



Policy Name	Reading Policy
Stakeholder	All
Policy Directory Reference	GRAMMAR SCHOOL
Policy Lead	Jezza
Role	Head of English
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Reviewed By	Nikki Alley
Role	Principal
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Mission Statement

*Grammar school believe that every child matters and that learning should be fun, innovative, purposeful and challenging.
School's Mission*

We are committed to delivering innovative and inspirational teaching that develops confident learners by:

- Encouraging students to take ownership of their learning
- Developing teaching strategies that are innovative, engaging and fun.
- Preparing our students for the challenges ahead and make them ready for life as global citizens
- Enabling our students to become critical, independent thinkers who embrace lifelong learning
- Ensuring that equal opportunity exists to empower our students to achieve their personal best
- Promoting a positive and respectful partnership with students, teachers, parents and the wider community
- Working closely with the school owners and Board of Governors to ensure resources are available to support teaching and learning

1. Rationale

We believe that everyone in our school community should be a part of our students learning journey and should understand the steps we are taking to teach our children to read. We also believe that all children should be equipped with the skills to access lifelong habit of reading.

As an integral part of equipping children with the necessary skills, the school wants children to develop and sustain their enjoyment of reading, so the reading book stocks are designed to be engaging.

The new National Curriculum 2014 states that the purpose of reading is:

- to develop pupils' love of literature through widespread reading for enjoyment
- to ensure that all pupils:



- read easily, fluently and with good understanding
- develop the habit of reading widely and often for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- children should read for interest, information and enjoyment
- by the end of their primary education all pupils should be able to read fluently and with confidence in any subject in their forthcoming secondary education.

The programme of study for reading at Key Stage 1 and 2 consist of two dimensions:

Word Reading: skilled word reading involves the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why **phonics** should be emphasized in the early teaching of reading to beginners when they start school.

Comprehension: good comprehension draws on vocabulary and grammar. Comprehension skills develop through the experience of high quality discussions with the teacher as well as reading a range of stories, poems and non-fiction texts. Inferential, deductive, and predictive skills all need to be taught and developed.

2. Aim

The vast majority of children at The Grammar School will leave School being able to read confidently (achieving at least level 4 in reading) with a love of reading and a sense of the importance of reading as a key tool for future learning. They will enjoy a variety of texts including fiction, non-fiction and poetry. They will become independent, critical, life-long readers and learners and will transfer these skills across the curriculum.

3. Objectives

The Grammar School will:

- 3.1 provide high quality systematic synthetic phonics programme provided in Foundation Stage to Year 2.
- 3.2 provide a rich and varied selection of reading material that inspire and challenge all children- using our online resource Raz Kids coupled with the use of the library suite and online comprehension resources.
- 3.3 plan for each child's sequential progress in reading based on accurate assessments; utilising phonics screening as the main forms of assessment. An end of Term 1 and 3 comprehension reading skills test will also be used to assess application of their reading skill set.
- 3.4 provide appropriate intervention programmes for children whose progress is slower than expected. Any child that is identified as more than 2 years below their reading age will be involved in intervention lessons/activities.



3.5 work together as a partner with all parents/carers to ensure they can support their child's reading development and foster a love of reading

3.6 create an environment that fosters the love of reading through reading corners (FS and KS1), reading projects. There is also a reading corner in the corridor and in the outdoor space for KS1.

3.7 regularly monitor and review its provision to ensure it is effective and take steps to improve performance where necessary. This includes the monitoring of teaching and learning in reading lessons throughout primary and introducing a specific format for teaching reading lessons

4. Provision

Class Readers – Classes are encouraged to read from primary class libraries. RAZ Kids is an online programme individually designated to encourage and develop reading skills. Teachers monitor and challenge students to improve. Rewards are offered for developing readers to encourage. For higher years, Global exam helps students develop and improve their language acquisition.

Oxford Reading tree, Big Cat, Collins Reading Comprehension and Writing, and Building Skills

4.1 Phonics

The school bases its systematic synthetic phonics provision on 'Letters and Sounds', incorporating other resources to help provide the means of supporting all children.

In Foundation Stage, children are generally working on Phases 1 to 3;

In Year 1, children are generally working on Phases 2 (revision of 2) to 5;

In Year 2, children are generally working on Phases 2 to 5.

In Foundation Stage, Year 1 and Year 2 children are set for daily phonics lessons at their appropriate level. Year 2 have carousel style activities that include differentiated phonics activities. Year 3 teachers are supporting our EAL students and some of our lower attaining students with phonics target work. This is usually focused on within Term 1 and then reading sessions and comprehension skill lessons then replace this. If the child needs further phonics support they will be set tasks on Education City (our online learning programme) or given specific intervention during target time (2 periods per week). Students have also been set individual activities on Education City and appropriate level books on Raz Kids which they can access from their tablets both in school and at home.

4.2.1 Individual reading

Children should be given the opportunity and encouragement to read independently in order to build confidence, stamina and fluency.

Raz Kids has been introduced to students from Year 1- Year 9, this helps students read independently, as it is an online programme designated to develop and encourage students reading skills. For higher years, Global Exam has been introduced to develop students English Acquisition.

Year 3 to Year 9 classes have been given a novel, which they are going to read in class and at home. Activities will then be conducted to assess students' understanding on the said novel.



4.2.2 Guided reading

Children are divided into similar reading ability groups and listened to at least once a week. The teacher asks questions, promotes discussion and interacts with children to extend their thinking and develop their responses to the text. FS sit with a teacher and they all have a book open on their tab. Children are asked what is happening in the book, what they can see in the pictures.

Throughout the year students will read and study a novel in detail;

Year 3- James and the Giant Peach by Roald Dahl

Year 4- Street Child by Berlie Doherty

The Owl who is afraid of the Dark by Jill Tomlinson

Year 5- Matilda by Roald Dahl

- Butterfly Lion by Michael Morpugo

Year 6 – Boy – Roald Dahl

- Silver Sword – Iam Serrailier

Year 7- Boy and Going Solo by Roald Dahl

-A Wrinkle in Time by Madeleine L'Engles

Year 8 – Skellig By David Almond

-Coral Island By R.M Ballantyne

Year 9- To Kill a Mocking Bird by Harper Lee

- King Lear By William Shakespeare

4.2.3 Shared reading

In shared reading the teacher's role is to make overt what "constitutes" good reading. The children can access a text which may be challenging to them individually. Reading skills and strategies should be clearly modelled and discussion should help the children to a deeper understanding of the text. Shared reading should have a specific focus and relate to all curriculum areas.

4.3 Reading schemes

The reading scheme used within school is the online Active Learn programme - Raz Kids. This has specific levelled books with comprehension style activities at the end of each one. Students are encouraged to read books set at their level (by the teacher) at home and are also assigned a book for guided reading sessions. The books are levelled and teachers are encouraged to choose books the children may be interested in to encourage them to enjoy reading and develop a passion for reading and exploring texts.



4.4 Reading homework

4.4.1 Students from Year 2-Year 9 are set books on Raz Kids to read at home (with parents depending on age and ability level). For Year 10-12 students are given variety of texts, as well as Sample IGCSE Past Papers.

4.4.2 Students are expected to read books set for them on Raz Kids and answer the comprehension style questions based on that book. They are also encouraged to explore different texts such as newspapers, fairytales and recipes in line with what is being studied at school in a given topic.

4.4.3 Students are also set weekly reading homework which comprises of a more analytical/comprehension based activity (alongside Raz Kids reading). These activities help the children to explore different texts and either focus on identifying language, structure or comprehension skills.

4.5 Teaching reading in English lessons

4.5.1 All class teachers will find time to read aloud to their class on a regular basis. This builds enthusiasm, enjoyment and influences independent reading. It also promotes reading for enjoyment and reading as a life skill. Every class has a class author who will be a focus for part of their English curriculum, but also these authors books will be used at times throughout the year to promote enjoyment explore styles from an age appropriate author.

4.5.2 Students have one daily lesson in English, combining elements of speaking and listening, reading and writing. There will generally be reading opportunities as part of these lessons. FS do not have specific English lessons but have a daily phonics specific lesson. Year 7-9 students have 5 English periods per week, which in every class the 4 macro skills are being covered. Year 10 and 11 have 4 English periods per week, higher year's students are more focused in preparing for the Board Exam.

4.5.3 Students also have guided reading lessons planned during the week in addition to English lessons. These are for small groups of children learning at a similar level.

4.6 Reading Across the Curriculum

All non-English specific lessons are planned with cross-curricular activities within them that offer a reading element e.g. science, history, geography, social studies and moral education. This is to provide additional opportunities for the development of reading skills and the application of those skills in different contexts. Teachers plan these opportunities as part of their weekly planning using differentiated reading material. Given that the school is an English medium school in the Middle East where the majority of students are second or even third language speakers of English this is an essential feature of our planned literacy development.

4.7 The reading environment

4.7.1 Classrooms in Primary Section all have book corners with a range of books and real life texts. Favourite books, collections of books on a similar theme, reading displays will be in classrooms.

4.7.2 In the KS1 area, there are reading areas that are attractive and well-resourced to inspire all children to read for pleasure and for information.



4.7.3 In corridors and other shared areas there are book resources which are laid out to promote reading as an important part of the learning environment.

4.7.4 Students are encouraged to visit the school library to choose books that interest them and to use the reference books to illicit information. School trips to local libraries are organized to encourage children to access these resources with their families and to show them how to use a large public library and find the book they want.

4.7.5 Equipped outdoor reading area are also available for students of FS to Year 2.

4.8 Reading stories to the class

It is expected that teachers in Foundation Stage to Year 9 groups will regularly read stories (and other texts) aloud to enrich children's enjoyment of reading. This helps to give children opportunities to engage with whole texts rather than just extracts. They will then complete activities based on this text in the remainder of their reading lessons. This includes activities such as character profiles, comprehension style activities and analysis of the structure and choice of language the author has used.

4.9 Information and communication technology (ICT)

ICT programmes are constantly reviewed to ensure they offer good quality reading resources for class teaching and interventions. Education City and Raz Kids offer a breadth of levelled resources for the children to access on their tablets. These are used in the lesson and form part of homework/project work.

4.10 Interventions to accelerate learning

In addition to the provision in class for all children, the school provides interventions for groups and individuals. Initial provision is the responsibility of the Year Leader for the child's section and the class teacher. Any additional provision required is the responsibility of the Department of Inclusion (SEND). The precise interventions are guided by the needs of the child concerned and are organized as part of the overall 'inclusion' provision in school.

4.11 Special events

As well as the regular provision, the school adds extra events to help promote the love of reading. The school holds reading events e.g. world book day, book character day to engage parents and their children in reading and to highlight the importance of reading at home. These can include visits to book fairs, local library links and world book day celebrations.

5. Reading across the School

5.1 Foundation Stage

Phonics sessions are run daily through the 'Jolly Phonics' programme during the morning. The letters and sounds are reinforced during various activities over the week. Parents are also encouraged to practice the letter sounds at home.



Timetabled literacy lessons allow children to learn to blend and segment sounds.

Guided Reading sessions using Oxford Reading Tree resources take place twice a week. These books are also sent home for parents to work with their children on improving their reading skills. Children are encouraged during these sessions to read challenging words.

A reading zone during free flow sessions allows the children more access to reading resources.

Reading corners within the classrooms create a quiet area for the children to concentrate on their reading skills. The Role Play areas contain reading cards for children.

Afterschool enrichment activities include phonics sessions, again reinforcing prior learning.

Word walls are displayed both inside and outside the classrooms constantly reinforcing reading skills.

5.2 Phase 2 “Learn to Read”

Phonics sessions are taught daily through activities and phonics is reinforced in the context of real texts .High Frequency Words are taught directly. Guided reading continues, using a mixture of Raz Kids, ORT, Big Cat and home reading books from these schemes encourage the application of phonics to enable children to become fluent readers. Children are read to regularly and listened to on a weekly basis by the English Teacher or Volunteer reader. Children are routinely assessed for their sound recognition, blending and reading in Year 1 and 2 and extra intervention is organised where needed.

5.3 RAZ Kids and Global Exam

An online programme designated to encourage and develop student’s English skills (Reading, Writing, Speaking and Listening)

6. Involvement of parents/carer

6.1 Expectations of parents/carer

The school recognizes that some days are special days for various reasons e.g. Eid, Diwali, Christmas, birthdays, holidays, but stresses that these should be the exception and that for a child to learn to read they must practice daily, whether at school or not. School will ensure that all children practice reading daily; parents need to do the same as part of their responsibility to ensure their child develops as a learner.

6.1.1 Reading at home

School will provide an online reading book from Raz Kids with the expectation that parents will either read it with their child, listen to their child or oversee their child’s reading it as appropriate. Reading targets are also given as part of the bi-annual report cards so parents are aware of what reading skills their child is currently focusing on.



As a school, reading at home and engagement with parents is given high priority.

Foundation Stage	The children in Foundation ORT level appropriate readers. These books are phonically decodable and match the phonics phase the children are working on.
Key Stage 1	All children are given a reading book, ORT level appropriate readers to take home, together with home reading booklet. These home reading booklets are related to the learning occurring in English and Guided reading lessons in school and inform the parents of the year group reading objectives. Within these books there are further opportunities for learning at home and consolidation of expected year group objectives.

As an approximate guide child should be reading for these lengths of time daily:

Foundation Stage 2, Year 1 and Year 2: 10 minutes with an adult

Year 3 and 4: 15 minutes, usually with an adult. More fluent readers may read independently but this should be overseen by an adult. Adults play an important role in inspiring reading choices and in engaging children in conversations about their books.

Year 5 and 6: 20 minutes, mostly independently and with an adult at least twice a week. Adults play an important role in inspiring reading choices and in engaging children in conversations about their books.

Year 7-11: 30 minutes, they are encouraged to read independently.

An adult should sign the child's reading diary each time the child reads.

6.2 Communication with parents/carers

Each child has a reading record in Foundation Stage to Year 2, which will include the information in Appendix 1a or 1b as appropriate to the child's Key Stage and reading level. The reading record gives guidance on strategies to look out for and encourage. It also allows parents to record positive comments to encourage their child, and to make a note of words children had difficulty reading or understanding. When children read to adults in school, these comments and notes will be referred to and will provide useful information to teachers in planning children's next steps in reading.

6.3 Students of Determination (SOD)

Students of determination are provided for as part of the school inclusion plan and may have an Individual Education Plan (IEP) with targets for improving reading, and these will be shared with parents at regular intervals throughout the year through meetings with the SEND department.



7. Assessment

FS 2: Children are assessed against the Early Learning Goals.

Year 3-9 are assessed through Raz Kids, formal and Summative Assessment.

Year 10-12 are assessed through PEARSON IGCSE Mark Scheme and threshold.

8. CPD

All teaching staff have a responsibility to keep up to date with good practice, this is introduced as part of formal CPD training in our weekly stay back sessions. This includes discussions around assessment, moderation and how to set up effective guided reading lessons.

9. Monitoring, evaluation and review

The Year Leaders and HOP have weekly leadership and management time to carry out the following tasks:

- Observe teaching
- Supporting teachers development through training
- Collect and analyze performance data
- The Year leaders attend weekly leadership meetings, at which their monitoring is shared with senior leaders

Monitoring and Reviews

This policy has been discussed and agreed by the Grammar School staff and leadership team for implementation.

Signed:

Nikke Alley

Date : August, 2020