

# Ormiston Herman Academy

## Reading Policy

“Pupils read widely and often, as is clear from their reading logs and library use. The teaching of reading and phonics provides the children with the skills needed for the future.”

### **Our Aims:**

- to teach essential reading skills to every child in the academy and develop their reading to a high standard
- to promote a culture of reading for learning and reading for pleasure and enjoyment
- to facilitate reading to support learning across the whole curriculum
- to prepare pupils for the next stage in their learning, by being confident readers and communicators
- to teach the skills needed for children to read fluently and for meaning through a combination of whole class activities, guided reading sessions and individual reading time.

### **Through reading our children will:**

- be exposed to a rich and varied vocabulary
- explore real-life issues and stimulate conversation from their reading
- become inspirational and motivated writers
- develop their awareness of other people, places and cultures
- build confidence to write by looking at language patterns and sentence structures
- read texts that are models for their own writing.
- develop a rich vocabulary of words.

### **At Ormiston Herman Academy, every pupil will:**

- be taught phonics to support their reading and writing
- access a daily phonics session or spelling for reading session
- read with an adult a minimum of once a week
- access a reading- into -writing model.
- experience a guided reading session twice a week (ks1)
- have a reading book appropriate to their reading age and ability
- have their reading performance regularly assessed (Speed, fluency and understanding)

- have access to the library books to read for pleasure
- receive a reading record as a link between home and school
- have access to a range of high quality texts.
- have regular opportunities to share, enjoy and discuss stories and texts through assemblies, class story-time and visits from authors
- have opportunities to take part in paired reading, across the key stages
- take part in reading across a creative curriculum
- be taught skills to decode, blend, self-correct, retrieve and infer from a range of text types

### **Reading in the Early Years:**

We teach Literacy in the EYFS as an integral part of the school's work. We relate the Literacy aspects of the children's work to the objectives set out in the Early Learning Foundation Stage Curriculum Guidance, alongside the Primary Framework. We give all children the opportunity:

- to talk and communicate in a widening range of situations
- to respond to adults and to each other
- to listen carefully
- to practice and extend their vocabulary and communication skills.
- to explore words and texts
- to encourage application of phonics skills

### **Reading in Key Stage 1**

Reading is an integral part of all lessons. Children are given the opportunity to read wherever possible. Reading outcomes for each year group are taken from the National Curriculum. Reading is used to support the teaching and learning of writing and wherever possible planning for reading and writing show clear links. Children are given the opportunity to

- be introduced to and read a wide range of texts in all lessons.
- have access to daily phonics lessons to support the learning of reading
- decode, blend, self-correct, retrieve and infer from a range of text types
- work in pairs to read and discuss texts and solve problems together
- take part in guided reading sessions with an adult.
- take part in whole – class lessons where specific reading skills are taught explicitly.
- Learn how to answer questions about a text.

- Use reading texts as models for their own writing.

## **Reading in Key Stage 2**

As in Key Stage 1, reading is an integral part of all lessons. Children are given the opportunity to read wherever possible. Reading outcomes for each year group are taken from the National Curriculum. Reading is used to support the teaching and learning of writing and wherever possible planning for reading and writing show clear links. Children are given the opportunity to

- be introduced to and read a wide range of texts.
- read texts, to support learning across all areas of the curriculum.
- learn new vocabulary and related words, to support their understanding of the text, by being taught new words explicitly, within a reading lesson.
- have access to daily phonics or spelling lessons to support the learning of reading
- decode, blend, self-correct, retrieve and infer from a range of text types
- work in blue / green pairs to read and discuss texts and solve problems together
- take part in whole – class lessons where specific reading skills are taught explicitly.
- learn to read with speed and stamina to answer questions about a text, within an allocated time.
- use reading texts as models for their own writing.

## **Assessment of Reading**

‘Effective assessment drives progression in learning. It is an ongoing process through which teaching teams are expected to use professional judgement and expertise to continuously identify assessment opportunities.

Each teacher is responsible for collating and maintaining formative assessment material.

Records of assessments are to be recorded daily for reading, using the school assessment sheets.

Judgements are made over time, using the assessment sheets, reading records, literacy books and test results.

Any member of staff who hears a child read, should record observations, using the reading outcomes for the appropriate year group.

Children will be tested termly, to assess their reading speed.

### **Literacy and Inclusion**

At our school we teach Literacy to all children, whatever their ability. It is part of the school Curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities that teach to the top and do not cap the learning of children with learning difficulties and those learning Literacy as an additional language. All lessons provide appropriate challenge for those children who are working at Greater Depth.

### **Equal Opportunities Statement**

All children have equal access and inclusive rights to the curriculum regardless of their age, gender, race, religion, belief, disability or ability. Ormiston Herman Academy is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential. Policies are available on each of these that expand on this further.

February 2023