

HURST PRIMARY SCHOOL



Reading Policy

Policy Reviewed: Spring Term 2017

To be Reviewed: Spring Term 2019

Signed: 

Dated: 23/03/2017

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Reading Policy

1. Rationale

- 1.1 At Hurst Primary School we believe that teaching all children to read with accuracy, confidence and understanding is a core purpose and the most important of all academic goals.

2. Early Reading

- 2.1 The children are introduced to letter sounds in the Nursery and the *Jolly Phonics* scheme is used as our starting point. The interactive approaches of *Jolly Phonics* are built on as the children move through the Foundation Stage. The Nursery children are introduced to Phase 1 Phonics and single letter sounds from *Letters and Sounds* and it is the expectation that their phonic knowledge progresses beyond single letter sounds.
- 2.2 A systematic approach to the teaching of synthetic phonics (definition: the blending of letters/sounds to achieve full pronunciation of words) continues in the Reception year where we aim for all children to be working within Phase 3 of the six phase teaching programme outlined in *Letters and Sounds*, by the end of the summer term.
- 2.3 In EYFS and KS1 reading stock is book-banded and ongoing benchmarking assessment is used to move children through the bands.

3. Organisation of Teaching of Phonics in KS1

- 3.1 In KS1 all children receive a daily phonics lesson of approximately 20-25 minutes in duration. This takes place at the same time of day across the year group. Planning and assessment are based on the formats found in *Letters and Sounds*.
- 3.2 By the end of Year 1 it is the expectation that the majority of children will be working within Phase 5 of *Letters and Sounds*. From June 2012, all children in Year 1 have taken a national phonics screening assessment to establish if they have developed the expected blending and segmenting skills for children of this age. We aim for 80%+ of our children to achieve the expected score. Children who do not reach the expected level are supported appropriately before being reassessed next June.
- 3.3 During Year 2 children consolidate their phonic knowledge but a greater emphasis is placed on reading with fluency as the ability to read fluently is required if reading comprehension is to develop. Specific weekly reading comprehension lessons are delivered using real texts. It is the expectation that children will be working within Phase 6 of *Letters and Sounds* during their final year in KS1.

4. Approaches in KS2

- 4.1 When the children enter Year 3 their classroom reading stocks are still book banded and records of levels are passed on from previous KS1 teachers. Book banding continues to be used in Year 4 and for some children who need this support in Year 5. Records of children's phonic knowledge

(*Letters and Sounds* phases) are also passed on and, for those children who have not reached the expected level, intervention work is planned using the *Letters and Sounds* resources.

4.2 Throughout KS2 developing fluency, reading for enjoyment and accurate comprehension are the key objectives. Reading for meaning is further developed through shared reading and weekly comprehension lessons using real texts, often linked to topic work.

4.3 Kindles are used in Year 6 to develop reading for enjoyment.

4.4 An outdoor book trolley is available on the KS2 playground during lunchtime.

4.5 Reading is promoted across school by way of children writing book reviews as recommendations. Reading Champions are chosen half-termly and celebrated in Achievement Assembly.

5. **Home/School Partnership**

5.1 The school organises workshops and other sources of information to enable parents to support their own children with the development of phonic knowledge and early reading skills.

5.2 From an early age children are encouraged to change reading books whenever needed. Class teachers develop systems that allow this to happen.

5.3 Young children should be heard read in school as frequently as possible and during EYFS and KS1 it is still the expectation that a child will have a one-to-one reading experience recorded in their reading record book by either the class teacher or teaching assistant at least once a week.

5.4 Parents are expected to read regularly with their children and reading record books are monitored on a regular basis to make sure this is happening. Parents who, for whatever reason, are not supporting their children in this way will be contacted by the school.

5.5 In the 2013/14 academic year the online resource 'Bug Club' was purchased by the school. Children and parents have the means to access Bug Club books and teaching resources at home.

6. **Assessment**

6.1 During the EYFS and KS1 reading assessment will be against the phonic phases set out in *Letters and Sounds*. Benchmarking is also used to establish National Curriculum reading levels and as the children move through Year 2 we aim for all children to achieve at least Level 2 in reading in their KS1 final assessments. Our Next Step reading cards are used as a tool for establishing in which National Curriculum level children are currently working.

7. **Resources**

7.1 The key resources used by the school for the teaching of synthetic phonics are *Jolly Phonics* and *Letters and Sounds*. Both contain many teaching resources and it is fidelity to their approaches that is particularly important.

8. Training

It is important that all teachers and teaching assistants are confident in the teaching of synthetic phonics and for this reason training has been delivered and will continue to be provided in order to make sure that all staff are familiar with our teaching resources and competent users of them.

9. Monitoring

The Head Teacher, Deputy Head Teacher, Assistant Head Teachers and Year Group Leaders all have key roles to play in monitoring standards of reading. Frequency and quality of phonics lessons, the proportion of children reaching expected phases and the overall progress of children judged against national curriculum levels, are all areas that are scrutinised by school leaders on a regular basis.

10. Review

This policy will be reviewed at least every two years.