

Kentmere Academy and Nursery

Reading policy



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Mission statement and aims

We are proud to be a happy, diverse and inclusive school where everybody matters.

- **H**elping to challenge, inspire and motivate each other.
- **A**iming high, achieving excellence.
- **P**romote and value excellent progress.
- **P**ositive contributions to the school and wider community.
- **Y**OU CREATE YOUR OWN FUTURE!

Aim of policy: To become an outstanding reading school.

We will:

- Place reading and books at the centre of the curriculum.
- Recognise that being able to read well is a key life skill for children, whatever their background.
- Believe that every child can learn to read with the right teaching and support.
- Acknowledge that not all children will have the opportunity to develop a love of reading at home, so this has to be taught and encouraged at school-just like any other area of the curriculum.
- Build time for all children to read independently, read aloud and be read to during the school day.
- Develop a coherent whole- school strategy for promoting reading for pleasure.
- Ensure all classes have a class book which is read aloud for 15 minutes at the end of each day
- Allocate every class a timetabled session in the school library during which they can read and choose books to take home
- Arrange visits to the local library at least once a term
- Arrange 3 'Author Days' per year during which the whole school enjoy activities based around the same author's books
- Invite authors and poets into school to inspire and motivate the pupils
- Spend money and time to support reading, including buying books and developing the school environment to support reading.
- Believe that every teacher should be an advocate for reading.
- Devote time to training staff so they are equipped to support children's enjoyment of reading.
- Involve parents to ensure the culture of reading that the school has developed extends into the home and support parents in their understanding of age related expectations.
- To support and equip children with the phonic skills to decode words through RWI lessons in order to read at an age appropriate level.

At a reading school, all children learn to love books and the school is prepared to make this an absolute priority.

Reading:

Foundation Stage

- Baseline the children within the first two weeks of the new school year.
- Daily 30-minute discrete phonics session. (RWI)
- Children assessed for RWI half termly and differentiated phonics groups devised from Autumn Term 1 onwards based on this.

- After baseline - 2 x GR sessions per week (per child) – 1 teacher led and 1 TA led.
- 2x weekly individual reading with teacher for all.
- Daily individual reading intervention with TA for any child below age-related expectations.

KS1

- Daily 30 minute discrete phonics session. (RWI)
- Once children have successfully passed the Year1 Phonics Screening Test, children access a daily, 30-minute Spelling and Grammar lesson
- Children assessed for RWI half termly and differentiated phonics groups devised from this. Differentiated phonics groups across the year group – pooling below age expected and teaching to their specific need.
- 2 x GR sessions per week (per child) with a teacher or TA
- Individual reading to take place weekly
- Daily individual reading with an adult for any child below age-related expectations. Teacher should hear these children once a week too (in place of TA that day).
- Teachers should spend one week of every half term assessing reading levels using PM Benchmarking to ensure home reading books are at an independent level and Guided Reading books are instructional.

KS2

- Daily individual reading with an adult for any child below age-related expectations.
- Teachers should spend one week of every term hearing individual readers in place of GR and will PM Benchmark the children in place of GR 3 times per year to ensure home reading books are at an independent level and Guided Reading books are instructional
- Any children working below age related expectations may have access to a daily RWI intervention, if appropriate.

Guided Reading occurs daily outside the literacy session. Whole Class Guided Reading takes place 2 times per week and small group Guided Reading, in ability groups, takes place 3 times per week. In the Whole Class sessions and through a mixture of texts and visual literacy, pupils are explicitly taught the vital skills of retrieval, inference, prediction, explanation, vocabulary analysis and summarising. The small group Guided Reading sessions provide an opportunity to hone these skills and for the adults to provide personalised development and feedback on pupils' decoding, reading and comprehension skills.

Assessment of Reading

FS and KS1 - Assessments of children's phonic knowledge will be made half termly and strategies will be put in place to support children where necessary. Staff to also assess children's knowledge of key words / common exception words throughout the year and track individual progress through observations and testing.

Across all phases, assessment against National Curriculum year group and Content Domain statements are made weekly; this informs future planning and targets.

During whole school assessment weeks, children complete reading comprehension tests to help inform their judgments in terms of working towards, at or above the national standard. In FS half termly updates of learning journeys and assessment against Development Matters document will be monitored by SLT. PM benchmarking takes place half-termly in KS1 and termly in KS2

Reading ages will also be tested every 6 months using NGRT in KS1 and 2. Any child on the SEND register has their reading age assessed 3 times per year, at each IEP review.

Reading at home

At Kentmere we value the contribution that parents and carers make to their children's education. Reading is a key area where home and school can work together to improve children's skills. As such we ask all parents / carers to listen to their children read on a daily basis. Reading records are given to all children – these are mutually informative in terms of communicating children's reading activities at home and in school.

To confirm the importance of home reading we ask that parents / carers sign their child's Reading Record daily; they are also asked to sign a home / school agreement. In the agreement it sets out Kentmere's policy for addressing the issue of children who do not read at home: -

- In EYFS and KS1, stickers are added to Reading Records for non-readers
- In KS2, any children who have not read home will stay in to read at morning break
- 3 consecutive stickers / a persistent need to stay in at break times will result in a letter being sent home, reminding parents / carers of the importance of home reading. The class teacher will also discuss any issues relating to home reading with the parent / carer.
- Persistent non reading will be referred to the Phase Leader, Assistant Head, Deputy Head and, in cases of extreme persistent non-reading at home, the Head Teacher.

Reading Rewards

In order to encourage reading at home, we have set up a Reading Championship. Every classroom has its own Reading Championship Tree; each time a child completes their home reading book, they move up the tree and earn rewards as they do so:

- 20 books – a bronze certificate and badge
- 40 books – a silver certificate and badge
- 60 books – a gold certificate and badge
- 80 books – Reading Champion certificate and a book

Reviewed: June 2017 by Stella Hodkinson

Next Review: Summer term 2018

Signed:



Sarah Isberg (headteacher)

