

Reading Policy

Rationale

At Pristine, we believe that competence in reading and a healthy reading self-concept are key to independent learning and has a direct impact on children's progress in learning at school and beyond. Reading opens countless avenues of exploration and sources of knowledge to children as it is central to our ability to understand, interpret and communicate with each other and the world around us. We strive to nurture enthusiastic, independent, and reflective readers, with a love of reading and a sense of the importance of reading as a strategic tool for life-long learning and success in the world of work.

Our Aims for Reading:



- To develop a love of books and reading that lasts for a lifetime.
- To create a strong, embedded reading culture through a rich language environment within classrooms and the wider school environment.
- To nurture fluent, confident and independent readers who can transfer these skills across the curriculum and beyond.
- To develop *reading literacy* through strategies and skills: fluency, accuracy, understanding and response by engaging in wide range of literary genres/ types of texts;
- To develop *digital literacy* skills that helps readers to navigate the information on web.
- To understand and respond to literature drawn from a range of cultures and literary heritage.
- To recognise the value of parents/careers as essential components in supporting and developing children's reading skills and love of reading.
- To rigorously monitor and assess children's progress in reading and identify those who require extra support and intervene at an early stage.

At Pristine we aim to develop, through our philosophy of teaching of reading, the following attitudes:

- Curiosity and interest;
- Pleasure and thoughtfulness;
- Critical appraisal;
- Independence;
- Confidence;
- Perseverance;
- Respect for other views and cultures;
- Reflection;
- Citizenship.

Teaching Approaches and Strategies

Our approaches and strategies reflect the requirements of the EYFS, National Curriculum and the Cambridge Secondary 1 and 2 Programmes.

Reading is taught throughout the whole school as part of literacy and as an integral part of the school day. Learning across the curriculum contributes to pupils' development of language, since speaking, listening, writing and reading are, to varying degrees, integral in all lessons;

During literacy lessons and other areas of the curriculum, children will have the opportunity to experience a wide range of good quality texts (both fiction and non-fiction) and are encouraged to respond and reflect on these. Through the use of shared and guided reading children will experience good models of reading and reading discussion, using a variety of quality texts and sources including print, media and ICT. Making judgements about what is read, and the ability to respond critically to what is significant in a text develops as readers gain experience of a wide variety of texts.

Early Years Foundation Stage

Reading in the EYFS is aimed to develop secure phonic skills through the use of 'Letters and Sounds' through a phonics-first approach to teaching reading, writing and spelling. The teaching is multi-sensory and active using the wider school environment such as the Early Years outdoor area to ensure purposeful learning is taking place. Letter sounds are sent home as they are introduced in class to consolidate learning and to keep parents/carers up to date on the progress being made in school.

Daily Rhyme Time and Story Time ensures development of reading literacy and healthy reading self-concept in Early Years through extensive shared and guided reading sessions. The children in Early Years follow the Oxford Reading Tree and BIG Cat Collins reading schemes.

Key Stage 1

Children will continue to follow the “Letters and Sounds” phonics programme into Key Stage 1, along with the Oxford Reading Tree and BIG Cat Collins reading schemes.

In Year 1 the teaching and learning will focus on building the skills learnt in the Early Years Foundation Stage and continual formative assessment will help target any gaps in phonic knowledge. This will be addressed in class through intervention programmes and supported individual or group.

Daily reading sessions for 20 minutes in KS1 classes focus on high order reading skills, including inference, interpretation and integration of information using DERIC strategy (Decoding, Explaining new Vocabulary, Retrieval, Interpretation and author’s Choice) through shared and guided reading.

Key Stages 2

Students engage with rich literary content which includes the Collins BIG Cat reading schemes, collection of short stories and novels.

The use of reading strategies (Reading VIPERS*) with focus on developing mastery in comprehension skills is of prime importance at Key Stage 2. Students rapidly gain higher order reading skills through guided, independent, group and reciprocal reading.

Students independently use reading strategies to comprehend a range of narrative and expository texts to retrieve key information, derive simple and complex inference, and comment on/evaluate authorial technique. Print/digital dictionaries and thesaurus are extensively used during independent or group reading sessions.

Teachers ‘think aloud’ and model and scaffold cognitive reading strategies: decoding, clarifying, visualising, inferring, predicting, synthesising, compare & contrast, evaluating, summarising and questioning.

Key Stage 3

Students in Key Stage 3 read for varying purposes a range of fiction and non-fiction genres. Teacher’s facilitation of reading for meaning using a range of teaching methods and approaches is integral to developing students’ wider reading and reading for enjoyment.

Building upon Key Stage 2 higher order reading skills, in Key Stage 3, reading strategies are instrumental in simulating gains in literacy across the curriculum. Applying reading strategies, students derive meaning from conceptually dense texts and can search, select and retrieve information, represent literal information, integrate and generate information, evaluate and reflect upon texts read.

*V – visualize / vocabulary (decode & clarify), I – infer, P – predict, E – explain (synthesis, evaluate, compare and contrast), R – retrieve (questioning), S – summarise.

Key Stage 4

Development in reading literacy is considered of prime importance for students in KS4 as literacy and learning goals are found to have a positive impact on their self-esteem, motivation and attitude towards learning. Reading resources focus on a range of texts from different genres that equip students with the necessary vocabulary, expression and organisational control to cope with the cognitive demands of the array of subjects being studied.

Reading lessons that train students to search and observe beyond their immediate experiences help them to appreciate, evaluate and respond to texts in a critical and reflective manner.

The processes followed at Pristine aims to enable students to read fluently and with accurate understanding to make informed and appropriate choices. Students shall use pre, post and during reading strategies and apply techniques of skimming, scanning and text-marking effectively in order to research and appraise texts. This will be done in tandem with selection of information from a wide range of texts and sources including print, media and digital resources.

Planned opportunities provided for students to demonstrate pleasure in reading shall include maintenance of class *readboxes*, shared read aloud sessions especially for Shakespearean plays and works of other dramatists, reading and engaging with narratives of events or activities, writing of blurbs, blogs and book reviews, participating in library activities and poetry elocution, creation of digital poet's corner and involvement in 'reading campaigns and readathons.

Students' skills of analysis, interpretation and literary critique shall be further developed in Literature lessons where author's choice of language and use of thematic and dramatic techniques are discussed in detail. Students' skills of reconstructing texts based on their reading proficiency are assessed through response writing based on genre transformation. Moreover, the aptitude for application of inference, deduction and analysis leading to discernment of authentic information is developed and assessed through research reports or projects.

By the end of Key Stage 4, students shall be empowered to face the challenge of navigating countless avenues of exploration and sources of knowledge for developing a wider perspective of language study in the Post 16.

The Reading Environment and Enrichment

Literacy -rich environment is maintained to immerse all students in highly stimulating activities that foster a reading culture across all phases.

- Outdoor library, Story-Garden, Class Reading Corner in Foundation Stage.
- Class Reading Zones, library sessions, Book Tasting & Book Diving (daily reading strategies), in Key Stage-1. Reading motivation includes RIY Club (Read-It-Yourself) membership for voracious readers in KS1, Score with Books, “Star Reader” certificates, and writers of the week in the KS1 weekly assemblies.
- Use of drama and role-play, where appropriate, to immerse children in the text.
- ICT in the classroom through iPads and interactive whiteboards to access digitally written materials.
- Student initiated class libraries, membership to reading clubs (The Tree House Reading Club, Super Sleuth Reading Club, The Avengers Reading Headquarters), monthly ‘Best Reader’ certificates, ‘I Read’ badges, Read to the Principal are strong motivational tools for Key Stage 2 students.
- Reading leads to writing initiatives - READ & WRITE Project – Read every day and articulately debate – Write Research Investigate and Explore (a research based writing project) KS2
- Café Lingua- Students from Years 7 and 8 read, research and explore the works of an author to be able to engage in an in-depth discussion about the selected author of the month at the Café Lingua session. Teacher facilitates the discussion and debate.
- Readathon
- Give a Book – Take a Book (Community Book Swap)
- Community Engagement through Chevron Readers’ Cup hosted by the Emirates Literature Festival.
- Readboxes in Key Stage 4
- Poet’s Corner on Edmodo KS4
- Author Visits
- Get Caught Reading Campaign
- Poetry Elocution
- World Book Day activities

School Library

Students have access to a broad range of genres in both the Junior and Senior libraries. Books from a broad range of genres are made available in the school libraries; contemporary to classic authors; fiction and non-fiction texts. Students are encouraged to share their favourite books and authors through feedback sessions, reading reflections and displays in the library.

Home-School Reading Programme

Pupils will be given opportunities for independent reading of their reading scheme/library books during the school week across all phases.

All readings within and beyond school are recorded in the children's reading log in KS1. Each week students reflect upon the book read to record reflections in the Reading Journal for KS2.

Reading Intervention

Children are continually assessed during and at the end of each term in all phases to monitor progress in reading. Intervention activities will be in place for those children who are not secure with the phase specific sounds to target any gaps in their phonic knowledge, and reading comprehension.

Struggling readers in KS2 receive 40-minute reading intervention weekly, led by the reading intervention teacher. Decoding and comprehension skills are the focus of instruction.

Reading Displays

Rich reading displays across the school and in class will reflect students' reading initiatives and love of reading. Students' written work samples on bulletin boards will reflect the reading – writing connection well embedded.

Reading Assessments:

Internal Assessments Formative & Summative	Standardised Assessments
Reading Comprehension Tests Read Aloud Assessment Reading Log	Progress in Reading Assessments for FS2- to Year 6 (PiRA by HODDER) New Group Reading Test (NGRT) Year 7 to Year 10

Policy Details	Reading Policy
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