

**"The more that you read, the more things you will know.
The more you learn, the more places you'll go." Dr. Seuss**

Introduction:

Learning to read is the foundation for all educational success. The Ofsted report on *Reading by six* showed that the best primary schools teach virtually every child to read, regardless of their socio-economic circumstances, their ethnicity, the language spoken at home and most special educational needs or disabilities. It concluded that: 'If some schools can do this, it should be a moral imperative for all primary schools.' At Parkside we aim to ensure all our children become readers.

Intent:

We aim to enable all our pupils to read confidently, fluently, accurately and with understanding.

This aim of this policy is to make sure that our children not only have the opportunity to learn to read (a time-limited skill) but to become lifelong readers for purpose and pleasure. Pupils will become people who not only can read, but do read from choice a wide variety of texts on paper and on screen.

We aim to enable children to:

- Develop positive attitudes to reading that ensure reading is an enjoyable and meaningful experience
- Use reading as a fundamental part of all curriculum planning and development
- Develop a range of reading strategies (The big 5 for reading) that allow children to tackle reading problems and the wider curriculum with confidence
- Read and respond to a variety of texts whilst developing an increased level of fluency and independence.

We believe that:

- the active encouragement of reading for pleasure is a core educational entitlement, whatever the pupil's background or attainment
- exposing pupils to a wide range of texts makes a huge contribution to achievement
- Family involvement is fundamental to ensuring all children become readers and actively encourage and support parental involvement in reading both in school and at home.
- making reading a pleasure is at the heart of our school improvement strategy.

Implementation/ Entitlement.

Reading is a fundamental part of the learning experience at Parkside Academy and the pupils are given a variety of reading opportunities, including:



1. Whole Class Reading (RIC)
2. Regular independent reading
3. Home/school reading
4. Hearing texts read aloud on a regular basis
5. Modelled reading
6. Use of the school libraries
7. Cross curricular reading
8. In school Family reading
9. The Core Book programme
10. Key word programme (to develop orthographical mapping)

Much of the programme of study is taught through English lessons and daily phonics/spelling and reading sessions. There is time set aside for independent reading and reading activities, whole class read aloud time each day, and family reading time before school.

Teaching and Learning:

Reading is a main priority at Parkside. It is the foundation of education generally. Every subject is dependent on reading, and mastery of these subjects depends on developing a strong foundation in these early literacy skills. Reading underpins a child's ability to access the wider curriculum, allows them to broaden their vocabulary, develop vivid imaginations and succeed in adulthood. To ensure that pupils are given the best opportunity to succeed, we ensure that pupils are given daily reading teaching that builds skills following evidence based research by the National Reading Panel (NRP) on the most effective methods for teaching reading. The NRP concluded that there are 5 essential components to reading known as the 'Big 5':

1. Explicit instruction in **Phonemic Awareness**.
2. Systematic **Phonics** Instruction.
3. Techniques to improve **Fluency**. These include guided oral reading practices where the student reads aloud and the teacher makes corrections when the student mispronounces a word. A teacher can also model fluent reading to the student. Fluency includes accuracy, speed, understanding and prosody. Word calling is not the same as fluency.
4. Teaching vocabulary words or **Vocabulary Development**.
5. **Reading Comprehension**.

All our staff are trained in the Big 5 and our teaching is planned around them. Learning is regularly assessed (half termly) and planning adapted accordingly. We run 13 phonics/spelling sessions each day to meet the needs of the children across school following the phonics scheme Letters and sounds. Gaps in learning are identified quickly and intervention is delivered to ensure children make rapid progress.

Resources

- All classrooms have book areas that are stocked with a range of fiction, non-fiction and poetry texts.
- The school library has a selection of reading material. Additionally, our school makes regular use of the services offered by our local Library.



- Each year group have a select 10 core books which we have chosen as core literature for that age group. Children are introduced to each book in school and then can choose when to take these books home across the year.
- Reading books in school are organised into book bands and children start to take a reading book home in Nursery. The books are organised in to phonics, poetry, fiction and non-fiction and children read a range of genres across the year. We aim to move children to become free readers in lower KS2. Children access and select books independently under the guidance of school staff.

Family involvement

- We regularly engage with parents through termly meetings across the year that demonstrate how we teach reading, including; how to read with a child to foster enjoyment and how to use the key words cards to develop sight word recognition.
- We provide a resource on reading at home with your child to support the information they receive from school.
- Foundation Stage and KS1 parents are invited to annual phonics meetings, where the pedagogy behind phonics is explained and they are informed of ways in which they can help their child at home with their reading.
- Every child has a home/school reading diary; it is the school's expectation that these are used as a dialogue between teachers and parents and that parents read with their child a minimum of 3 times per week. Parents may comment on their child's reading and teachers keep parents updated on reading progress.
- We provide parents with a books and bagels session every Monday and Friday in school from 8:40. This gives parents time to read with their child and ends with a shared reading of a story by a teacher.
- Parents are given a half termly overview of their reading at home and this is logged in the front of their child's writing book in school.
- Core books are introduced to parents in each year group and parents are encouraged to take these books home and share them regularly with their child in addition to their school reading book to promote, vocabulary development, fluency, reading comprehension and reading for pleasure.
- We provide family learning sessions across the year in Phonics and reading, led by adult education tutors, who work with 12 parents and their child over 6 weeks.
- We also run parent reading sessions for targeted children to support parents further in helping their child to read. These are run by one of our specialist leaders in education.

This policy will be reviewed: September 2021

Agreed by Staff:

Date _____ Signed: _____ (Headteacher)

Agreed by Local Academy Committee:

Date _____ Signed : _____ (Chair of Governors)

