



Reading Policy

	Name	Signature	Date
Headteacher's Approval	Charley Oldham		June 2022
Chair of Governors' Approval	Alison Barrett		June 2022
Recommended Review Date:	June 2023		

Version Number

This document is issued and maintained in accordance with Cogenhoe Primary School procedures. Any changes must be clearly identified and discussed with the Governors. The most recent version must be detailed to staff and kept with the other policies for all appropriate stakeholders including parents where applicable.

Version	Date	Description of Change	Changed By

Aims.

At Cogenhoe Primary School, we strive to ensure that pupils secure their key skills in Literacy through exciting and engaging learning opportunities. Our overarching aim for English at Cogenhoe Primary School is to promote high standards of literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through wide spread reading for enjoyment.

We aim to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, both for pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions needed to be a successful reader
- use discussion when taking part in Book Talk in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

Reading feeds into pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds. It is our aim that, by the end of their primary education, all pupils at Cogenhoe Primary are able to read fluently, and with confidence, across the curriculum.

Reading Structure and Organisation across the school

As children journey through the school, we use a variety of reading strategies to ensure that all our pupils are confident in their reading.

Book Talk is used as a whole school strategy. It supports and challenges a child's understanding and comprehension of texts, enabling them to become inspired, confident and enthusiastic readers.

Talk 4 Writing provides children with a rich reading experience of stories, poems and non-fiction texts and helps them internalise a living library that, like templates, can be used to fire their imagination.

EYFS

In EYFS, reading is an important feature in and outside the classroom. We have a range of ways in which we promote reading:

Book corners that are accessible, owned and loved by children, indoors and outdoors

Having enthusiastic staff, who share their excitement of books with children

Using core books to plan for children's interests and class topics.

Having books available in all areas of the classroom.

Early Reading: children have the opportunity to read to an adult via levelled reading books once a week and books are changed when the child is ready

Using story maps, story props, sacks and boxes to enhance our core books

Having well planned shared reading sessions that all practitioners are confident to take part in

Opportunities for children to learn 'reading behaviours', for example the recognition that print conveys meaning, the left to right directionality of English text, the purpose of punctuation

Listening to a variety of genres, for example, non-fiction, poems, taped stories, song and rhyme

Children are regularly filmed reading to monitor progress

Involving parents in understanding the importance of early literacy through parent workshops, newsletters, home shared reading

Key Stage 1

Reading, Phonics & Decoding

In Key Stage One, a variety of strategies are used to support the teaching of reading, as we recognise that all learners are individual in their approach when securing their skills. Therefore, teachers use a variety of decoding skills such as phonics and picture cues to ensure all pupils become competent and confident readers who enjoy the written word.

Our Phonic Teaching happens on a daily basis and is taught in small groups, so that it is reactive to the changing needs of learners. We use the **Letters & Sounds** programme to ensure the progressive development of skills, so that pupils can decode effectively. In their Literacy learning, pupils are provided with the opportunity to develop and embed these key skills.

Independent reading books support children at an individual level and are carefully chosen by teachers to aid and challenge our pupils. We use a variety of different materials to enable our children to develop a love of reading, although many of our books are from the Oxford Tree Reading Scheme.

All children in the school have access to rich and exciting texts throughout the day and are encouraged to use our **Reading for Pleasure Areas** in school and in class. Children have access to the following reading experiences:

- Daily half an hour Book Talk Session at 9.00am (Mon-Thurs see separate Book Talk Policy)
- Comprehension session every Friday
- Daily Talk 4 Writing reading opportunities
- Daily phonics session half an hour (phonics intervention groups where applicable)
- Every child is heard read by an adult at least once a fortnight (rotated between TA and class teacher)
- Targeted children will be read with daily
- **Switch on Reading** intervention
- A reading for pleasure book goes home with a school reading book
- Reading Fairy Reward to encourage regular home readers
- Target intervention **Guided Reading** sessions based on **PIRA** assessment
- Whole School Class Read at 3.00pm to promote reading for pleasure

Key Stage 2

In Key Stage Two, we provide ongoing support, which is adapted to the needs of learners and always encourages a love of reading. The children are provided with the following opportunities:

- Daily half an hour Book Talk Session at 9.00am (Mon-Thurs)
- Daily Talk 4 Writing reading opportunities
- Comprehension session every Friday
- Targeted children are read with daily (slowed progress)
- **‘Switch on Reading’** intervention
- Reading Fairy reward
- Target intervention **Guided Reading** sessions based on **PIRA** assessment.
- Whole school class read at 3.00pm to promote reading for pleasure.

Cogenhoe Reading Community

We have a wealth of rich learning experiences and strategies that promote a love of reading across the whole Cogenhoe Community including:

- Engaging parents by inviting them to become members of the school library, or by inviting them to workshops on how to support their child’s reading. Demonstration lessons are available
- Workshops are set up throughout the year, tailored to meet the needs of individual families including Pupil Premium child
- Pupils take home books from the library areas (we are part of the School Library Service and books 25% of books are rotated yearly)
- Every half term we will ‘Read around School’ in a Friday assembly slot
- Every Friday at 2.45pm a class is chosen to listen to a story in class, read by a mystery visitor.
- Every Monday, ‘Book and a Biscuit’ will take place at 8.45am-9.00am (KS1)
- Parental workshops and demo lessons (Book Talk)
- Book Swap Trolley visits classes every day and goes outside at playtime
- Reading zones are open to the community before and after school
- ‘Get Caught Reading Raffle’ is promoted throughout the school
- Reading Buddies and Book Bag Time encourage Year 6 children to share a text with Reception child
- Parents and adult volunteers from the community are encouraged into school to read with children and work in the Library (they are trained to support children).
- Belly Bands and recommended reads will be displayed in reading areas.
- Flyers around school advertise upcoming reading events and celebrations.
- Parents are invited to World Book and World Poetry Day activities.

Home Reading

Parents are hugely important in securing their child's reading and understanding; therefore staff provide support, so that we can work in partnership to achieve the best outcomes. Encouraging children to read widely, in and out of school, across both fiction and non-fiction helps to develop their knowledge of themselves and the world in which they live. Reading widely and often increases pupil's vocabulary because they encounter words they would rarely hear or use in everyday speech.

All children are provided with a **Home Reading Book** from our school reading scheme, which is suitable to their age and ability. In addition to this, children are also encouraged to select a book from one of our Reading for Pleasure Areas. Children are provided with a Home School Diary as form of communication between home and school. Targets and next steps for learning are shared in the diary.

Planning and Assessment

At Cogenhoe, a suggested text list has been compiled containing book titles linked to topics covered in each year group, **Pie Corbet's Reading Spine** and recommended Class Reads.

The teacher records and dates books read in Book Talk sessions on the book lists provided in the Literacy File. Reading Timetables, checklists and Book Talk assessments are also kept in this file. Book talk is planned using the **Reading Rainbow** and the **Book Talk** fantastic, stylistic and analytics question cards.

Teachers use the Programme of Study for English from the New National Curriculum as guidance and will also use **Target Tracker** to ensure teaching is geared to address a child's gap learning. A majority of our support staff are highly trained through the '**Switch on Reading**' programme and planning and assessment is shared with them regularly.

Progress in Reading Assessment (PiRA) is used to support teachers in assessing, measuring and predicting progress in reading against the new National Curriculum. Children are tested termly and outcomes are used to inform future planning.