

# Gosfield Community Primary School

Part of Attain Academy Partnership



## Reading Policy 2022/2023

## Intent

At Gosfield Community Primary School, we aim to inspire learners to not only become fluent readers, but to develop a love of reading. As a school we are aware that reading is at the soul of education and without it, it is hard to progress in any subjects - not just English. With this in mind, Gosfield takes reading and early reading as one of the most important skills we can give our children. Reading opens up avenues of knowledge, dreams and aspirations. It is within reading where we can truly become someone else, learn a new skill or find exciting and new information, it is the fundamental building blocks of education, and it is extremely important to get it right, make it positive and most of all-enjoyable. We want our children to start at our school with a love for reading and leave our school with the confidence to thrive in a world full of words.

As a school we have two main reading methods. Reception and year 1 follow the Little Wandle phonics scheme and the children's books are based on the Little Wandle assessment heat maps. Each child is given a coloured book based on their level of phonics knowledge. Children (year 2-6) use our Accelerated Reader scheme. Each child will take a STAR reading test and will be given a reading age and ZPD number (a reading range).

## Implementation

### **Guided Reading:**

Teachers at Gosfield have the autonomy to teach guided reading as they feel best suits their class. An example of C5 guided reading structure is below.

Guided reading in Class 5 consists of a 20 minute session; each day of the week there are different activities that need to be addressed. An example is shown below.

Monday	Tuesday	Wednesday	Thursday	Friday
Teacher will pre-read the chapter or book and choose words to place on the board and talk through with the children. What do they think the word means. Place on the board with all of their thoughts. Can they put it in a sentence?	Go through with the children the correct meanings of the words and then ask the children to find synonyms/ write in a sentence use in direct speech etc.	Read a chapter of the book.  Get children to read part of the book too.	An activity based on what they have read so far.  Write a letter to ....  Write a blurb  Hot seat a character  Draw a picture of the protagonist.	Comprehension questions.

When teachers are planning their reading lessons, they are to use the Johnathan Bond statements. This will also run alongside the school's English assessment.

## Reading in Early Years:

[Please refer to our Little Wandle Key Guidance document for a detail understand of early reading.](#)

[Please refer to our Little Wandle Phonics policy for a more in-depth understanding of phonics and reading at Gosfield.](#)

## Reading in ks1:

[Please refer to our Little Wandle Key Guidance document for a detail understand of early reading.](#)

[Please refer to our Little Wandle Phonics policy for a more in-depth understanding of phonics and reading at Gosfield.](#)

## Reading in KS2:

Again, reading occurs regularly through whole class story times, sustained silent reading, our 20 minute reading session, group reading or 1:1 reading with an adult (teacher, learning support assistant or reading volunteer). Stories include high quality storybooks, non-fiction books, picture books and chapter books. Once children have finished their school book they are to take an AR quiz.

In **Lower KS2**, children will continue to be taught to respond to each of the relevant strands during reading sessions. Opportunities will be planned for by the teacher to allow for whole class and group discussions as well as ensuring that other adults in the class utilise a consistent approach when hearing individuals read. Daily, the class teacher will deliver a whole class reading session with the chosen class text ensuring that all of the strands are covered over the half-term period (this may be impeded by events such as school trips, special assemblies or similar).

By **Upper KS2**, as well as continuing with the planning and practise of the range of reading strands within whole class and group guided reading, the children will also be encouraged to create their own questions from a text to deepen their comprehension. Daily, the class teacher will deliver a whole class reading session with the chosen class text ensuring that all of the strands are covered over the half-term period (this may be impeded by events such as school trips, special assemblies or similar).

### Reading comprehension Strands KS2

- Clarifying (C)
- Imagining (Im)
- Answering questions (AQ)
- Predicting (P)
- Summarising (S)
- Inferring (I)
- Understanding text organisation (TO)
- Understanding writers' use of language (L)
- Understanding purpose and viewpoint (PV)
- Linking (Li)

### **Reading at Home**

All children are actively encouraged to read daily at home. Children will need to have read 4 times per week to be entered into the class reading percentage. The class with the highest percentage for the term win extra break and a cookie.

### **Reading Journals and Diaries**

All learners will be given a reading journal at the start of each academic. Children should be encouraged to write neatly in their reading journal. The date and book title will be recorded Teachers, Learning Support Assistants and Reading Volunteers should:

- Date each time they hear a child read
- Write a brief comment
- Initial at the end of the comment
- EYFS and KS<sub>1</sub> should have a record of the relevant Johnathan Bond skill that they have been practicing
- KS<sub>2</sub> pupils should note when guided reading has taken place and record the skill they have been learning from the Jonathan Bond reading strands.

It is expected that children will read regularly at home with a parent or independently when ready. Parents/carers and children should record the date, name of book and the pages read.

### **Impact;**

Impact of the reading policy, will be measured against the Johnathan Bond assessments, AR reader, book looks and monitoring of guided reading sessions, alongside parental/teacher/pupil perceptions.