

Glynwood Community Primary School



Reading Policy 2019-20

Reading policy.

We believe that a child's ability to read is of paramount importance to their future education and success in life. We therefore consider the teaching of reading to be of central importance within the curriculum and a major priority throughout the school.

Year 5 and 6

- Children in years 5 and 6 participate in daily Accelerated Reading (AR), reading a range of challenging and age appropriate books within school.
- During AR the class teacher will work closely with a group of 6-7 children reading a group text; analysing, unpicking and comprehending the text.
- Teaching assistants in the classroom will hear children read on a weekly basis and record comments in children's reading record book.
- Children requiring additional support with reading receive regular 1:2:1 support from teaching staff throughout the day.
- Children will have the opportunity to access more challenging texts by being exposed to a broad and varied range of genres through whole class books that the teacher will read aloud during the day.

Year 3 and 4

- Children in years 3 and 4 participate in daily Accelerated Reading (AR), reading a range of challenging and age appropriate books within school.
- Teachers and teaching assistants in the classroom will hear children read on a weekly basis and record comments in children's reading record book. Children will receive a maximum of 2 reading books per week to ensure emphasis is placed on the enjoyment of reading and comprehending these texts.
- Children requiring additional support with reading receive regular 1:2:1 support from teaching staff throughout the day, including some children accessing the Lexia reading programme.
- Children will have the opportunity to access more challenging texts by being exposed to a broad and varied range of genres through whole class books that the teacher will read aloud during the day.

Year 1 and 2

- Children in year 1 and 2 participate daily in the school's Read, Write Inc (RWInc) phonics reading and spelling scheme - children are assessed regularly to ensure that they make rapid progress and are suitably challenged and supported.

- Teaching assistants in the classroom will hear children read on a weekly basis and record comments in children's reading record book. Children will receive a maximum of 2 reading books per week to ensure emphasis is placed on the enjoyment of reading and comprehending these texts.
- Children requiring additional support with reading receive regular 1:2:1 support from teaching staff throughout the day, including access to the Lexia Core5 reading programme. As well as focussed intervention sessions, children have the opportunity to work with older children through peer tutor reading.
- Children have the opportunity to access more challenging texts by being exposed to a broad and varied range of genres through whole class texts that the teacher will read aloud during the day.

Reception

- Children in reception participate in the schools, 20 minute, daily Read, Write Inc (RWInc) phonics reading scheme - children are assessed regularly to ensure that they make rapid progress and are suitably challenged and supported.
- Children have the opportunity to enjoy more challenging texts by being exposed to a broad and varied range of stories read to them at the end of every day during story time. Children are encouraged to bring favourite stories from home to enjoy with friends at school.
- Staff hear children read in small guided reading group sessions weekly, using appropriate Oxford Reading Tree (ORT) levelled books. ORT books are sent home and parents are encouraged to comment on child's progress in their reading record book.
- Members of staff from across the school, parents, grandparents and other key persons visit Reception weekly to read a favourite story to the whole class.

Children will continue to be exposed to a wide range of reading activities taught by the class teacher where the focus will be developing children's comprehension of a text through direct and subtle teaching, as well as, reading and re-reading of familiar texts to improve fluency and intonation in all children.

Children's reading is regularly assessed by teachers and teaching assistants to ensure that children are both supported and challenged with the appropriate levelled reading book for their reading age and ability. At Glynwood, we firmly believe that children should foster a love and enjoyment of reading that stays with them for the rest of their lives.