



Lisle Marsden Church of England Primary Academy
Reading Policy
September 2022

INTENT

To develop an appreciation of, and nurture a love of, reading in all children.
To develop and master word reading and comprehension skills.
To improve discussions about books so that children are empowered to form solid opinions and respectfully challenge others.
For reading to be a key tool in deepening and embedding knowledge across the whole curriculum.
To develop reading stamina and motivation through the improved range of appropriate books that children are exposed to and read.
To raise self-confidence, self-esteem and progress in independent reading, reading aloud and writing.

The power of reading cannot be underestimated. Reading underpins our whole school curriculum and is a key driver in pushing the intent of our ambitious curriculum forward. It is a key source of knowledge and is a vital component of the school's whole school approach to learning and challenging pupils.

Our reading curriculum is centered around the two key areas: word reading and comprehension. In line with the National Curriculum 2014, children at Lisle Marsden learn, develop and master the decoding of unfamiliar words and are able to speedily recognise familiar printed words. With these skills, children deepen their understanding of a wide range of fiction, non-fiction and poetry texts through comprehension.

IMPLEMENTATION:

The school's intent will be achieved through a number of connected factors.

Phonics

Refer to 'Phonics at Lisle Marsden' document.

Daily Reading Lesson

Refer to 'Reading in EYFS: Implementation', 'Reading in Key Stage 1: Implementation' and 'Reading in Key Stage 2: Implementation' document.

Reading Fluency

Reading fluency is the bridge from phonics to comprehension and is the ability to read a text accurately, quickly, and with expression. It requires accuracy, automaticity and prosody.

Children at Lisle Marsden will be given the opportunity to develop and refine their reading fluency skills through 1:1 reading opportunities with an adult, opportunities to re-read and over-familiarise themselves with a text and have opportunities through varied activities across daily reading lessons.

Pie Corbett's 'The Reading Spine'

In line with Pie Corbett's recommended books, the school has a reading spine of around 80 books of 'essential reads' which will be read to a class by an adult. Starting in Foundation Stage, right through to the time the children leave Year Six, all children will have experienced, had opportunities to enjoy, discuss and work with a large number of the books within the spine.

These books are referred to as our 'class readers' whereby staff will read from these books on three separate occasions each week. Staff will model reading fluency during these times and there will be opportunities for staff to model 'think aloud reading' strategies, in line with our school's comprehension strategies.

Comprehension: the eight strategies to help to understand and enjoy reading

These eight strategies help to overcome barriers to reading and listening comprehension and these can be applied by all children, whether they are fluent readers and can comprehend what they read or whether they are a developing reader who applies these strategies through listening comprehension. The eight strategies are:

Using background knowledge
Predicting and asking questions
Visualising
Thinking like a detective – using inference
Noticing meaning breakdown...
...and repair it
VIP words and phrases or ideas
Summarising by putting it together to build the GIST

Decoding Strategies

In addition to these eight reading and listening comprehension strategies, children will also work on the following decoding strategies during their time at Lisle Marsden. These strategies will compliment the work done in Phonics lessons.

Sharp Eye	Look at the pictures
Mouse the Mouth	Say the first sound.
Sound Talk It	Say each sound.
Tommy Tracker	Point to each word as you read.
Slide the Snake	Blend the sounds together.
Punctuation Pete	Pause for punctuation.
Don't Forget	Use your memory.
Excited Evie	Add expression.
Flippy Dolphin	Flip the vowel from short to long.
Try on the fly!	Try a word that makes sense.
Hop, Skip and Jump	Read to the end and come back.
Chunky Monkey	Look for chunks.

Lowest 25% readers

Teachers will have identified the lowest 25% of the children within their class, with regards to their reading ability. These children will read daily with an adult on a 1:1 basis in order to aid progress.

Reading Area

All classes will have their own reading area and guided reading groups may work in these areas during reading lessons. These areas will be welcoming and nurture the development of, and maintaining of, a positive attitude towards reading.

The reading area will consist of a wide range of high-quality texts recommended by the core books section of the Power of Reading website as well as recommended reads from Pie Corbett. Books will be a combination of both age and stage appropriate adhering to the aims of the National Curriculum 2014.

Books are audited and monitored regularly. Sets of class libraries will move around to different classrooms termly so that children are constantly having access to new books within their reading area.

Multiple copies of books will be evident in class libraries to encourage dialogue between children reading the same book as well as supporting the guided reading group work where appropriate.

The Reading Area will display the relevant comprehension strategies to help children to understand and enjoy reading. Work done in class to support, or other supporting materials, may also be on display in this area.

Reading Challenges

To develop and maintain reading at home with texts that are both context appropriate and stage appropriate, children are encouraged to read their Bug Club book or access Reading Plus as part of a termly reading challenge.

The class teacher will determine the challenge, the criteria for achieving success in the challenge and the reward to be given. Reading challenge rewards will take place half-termly and will reflect the interest of the children and the season. Reading challenges will act as a way to encourage more reading at home of school related materials.

Home Reading

Lisle Marsden has a book band system that is colour coded for home reading. The main scheme used for home reading is 'Bug Club'. For those that require it, children also have access to the 'Monster Phonics' eBooks at home to enable them to apply their current learning.

Book bands for children will be reflective of, and in-line with, teacher assessment. Children will have access to hard copies of books as well as electronic, e-book, versions both home. Children will progress through book bands in-line with the overall progress made in reading against teacher assessment.

In addition to Bug Club, where appropriate, children will have access to Reading Plus at home, an online reading program.

Teachers will use both programs to inform assessment, along with PiRA assessments, phonics assessments and class-based Assessment for Learning (AfL) and act accordingly to ensure progress in reading.

School Book Fair

Working with Scholastic, the school book fair will visit twice a year and will be well promoted in school to encourage families to visit and develop, or maintain, a positive attitude towards reading. Around the time of the spring book fair, the school will further promote a love of reading by awarding a Reading Reward to one child from each class during each week's Praise Worship. During this run up to the book fair period, each winning child will receive a golden ticket which can be exchanged for any book at the book fair and will be paid for by the school.

Cross-Curricular Reading

Every opportunity should be taken to read across the curriculum and expose children to a variety of texts and genres linked to current themed learning. Children should be provided with chances to practise their reading skills whenever possible. Themed books should be available in areas of provision, including outside.

The Wider Curriculum

The English Team will look to promote and encourage reading through a variety of whole school opportunities to celebrate and endure in reading where possible.

For example, World Book Day is a day that has a high profile within the academic year. As well, charity work, in-line with our School Christian Ethos, will take place through reading challenges, such as Read For Good's 'Readathon' Challenge'.

IMPACT

Children will leave Lisle Marsden Primary Academy as fluent readers, with an appreciation of reading and will have embedded an enjoyment of reading, as a result of experiencing varied and suitably challenging texts during their time working within our whole school curriculum.

Children will be able to form solid opinions and respectfully challenge the content of what they read. Also, they will be able to have challenging discussion with others because of their strong understanding of text, as a result of their understanding and application of the comprehension skills that children are taught.

Children will leave Lisle Marsden Primary Academy having strong subject knowledge across the curriculum, largely due to the opportunities to read as a significant factor in learning new content.

As a result, end of Key Stage assessments at all levels will indicate that that the school is producing a level of reader above the national average, both at the expected standard and at greater depth standard.

Reading will be monitored regularly, using national examinations, internal assessments, lesson observations, pupil voice and year group moderations to inform judgements and evaluations. All of these factors will contribute to the refining of, and further improvement of, our whole school reading approach.

Review

This policy will be reviewed on a two-yearly basis