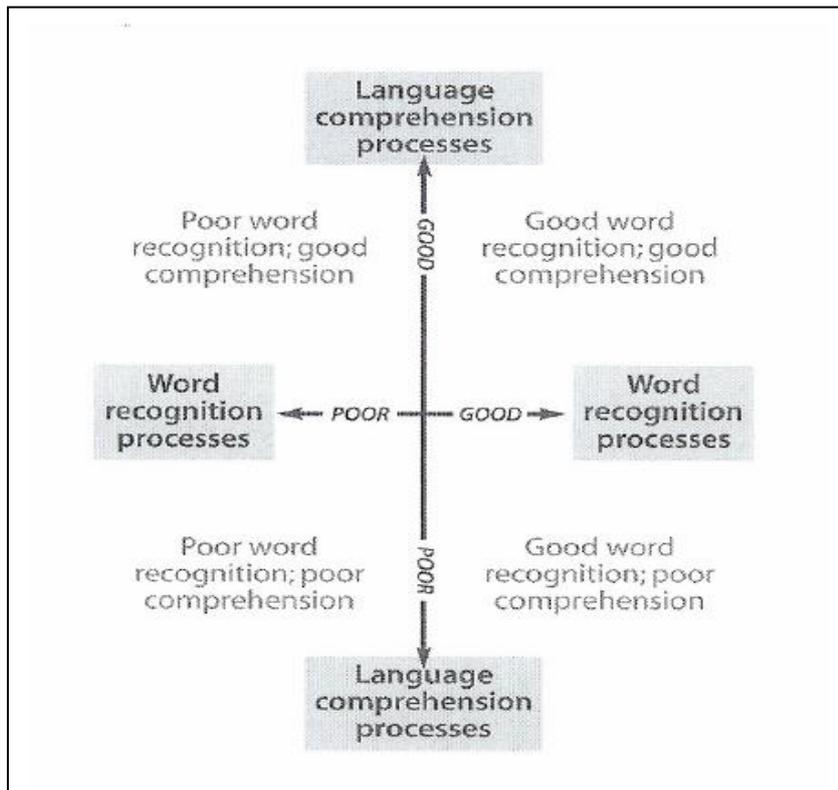
Literacy is the key to educational success supporting learning in all areas of the curriculum. Children need vocabulary, expression and organisational control to address the cognitive demands of the whole curriculum.

The ability to read is fundamental to a child's development as an independent learner. Reading enables the child to learn from sources beyond his/her immediate experience and access the whole curriculum with fluency, accuracy, understanding and enjoyment.

Every child has the right to learn to read, regardless of social and economic circumstances of their neighbourhood, their ethnicity, home language and special educational need or disability.

At Oasis Academy Parkwood, we are uncompromising in our determination that every child will leave a reader, so allowing every child to fulfil their potential, as stated in *Every Child Matters*.

The Rose Report 2006, recommends that children need to have both good word recognition and good oral language comprehension in order to read. This is referred to as 'The Simple View of Reading'. Word recognition and language comprehension are essential to developing fluent and effective readers, and both of these areas require specific teaching.



Good word recognition is dependent upon the ability to decode rapidly. This is achieved through the diligent, concentrated and systematic teaching of phonics.

Good oral language comprehension is dependent upon the deliberate use of talk. For it is by reflecting upon and talking about the wide range of texts, fiction, poetry and non fiction, that pupils come to understand how writers write and the special relationship which exists between author and reader. This critical and imaginative engagement with texts is achieved through a planned and purposeful reading curriculum across the school.

Both word recognition and language comprehension are essential to the success of achieving high reading standards for all children.

### **Aims**

That children will:

- become confident, fluent independent readers
- read for purpose
- read for enjoyment and pleasure
- become reflective readers responding to a wide range of texts
- experience a rich and varied reading environment

### **Standards**

Children are assessed against the expectations for each year group as outlined in The National Curriculum 2014. Children are assessed as working towards, at or exceeding Year end expectations.

## **Reading At Oasis Academy Parkwood**

### **Early Reading**

In the Foundation Stage One, children are given opportunities to be immersed in an environment rich in print and possibilities for communication. They use Communication, Language and Literacy in every part of the curriculum and they are given opportunities to speak, listen and represent their ideas in all of their activities.

Early reading behaviours are fostered through shared reading, e.g. holding a book the right way up and following text from left to right, knowing that text carries meaning, identifying the characters in the story, recognising signs and symbols in environmental print. The focus is on developing curiosity and enthusiasm about print through shared reading activities.

Foundation Stage children take part in activities from Letter and Sounds in order to develop their capacity to listen, concentrate and discriminate between sounds and to develop their readiness for reading.

The Imagination Library initiative, which gifts books from birth to five years, is promoted with Foundation Stage parents and children.

## **Phonics**

Once children have acquired the essential early reading skills they embark upon a systematic and rigorous programme of phonics teaching. The teaching of phonics is the prime approach of teaching children to decode print and thus become confident and competent readers. The importance of phonics is prioritised by the whole school.

For the majority of children, the expectation is that this phonics teaching programme will start on entry to Foundation Stage Two.

At Oasis Academy Parkwood, we follow the structured phonics programme of Read, Write Inc.

Children take part in a 45 minute phonics lesson, five days a week.

Children are ability grouped for phonics lessons, within the Foundation Stage Unit and across Key Stage One.

Children continue with discrete RWI phonics sessions in Years 3 and 4 if their reading attainment on exit from Key Stage One is of concern.

RWI Freshstart is used as a phonic intervention for children in Years 5 and 6.

RWI Phonics lessons are carefully planned with a structured, cohesive approach. The programme has five key teaching principles:

- participation
- praise
- pace
- purpose
- passion

Through active engagement in phonics lessons, children have opportunities to learn and apply the skills of decoding and practise oral and written comprehension of their reading.

Additional phonics practice is provided for selected children through Fred Club- an extra curricular reading club with a focus on phonic games.

## **Guided Reading**

In Foundation Stage Two and Key Stage One (Years R-2) children experience one session of Guided Reading per week. Children are grouped within their class for Guided Reading.

In Key Stage Two (Years 3-6), children experience daily Guided Reading lessons each week. Children are set across Years 3/4 and across Years 5/6 for Guided Reading.

In Guided Reading, the teacher supports the reading of groups/sets of pupils. Each group/set is carefully assessed so that they are all of a similar reading ability and the text is matched to their needs. These specific needs are

targeted and the reading strategies are developed and practised at the group's/set's level.

Across the school, children are targeted for additional focus within guided reading if their Salford reading comprehension standardised score is below 90. Guided Reading provides children with opportunities to take part in discussion where they can learn and enthuse from one another. Oral and written responses to the text are developed throughout and following the guided reading session. The text selected for guided reading is at an instructional level, i.e. group members are able to read and comprehend 90% of the text. Texts are organised by Book Bands.

A Reciprocal Reading approach is used to deliver Guided Reading. This involves four key components - predict, clarify, question and summarise.

### **Individual Reading / Home Reading**

From Foundation Stage Two onwards, children have an individual reading book from the Core Scheme of Oxford Reading Tree.

Children read this reading book to adults in school and it is taken home for home reading with parents.

Across the school, children experience a minimum of one individual reading session per week. Children are targeted for additional individual reading if their Salford reading accuracy standardised score is below 90.

Children progress through the levels of the scheme as their reading develops. Extension and breadth at each level is provided when needed, by the use of supplementary scheme materials such as Ginn 360.

The Phonics Bug scheme is used for FS/KS1 children requiring extra phonics practice.

Once children complete the reading scheme they become 'free readers' and choose their individual reading book from a range of fiction and non fiction texts in each classroom.

### **Shared Reading**

All children have the opportunity to share books as a group or a class.

Quality texts and the judicious use of extracts are used by teachers to model a range of reading strategies including the identification of sentence structure and the function of punctuation marks, decoding skills, intonation, fluency and expression. Children have opportunities to practise phonic skills, word recognition in context and comprehension and response to texts.

Shared Reading is promoted within Literacy lessons and other areas of the curriculum. Oral and written responses are used to illuminate the text and develop children's personal responses and critical interpretation.

Across the school, shared reading is facilitated by the use of Big Books and enlarged texts, group copies of texts and the use of visualisers.

### **Independent Reading**

As children develop as readers, they are provided with increasing opportunities to read independently. This promotes reading habits and motivates the love of reading. Children have the opportunity to select a book/s from a range of fiction and non fiction texts in each classroom. They can use independent reading times to extend their knowledge or undertake research in other areas of the curriculum as such becoming more independent learners.

Children develop the ability to read not only increasingly challenging and lengthy texts but also a wide range of texts so that they can ultimately make informed decisions about personal reading choices.

### **Story time**

The love of reading and response to texts is promoted through teacher led class story time across the school.

Teachers select a range of quality texts to read to children throughout the course of the school year. These texts may be selected based on the interests of the children or to enhance and support on going topics.

Across the school, a system of Core Story Books is used to ensure children access a wide and varied range of texts from both established and new authors. Each year group has a bank of six Core Story Books chosen to ensure a rich reading experience from Foundation Stage One to Year Six. In Years 2 to 6, the selected texts support the Language and Literacy Scheme.

### **Bookshop**

The Academy has it's own bookshop on site.

All children from FS2 upwards are members of the school bookshop. Each child has their own bookshop savings card.

The bookshop is open once a week and children are encouraged to visit. Books are sold at subsidised prices. The bookshop stocks both fiction and non-fiction books and a range of titles and authors. Books are stocked that are suitable for all reading abilities and interests. Through the bookshop, it is hoped that children will have the opportunity to own their own books and develop not only reading ability but also develop the love of reading and enthusiasm for books.

### **Assessment Of Reading**

#### **Early Reading**

Children's early reading is assessed, through observations, against the reading statements in Developmental Matters and the Foundation Stage Profile.

#### **Phonics**

Read, Write Inc has a rigorous assessment process.

Each child's knowledge and skills in phonics is formally assessed at the end of each RWI period. The outcomes of this assessment process determine the children's future placements on the programme.

Ongoing teacher assessment occurs in all lessons, informing future planning and allowing for movement between groups and / or intervention if needed.

Year 1 children take the National phonic screening check in June.

Phonic screening throughout the year is also used to assess children's phonic knowledge and application

### **Guided Reading**

Children are grouped by reading ability, as identified through summative and formative testing procedures in school.

Ongoing teacher assessment, occurs in all guided reading lessons, informing future planning and allowing for movement between guided reading groups needed. These assessments are made against Year group expectations for reading.

Assessments are recorded on guided reading short term planning sheets.

### **Individual/Home Reading**

Children are placed on the Reading Scheme by reading ability, as identified through summative and formative testing procedures in school.

Their progress throughout the scheme is recorded in the 'My Reading Journey' booklet.

Ongoing assessment of their individual reading is made and comments are recorded in the reading record booklet which provides a link between home and school.

### **Formative Reading Assessments**

Children undertake regular reading assessments following the school's assessment policy.

- Salford Reading Test ( Years 1-6 - four times per year)
- Statutory Assessment Test in Reading ( Years 2 and 6 -May)
- Phonic Screening Test ( Year 1 and selected Year 2 - June )
- PIRA Reading Test (Years 1-6 -November and June)
- Rising Stars Reading Tests (Years 1-6 - half termly)

Children may also undertake other reading tests throughout the year in order to assess ongoing performance and target need.

Testing is analysed by the Literacy Leader and findings are reported.

### **Summative Reading Assessments**

Class teachers complete reading assessment sheets for all children. This is an ongoing process. The class teacher collates information from assessments of all aspects of the child's reading experience at Oasis Academy Parkwood in order to make informed judgements about children's reading levels.

Teacher assessment levels are submitted into the O Track data system.

### **Monitoring Of Reading**

Reading is monitored by the Literacy Leader and ALT to assess the progress of the children and the effectiveness of the policy and practice.

This is achieved through a range of strategies:

- monitoring of planning
- Book scrutiny
- Learning walks
- Lesson observations
- Test analysis
- Termly Pupil Progress meetings
- Phonics Pupil Progress Meetings
- Data analysis

### **Special Educational Needs**

As a result of ongoing teacher assessment and the monitoring of reading, children are quickly identified for support if there are concerns with their reading level and / or progress.

Extra provision is allocated according to need.

This can be a short term individual response such as pre-tutoring, One To One RWI Tutoring (ten minute tutoring) , volunteer reading help or it can form part of an Individual Education Plan under the direction of the Inclusion Manager (SENCO).

Intervention Strategies and support programmes are employed for children with specific reading needs. These include ALP, FFT, ELS, 1-2-1 tuition, Precision teaching, Toe By Toe and booster groups.

RWI Freshstart is used as an intervention programme in Years 5 and 6 for children who require additional phonic teaching.

### **Celebrating Reading Achievement**

A reading reward system is followed in school to encourage children to read regularly at home.

Children who read three times or more at home each week are rewarded with a reading certificate. This culminates in the Reading Award assembly at the end of each term, where children receive a book prize for consistent home reading.

### **Promoting Reading**

At Oasis Academy Parkwood we endeavour to promote a love of reading through participating in and promoting a variety of initiatives and events:

- World Book Day
- Book Fairs
- Book shop
- Visits to local library
- Visitors to school
- Reading section on the Academy website
- Reading Leaders
- Extra curricular clubs eg Golden Book Club, Fred phonics club

### **The Reading Environment**

The children will experience a rich and varied reading environment.

Each class will have a designated reading area that is age appropriate and carefully organised to provide a variety of books and authors. The classroom will promote reading and celebrate reading through a word rich environment.

RWI phonic materials are given high focus in and around the school.

Books are carefully chosen and available in the school library for children to access.

Reading celebration events are promoted and shared centrally.

### **Role Of The Teacher**

It is the responsibility of the class teacher to ensure the reading curriculum for all children within their class and undertake reading assessments.

The Reading experience should be carefully planned for, taking account of children's levels, progress and prior learning, and should be evidenced in short term planning. The class teacher will provide reading targets and explain these to children. The class teacher should ensure that the reading policy is delivered with fidelity, there is consistency of approach in reading teaching and that the teaching of reading occurs across the curriculum. The class teacher should promote reading and provide a rich and stimulating reading environment.

The class teacher should participate in Reading training as directed by the Principal.

### **Role Of The Teaching Assistant**

It is the responsibility of the teaching assistant to ensure that the reading policy is delivered with fidelity, there is consistency of approach in the teaching of reading and that all feedback is made to the class teacher.

The teaching assistant may plan and deliver individual and guided reading (under the direction of the class teacher) may plan and deliver intervention programmes (under the direction of the Inclusion Manager), may plan and deliver

RWI phonics lessons (under the direction of the RWI Manager).  
The teaching assistant should participate in Reading training as directed by the Principal.

### **Role Of The Literacy Leader**

It is the responsibility of the Literacy Leader to co-ordinate the reading curriculum across the school. The subject leader should:

- write the Reading Policy
- write the Reading Action Plan to inform School Development Planning.
- monitor the quality of Teaching and Learning in reading throughout the school.
- analyse data
- liaise closely with the Principal on the standards and progress throughout the school.
- support and advise staff with all aspects of reading.
- liaise with the Inclusion Manager (SENCO).
- facilitate professional development in the teaching of reading.
- organise appropriate INSET.
- ensure the provision of a wide range of good quality books and other resources for children at all levels of reading.

### **Role Of Parents**

The school will encourage parents to support their child's reading by hearing their child frequently at home and making relevant reading comments to inform class teachers. The school will offer opportunities for parents to attend events to celebrate reading and workshops to inform about reading.

*This policy was written by Mrs J Mell- June 2012 with consultation and agreement from staff. It was agreed by Governors  
Policy reviewed September 2013, February 2015, February 2016,  
February 2017*

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### **References:**

The following documents were considered in the formation of this policy:

The National Curriculum

The Primary Framework For Literacy

The Foundation Stage Profile

Every Child Matters - 2003

The Rose Report On Synthetic Phonics - Jim Rose 2006

Reading By Six - Ofsted Report 2010

Read Write Inc Phonics- Ruth Miskin