



Longford Primary Academy

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Reading Policy

The Teaching of Reading

We use the power of reading throughout the school, so that most of our Curriculum teaching is centred around inspiring and challenging texts in each year group. Reading, at Longford, takes place throughout the curriculum where children are encouraged to:

- Apply the skills they have been taught in focused reading lessons
- Experience a range of authors and text types
- Develop a thirst for reading
- Acquire a wide vocabulary, a contextual understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.

The Teaching of Reading happens in a daily 25 minute slot across the school from Year 1 to Year 6; which is referred to as 'Guided Reading.' The session within Year 1 takes the form of a 'carousel approach.' Over the week, the children complete a variety of ordered tasks: Pre Reading, Guided Reading (teacher focus with discussion and questioning), A Follow Up Task, Vocabulary Focus and Computer/Reading Focus. All of these tasks will link explicitly to the relevant Programmes of Study from the National Curriculum and Key Stage Content Domains (Reading Skills).

Throughout Years 2 to 6, a Whole Class approach is used to deliver the teaching of reading. The teacher will plan activities that allow children to further access reading skills and work with children that need it most at that time. Differentiation is achieved in varying ways: The difficulty of the text the children are working on; the questions the teacher is asking; the level of support being received. The outcome of the lesson is often written but not always.

EYFS and the Teaching of Reading

Throughout the EYFS, the Teaching of Reading primarily takes the form through Phonics (see Phonics policy). In addition to this, the children are encouraged to develop reading skills indoors and outdoors through the reading of key words, labels and captions independently as well as through adult led activities. A reading area is carefully designed to support reading as a cross curricular approach with varied texts and opportunities to listen and respond to them orally.

Home School Reading

Developing strong links between home and school reading is vital in ensuring children become lifelong readers. The school will support parental engagement with their child's reading by ensuring that appropriate texts are sent home regularly for both independent reading and books to be read aloud.

Library

Children have the opportunity to visit the library on a weekly basis. Within all sessions, we encourage children to read for pleasure at home and at school. Books chosen from the library should demonstrate the children's desire to challenge themselves appropriately and staff will encourage and monitor this using the Micro Librarian software.

Book Corners

Book corners are a staple in every classroom. Teachers are expected to organise their book corners at the start of every year and maintain them with the help of the children. Within these areas there should be:

- A range of age-related texts (with options that will stretch, challenge and support the differing abled readers)
- A space for children to sit and read
- A display of the Reading Skills (Content Domains) associated with that year group (that will be referred to throughout the curriculum; as appropriate.)