



READING POLICY

INTENT

The aims of teaching Reading are:

- to help children become confident, independent readers, through an appropriate focus on word-, sentence- and text-level knowledge;
- to develop enthusiastic and reflective readers, through contact with challenging and substantial texts;

IMPLEMENTATION

At **Downham Preparatory School** we have shared reading and group reading in class lessons, as well as individual reading to an adult.

We aim to hear each child read individually as often as possible, which is generally at least twice a week.

We have several adults in school who hear children read, including teachers, other members of staff, parent helpers and other volunteer helpers.

HEARING CHILDREN READ:

THE FOUNDATION STAGE

Children in the Reception class are taught early reading using the school's own intensive Phonic programme.

Our Early Phonic readers are called **Primary Phonics**.

We also use **The Jolly Phonics** scheme and the Dandelion Readers, which link to letters and sounds.

Reading Rules – see **5.0**

PRIMARY SCHOOL

Children in Classes 1 – 8 use several Reading scheme books in the early stages, starting with Primary Phonics, Letter and Sounds readers and Dandelion Readers. We also allow children to access the Oxford Reading Tree series and Project X books, so they read a wide variety of different books (those children are usually confident with phase 5). These are the books that children take home to read. In addition to this, in school, they progress through the Ginn 360 Reading Scheme, starting with Level 5. On completion of this scheme they become free readers and choose their own books from the library.

There is a folder for each class kept in the photocopier room, containing each child's individual record.

At the front of each folder, there is a summary sheet, to enable adults to see, at a glance, the order to hear each child, according to their current reading level. The children at the top of each list are generally those whose reading ages are below or only a little above their chronological age. (This will be indicated with a minus score e.g. -0.6).

When possible, these children should have a little more time than those who are more fluent readers.

The English co-ordinator (Mrs Sharpe, the Principal), and each English teacher, will regularly check to see that these records are kept up to date.

READING RULES

Starting in the Reception class, each child has their own Reading Rules folder. The folder is sent home every week for the child to practise at home. These are sent home once a child is confident with phase 2 letters.

The teacher listens to the child read the rules(s) for that week and sets the rule(s) to be learnt for the next week.

Each child progresses through these rules according to individual ability.

The folder contains lists of all phonic rules, starting with simple three letter words, consonant blends and vowel digraphs, up to the more complex rules, e.g. silent letters and the seven different sounds 'ough' makes.

The back of the folder has lists of common sight words.

ADULTS LISTENING TO READING

All adults who listen to children reading will follow the order as set out in the folder.

Each adult will listen to the child read several pages from the book, encouraging and assisting as appropriate, i.e. difficult or unusual words can be explained. Children should also be encouraged to read with expression.

After each child has read, the adult will mark the appropriate book/pages on the sheet.

If an adult feels the child is having difficulties, or reading below their capability, they will discuss it with the child's English teacher.

The child's English teacher will then ensure that the child is reading the appropriate book/level, making any necessary adjustments.

The English teacher will also ensure the record sheet is kept up-to-date.

READING AT HOME

Children in classes 1 – 6 each choose a reading book to read at home.

These are chosen with the assistance of a teacher and are changed on a weekly basis.

Pupils in Years 7-8 choose their own books from the library. If they want to select a book from the Public Library or from home, they bring it to school to show their teacher for approval.

IMPACT

The impact on children is clear, children leave the school having a passion for reading. They are confident to read aloud to others and know that it is an integral part of their education journey.

Our children build their stamina in reading and often leave the school reading a wide range of fiction and nonfiction texts.

ASSESSMENT FOR LEARNING

Teachers assess children’s reading twice a year, in November and May. The Salford Reading test is used in classes 1 – 3, and then the Holborn Reading test is used in classes 3 – 6 (or when the child has reached the appropriate higher level.)

RESOURCES

The library contains a wide range of fiction books and non-fiction books. These books have been sorted into different levels of reading ability and the levels are colour coded. This enables the teacher to direct each child to the correct section of the library. The Reading Scheme books are kept on a high shelf outside the library which is accessible to teachers and adults only. The Ginn Reading Scheme books are not taken home. All English classrooms also have a selection of fiction and non-fiction texts.

MONITORING AND REVIEW

Monitoring of the standards of children’s work and the quality of teaching of Reading is the responsibility of each English teacher. Mrs Sharpe, the Principal, is the overall co-ordinator of English.

This policy will be reviewed at least every two years.

Principal:	Mrs Sharpe	Date:	January 2023
Subject Leader	Mrs Sharpe	Date:	January 2023

REVIEW DATE: January 2025