



Reading Policy

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Ratified by the Governors: 31st Jan 2019

Due for Revision: Jan 2021

Reading: Aims and Strategy

Reading is at the heart of our curriculum. Our children develop a positive attitude towards the written word in all formats, and we believe parents play a vital role in this process. Our children become confident and effective readers, enthusiastically reading for pleasure and for information. We expect our children to:

- enjoy reading all genres of books, and to appreciate the importance of reading in everyday life
- read fluently and fully comprehend a wide range of reading material
- make informed choices about which texts to read
- use reading skills to search for information
- use a full range of reading cues (phonics, grammar and context)
- read 'between the lines' and behind the images
- experience literature that develops their current experience and fluency.

We use several strategies to promote children's love of books and to encourage confident, independent, reading. Children are provided with many opportunities to read, enjoy and share books, in language-rich environments. Our inspiring and inviting library contains a wide range of reading materials to support children of all attainments. Throughout the school day children engage in various activities to develop, strengthen and extend their literacy skills. These include:

- daily phonics sessions in EYFS and KS1
- daily supported reading sessions in EYFS and Year 1
- a focused reading approach in KS2 (Destination Reader) which allows for discussion, analysis and written responses to text
- a focus text used in literacy lessons
- home reading books and a reading diary to record in
- a class novel
- in-depth discussion and analysis of specific aspects of reading
- opportunities for role play and the acting out of fictional scenes
- meeting real life authors, illustrators and storytellers
- online e-books and resources

EYFS and Year 1

Reading in EYFS is taught through a combination of a modified version of 'Read Write Inc.' phonics (RWI), 'Daily Supported Reading' (DSR) and utilising opportunities to teach reading throughout the curriculum.

Year 2-6

In Years 2-6, reading strategies are taught through Destination Reader (DR), and utilising other opportunities for reading throughout the curriculum. Daily Destination Reader sessions incorporate whole-class modelling prior to the children applying these skills through partner work and independent reading. Children deepen their understanding of the relevant texts through systematic use of strategies and language stems, where talk and the development of oracy centred around reading are at the centre. Most texts in Destination Reader are linked to the writing curriculum, but non-fiction texts and poetry link to the wider curriculum.

Initially, the class teacher focuses on one strategy each week - Making Connections, Clarifying, Inferring, Predicting, Evaluating, Questioning, Summarising., before moving on to combining strategies and key questions. Any National Curriculum objectives not taught through the strategies, such as performance poetry and retrieval skills, must be taught in addition. In a given week, children will produce 2-3 *Selfies*. A selfie is a small snapshot of a child’s ability to understand a defined strategy, and will usually include:

- the strategy and/or language stem itself
- the child completing a sentence, using a part of the text they are studying
- an explanation/reason why (often using “because”)
- answering a question to demonstrate understanding of a specific strategy
- Y5-6 – a quote from a text. For example: “Staring at the helpless girl, the wolf licked his lips hungrily...” tells me that the wolf is going to try to attack and eat Little Red Riding Hood, because the author has used the word “helpless” to describe the girl, and if you lick your lips, you want to eat something.

Each week, in Destination Reader sessions the children will have a *Big Picture* lesson. A Big Picture is a written comprehension task which will serve to prepare children for test situations. The Big Picture can focus on one *Question Type* linked to the weekly focus strategy or a number of different Question Types. The questions can be based on a seen text, read previously during the week, or unseen text (a cold task). Children are taught to answer the questions using SAP (Summary/Audience / Purpose) and CLEAR skills (Code and clues – Locate – Explore – Answer – Reread). After an introduction or recap of the skills and question types, teachers model answering a question in a think aloud using CLEAR. This is then followed by some partner practice and an independent session.

Weekly teaching structure:

Destination Reader: a typical week				
Day 1	Day 2	Day 3	Day 4	Day 5
Mixed ability whole class text	Mixed ability whole class text	Own ability colour banded book	Own ability colour banded book	Big Picture (paired or independent)

- Home reading is checked on a weekly basis and banded books are changed regularly.
- Books given for home reading reflect the child’s current reading level.

Where children are identified as needing additional support to meet age-related expectations, the school offers a range of intervention support strategies, including:

- additional 1:1 reading with an adult or volunteer
- phonic sessions
- daily semantics
- precision teaching

The school has reading books (home readers) for children to borrow and take home. For easy access, these are organised in colour bands linked to our school reading assessments. Staff regularly check and assess children’s attainment, to ensure books are carefully matched to attainment levels.

Phonics

At George Tomlinson, pre-reading skills are taught using synthetic phonics. The school follows a modified version of the RWI programme, providing a multi-sensory approach to accommodate all learning styles. Children are taught within the phase appropriate to their levels of development. Progress and attainment are assessed regularly, and these assessments are the basis of our phonic groups. Phonemes (sounds) are taught systematically and then the children are shown how to blend phonemes for reading, and segment them for writing. Simultaneously, children are taught 'high frequency words', which do not entirely follow phonic rules. Regular training in the teaching of phonics enables staff to deliver interesting, interactive, engaging sessions.

Parental Support

At George Tomlinson Primary School we know that children make their greatest progress in reading when home and school work in partnership. So we encourage parents to:

- read daily at home with their children, and sign the home school diary
- attend Thursday parent reading sessions (KS1)
- attend our parent workshops on reading strategies
- at weekends, visit local libraries with their children
- have suitable books and reading materials at home

Reading for Pleasure

George Tomlinson encourages parents to support their children's progress in reading. When parents' support is limited, the school maintains equality of access for all children by sending home extra books, providing an adult reading volunteer in school, and encouraging children to attend lunchtime library club or the after-school book clubs. We encourage staff and adults at George Tomlinson to be 'reading role models' by sharing their favourite texts with the children. *Book-Lookers*, our school magazine, promotes and shares enjoyable texts, with book reviews and news of school reading activities. Similarly, the Book Classics Olympics promotes texts combining an element of challenge with tried-and-tested entertainment value. In this, children read and review a series of classic books, and their contributions may earn awards and prizes.

We ensure that teachers' professional development explores the huge range of printed and electronic reading materials, and enables them to support children in their reading choices.

Our Early Years team ensures that small groups of children read regularly with parent volunteers (as part of Daily Supported Reading) and that all classes make links with the local library. We share our favourite books, and we use our book corners to promote favourite texts. We foster links with authors and illustrators in our community, and create opportunities for the children to meet them for extra encouragement in developing their own writing and reading skills.

The school ensures the PTFA is involved in fund raising throughout the year for the library and other book resources.

Reading is on the School Council agenda, and we conduct pupil voice interviews to ensure children's support in developing reading provision at George Tomlinson.