

Ormiston Meadows Academy

Reading Policy

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Policy Version Control

Policy prepared by	OAT Model Policy
Responsible committee	Full Governors
Date approved by committee	
Date ratified by LGB (if required)	14/12/16
Description of changes from the model policy (if any)	1.

READING POLICY

AIMS

To enable children to:

- Enjoy using language in different contexts and have the confidence and ability to do so.
- Develop understanding and skills to become independent, enthusiastic readers.
- Enable children to be articulate speakers and good responsive listeners in a variety of situations.
- Understand that language they have acquired may be relevant across all areas of their learning and life and to apply that language where possible.

How do we teach Reading at Ormiston Meadows Academy?

EYFS and KS1 follow Read, Write Inc.

In KS2, usually each class undertakes daily Guided Reading lessons. Some Reading may be taught outside of that lesson.

Children can be taught as a whole class, in groups and individually.

Some children may be given extra reading sessions to boost their learning.

STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Communication, Language and Literacy section of the Curriculum Guidance for the Foundation Stage (2000).

In the Foundation Stage (Nursery and Reception)

children should be given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and possibilities for communication.

At Key Stage One (Years 1 and 2)

children should learn to speak confidently and listen to what others have to say. They should begin to read independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

At Key Stage Two (Years 3-6)

children should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

THE GOVERNING BODY

Regular reports are made to the governors on the progress of Reading provision and to our Reading Governors.

This policy will be reviewed every year or in the light of changes to legal requirements.

Speaking and Listening

We give children a range of purposes for speaking and listening, using conventions of speech e.g. manners. We encourage using a variety of different sized audiences to contrast purpose. Speaking and listening will sometimes be taught discretely, but more often it will be taught within other areas of the National Curriculum.

Examples of where speaking and listening might occur within the classroom:

- Stories, songs & poems.
- Storytelling.
- Describing events, observations and experiences.
- Giving reasons for actions.
- Explaining ideas and opinions in discussion and responding to others.
- Planning, predicting and investigating in small groups.
- Presentation to different audiences.
- Reading aloud.
- Imaginative play and role play.
- Drama.
- Hot seating.
- Listening to tapes and CD's.
- Class council / school council.
- Circle time.
- VCOP activities

Resources

- Fiction and non-fiction books
- Novels
- Poetry Books
- Plays
- Historical documents
- Music
- Media-broadcasting and publications

- Tape recorders to play back children's speech etc.,
- Taped stories
- Videos / DVD's
- Photographs
- ICT
- Assessment

Reporting

Children's progress may be discussed with parents/guardians at parent's evenings. Informal discussions may happen at any time.

APPROACHES TO READING

Reading will be taught discretely, as well as in conjunction with other subjects in the National Curriculum and the Early Learning Goals. Children will read to and be read to by teachers, other adults and each other during English sessions and at many other times during the school day on a regular basis as part of a broad and balanced curriculum according to their individual needs. English resources will be organised effectively to develop a stimulating and literate environment throughout the school.

Children in the Foundation Stage select books to take home to share with their families as often as they wish. Gradually they start to participate in the reading scheme and are heard regularly in the class. The reading books and key words are also taken home to share. This is all recorded in their home/school reading record book.

From Reception all children will take part in regular *Guided Reading* sessions

The value of parents and other family members helping children with their reading cannot be overestimated. Children will take books home regularly from the class library and book boxes in Key Stage 1, with progress and frequency detailed in the homework diary. Parents and teachers are free to comment in this.

Resources

- School Library - non fiction / fiction
- Reading Schemes
- Fiction books
- Topic books
- Banded book boxes
- Grouped reading books sets in school
- Letters and sounds activities

Assessment

Teachers assess children's reading in a variety of contexts (both informal and formal) continuously according to the National Curriculum criteria, linked to Target Tracker.

Some examples of reading assessment opportunities:

- Ongoing teacher assessment.
- Use of Home/school Homework Diaries.
- Guided reading
- School record sheets for Letters and sounds
- Provision group books
- Early Literacy Support (ELS) records
- End of key stage and non-statutory test scores
- Salford Reading Assessments
- Foundation stage stepping stones and Early learning journeys

Reporting

Children's progress will be formally reported to parents/guardians and may be discussed with parents/guardians at parent's evenings. Informal discussions may happen at any time.

EQUAL OPPORTUNITIES

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity, disability or home background.

ROLES AND RESPONSIBILITIES:

The Reading Leader will:

- Monitor Literacy in the school e.g. through lesson observations, termly curriculum walks and the scrutiny of children's work, teacher's planning, assessments and evaluations.
- Ensure continuity in assessment throughout the school and lead practical monitoring of assessment staff meetings to support this. (files of Levels and examples of work kept in staff room)
- Keep up to date with new developments and keep the staff informed.
- Play a key role in formulating, maintaining and reviewing the Reading policy.
- Lead colleagues and be supportive.
- Disseminate knowledge and materials.
- Audit resources regularly.

The Class teacher will:

- Be responsible for the teaching of English as set out in the policy.
- Provide planning and reviews for the head teacher and Reading leader to have access to.
- Provide samples of Reading work to the Reading leader at monitoring staff meetings.
- Assess children's work using Target Tracker in order to detail future planning.

CONCLUSION:

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

Teaching and Learning Policy

