

Matthew Arnold Primary School



Reading Policy

September 2024

Reading underpins everything we do at Matthew Arnold Primary School. We believe that every child has the right to high quality teaching and learning opportunities that help them develop essential literacy skills and the opportunity to reach their full potential whilst at school and after they leave. Reading is at the heart of this, both the ability to read and understand what is being read but also the love of reading for pleasure.

English is a core subject and this is reflected through the timetabling and time spent on literacy activities each week. Throughout the school week, pupils will engage in high quality phonics (using the Read Write Inc. programme), English lessons (using the Ready, Steady Write programme), a designated reading lesson and listen to books being read by their teacher from our school reading spine. Spoken Language is also a focus and reflects our school wide focus on the promotion of effective communication.

Reading Objectives

- To create a supportive environment which encourages reading and develops core phonics skills, enabling every pupil to reach their potential in reading.
- To support staff to feel confident in delivering an exciting and enriching reading curriculum which inspires pupils and builds on core reading skills.
- To create an environment that encourages and inspires a love of reading.

Roles and Responsibilities

Teachers:

- Class teachers will deliver a daily high quality phonics following Read Write Inc. to develop pupil's phonics skills.
- Teachers will plan for multisensory learning opportunities during reading lessons (and include ICT where possible) to enhance learning and further embed core reading skills.
- Teachers will monitor pupil progress and set 'next step' targets for reading lessons. Furthermore, teachers will identify pupils who are not reaching their expected targets and provide suitable interventions and further support to ensure they reach their learning potential.
- Teachers will model and foster a love of books, stories and reading. Through multisensory teaching and the school reading spine, pupils will access age appropriate, quality and engaging stories and texts across a range of genres, styles and subjects throughout each academic year. (See website for the school reading spine)
- In addition, pupils will have access to a range of reading materials in both the school and class libraries, opportunities to read in our school reading shed during lunchtimes, and take part in Drop Everything and Read (DEAR) sessions.

- Pupils will also take part in a number of activities throughout the year, including World Book Day, Roald Dahl Day, in school book swaps, the city wide Readathon and visiting authors.

Trained reading ambassadors, from upper key stage 2, read with our younger pupils on a weekly basis and also look after our school library, under the supervision of the English Lead.

Support Staff:

- Support staff will effectively support the delivery of phonics under the guidance of the class teacher and the Phonics Lead.
- Support staff will effectively support the implementation of guided reading and be an active part of the review process, contributing to recording and monitoring pupil progress.

Leadership Team and English Lead:

- The English Lead and SLT will provide and arrange relevant training opportunities for staff, pupils and parents and will oversee the quality of the teaching of reading through lesson observations, book monitoring, pupil voice and learning walks.

Phonics

From Reception to Year 3, pupils take part in daily phonics lessons to support early reading and writing using the Read Write Inc Programme. Once the pupils are secure in their phonic knowledge, they will be taught year group specific spelling patterns. Phonics sessions provide daily practice of already taught sounds as well as teaching new sounds. Pupils who need extra support or practice will take part in daily fast track tutoring sessions, in addition to their phonics lessons.

Pupils are assessed ½ termly so those needing to move groups or needing extra tutoring are identified quickly.

Reading Lessons

From Year 3 to 6, all pupils take part in a daily reading lesson led by the class teacher. Reading lessons are planned with a focus on a range of reading domains, based on the needs and targets of the children and following the recommendations of the Reading Framework. In KS2, pupils use reading journals to record their ideas, thoughts and responses to what they have read.

In KS1 and Reception, whole class guided reading takes place weekly. Each pupil will listen to and discuss a range of books each half term (see website for guided reading book list) developing a range of reading skills. Ideas and responses are recorded in a class floor-book.

Reading Plus

Pupils in Year 5 and 6 have access to the online Reading Plus programme which is used a number of times throughout the week. Reading Plus is an adaptive reading programme that develops the fluency, comprehension and motivation pupils need to be successful readers.

One to One reading

All pupils from Year 1 to 6 will be given a school reading book, linked to their phonics or reading level, to take home and read with an adult. Teachers will read with pupils at least once a week as part of their assessment of the pupils reading and comprehension. The bottom 20% of pupils in the class will be put on the daily readers list and will read with an adult every day.

Professional Development

Identifying the training needs of staff is essential to ensure the progress of pupils in school and enable staff to feel confident in their delivery of reading. Staff training will be provided regularly on different areas of the reading curriculum and in order to embed new strategies and approaches to the teaching of reading. This will be done through Inset days, staff meetings and phonics meetings.

Success Criteria/Required Outcomes

The overall aims of the reading curriculum are; that there is an increase in pupils who achieve expected or above expected progress in all areas of reading from the previous academic year, reading is taught consistently across school, staff self-evaluation demonstrates an increase in confidence teaching reading and that a love of reading is celebrated and evident throughout our school environment.