

Status	Date
Staff	May 2018
T and L sub committee	May 2018
Review due	May 2020

English Statement

Rationale

We believe that communication, both oral and written, is the key to educational progress, to social integration and to personal development and happiness. We believe that it is the right of every child to become a competent and confident user of the English language; able to live, work and succeed in a literate world. We promote high standards of language and literacy by ensuring children develop a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

Aims

The aims of teaching English are:

- ❖ To develop a love of reading and writing
- ❖ To ensure children read easily, fluently and with good understanding
- ❖ To provide opportunities so that children develop the habit of reading widely and often, for both pleasure and information
- ❖ To ensure children acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- ❖ To allow children to appreciate our rich and varied literary heritage
- ❖ To develop children's ability to read and write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- ❖ To provide opportunities for discussions where children are able to elaborate and explain clearly their understanding and ideas
- ❖ To develop learners who are competent in the arts of speaking and listening

Reading Policy

Rationale

At Wansdyke we encourage children to read widely as this increases pupils' vocabulary. Through carefully chosen texts children will encounter words they would rarely hear or use in everyday speech. All are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.

Aims

We encourage children to read easily, fluently and with good understanding. We want our children to develop the habit of reading widely and often, for both pleasure and information.

- ❖ To develop curious learners who read confidently and independently
- ❖ To begin to develop lifelong enjoyment and pleasure in reading
- ❖ To enable children to access all areas of the curriculum
- ❖ To enable children to develop a secure linguistic knowledge (in particular of vocabulary and grammar)
- ❖ To enable children to access, understand and begin to manage information
- ❖ To enable children to understand the meaning of what is read to them and what they read
- ❖ To begin to respond to what they read; to say whether they like or don't like it and why
- ❖ To begin to understand that this experience allows us to make connections with other people
- ❖ To walk through doors to the past, to the future and to other worlds both real and imagined

Expectations

As a community of readers we expect **all adults** to model and communicate their love of reading. These are just some of the ways we can share this:

- ✓ **Story time**
- ✓ **Books shared in assemblies**
- ✓ **Shared and guided reading**
- ✓ **Library time**
- ✓ **Reading with individual children**

In line with guidance from the National Curriculum 2014 our teaching objectives cover two key strands:

- Word Reading
- Comprehension (both listening and reading).

The Teaching of Reading

Our approach to the teaching of reading is to develop pupils' comprehension, for them to engage imaginatively and critically with texts and create opportunities to assess their progress. The main mechanism through which we aim to achieve this is through whole class and group guided reading sessions, which take place daily as follows:

Phase 1 – Mainly guided group sessions with some carefully planned activities which build on skills developed in other lessons.

Phase 2 - Mainly whole-class guided reading with some carefully planned group sessions to extend and challenge learners as well as secure and develop their early reading skills.

All these sessions will have a relevant, assessment-linked focus. In guided reading sessions, where children take turns to read aloud, teachers may use this opportunity to support children with decoding skills and strategies.

Shared Reading

Shared reading is where the practitioner or teacher works with the children to model fluent, expressive reading, the use of effective reading strategies and to encourage response to texts. It is also used to promote reading for pleasure and over sustained periods of time. It can be a vehicle for both teaching children to read (decode) and for teaching children about reading, including comprehension. Texts are carefully chosen, so that high quality language is modelled. Shared reading enables children to access and enjoy rich, authentic texts that are slightly beyond their independent reading level.

Hearing Individual Readers

Across Phase One, a teacher or a TA will hear each child read at least once each fortnight. It is expected that all children at Level 30 or lower will have a running record completed for them, at least three times a year. Reading Record assessments are a crucial part of assessing a child's decoding skills, word knowledge and comprehension skills.

Book Buddies

Classes are linked in pairs, so that they can form reading buddies. Older children hear younger children read and also read aloud to them.

The Role of Volunteers

The School encourages people who have some time to come into school to hear readers. The volunteer will be allocated to a class and the class teacher will then select children who would benefit from the extra reading to an adult. The Class Teacher is responsible for ensuring that the volunteer

has the support needed to help them carry out the role effectively. Volunteers are encouraged to undertake 'Better Reading @ Primary' training where appropriate.

The Reading Environment and Library

Each classroom has a wide selection of fiction and non-fiction books for children to access. Children are encouraged to share experiences of books they have read. Each class has an author focus. Information about the author is displayed near the class reading area. The school library will be used weekly by children. Each class will have a selection of texts read to them throughout the year; it is important that children are presented with the opportunities to hear books read aloud. There should be opportunities for pupils to experience print around them through classroom notices, labels and signs. These should be discussed with the children and should take a variety of forms such as single words, phrases and complete sentences. Children will visit the library once a week.

Reading at Home

Our Home-School Agreement is shared with parents when children first join the school. The expectations agreed state that parents will:

Support my child's learning by

- ✓ reading to my child regularly (bed time story);
- ✓ listening to my child read at least four times every week and talk about their reading.

We expect parents to indicate that they have heard their child reading at least four times a week by signing their diary/planner each time they do so. Each week that this is completed is celebrated in classrooms by awarding the child with a raffle ticket; at the next celebration assembly a name is then drawn out for a child to choose a book to be bought for him/her.

If a child is not being heard reading at least four times a week, the following process will be followed.

Stage 1 – The class teacher gives a verbal reminder to the parent/carer. This conversation will be logged.

Stage 2 – If a parent is not hearing their child read at least four times a week, a letter is sent home from the Class Teacher, reminding the parents of the home-school agreement.

Stage 3 If a child's planner/diary is still not being signed, the Learning mentor will contact parents to investigate the reasons and offer support; parents will also be reminded of our Home-School Agreement. Parents will be given the option to observe a teacher reading with their child.

Stage 4 – If a parent refuses to engage in reading with their child, the Head Teacher and Learning Mentor will meet with them. At the meeting, the Home-School Agreement is again shared. A discussion will be had about the child's future and the need for the school to support the child in being the best they can be and in meeting their potential. Key points to be raised will include:

- The refusal to read regularly at home will be logged and passed on to consecutive teachers.
- The child's chances of progressing along with other children at the same rate are potentially being limited.
- Information about a child's engagement with reading and parental support will also be passed on to the child's secondary school.
- This will impact on any decisions for extra-curricular clubs etc as we will have to focus on the child's reading development first.

Assessment and Record Keeping

Children are assessed in line with the school's Assessment Policy using a variety of means. Children are assessed regularly during reading sessions and evidence is gathered to complete relevant sections of Target Tracker currently in use.

Year R children are assessed in line with the Early Years Framework.

Year 1 children are assessed against the Government's standardised Phonics Assessment.

Year 2 children are assessed using the Government's standardised Reading Test.

Year 6 children are assessed using the Government's standardised Reading Test.

The school also uses optional PIRA and Group Reading Test assessments. Information from these, alongside teacher assessments, are used to:

- ✓ Action any special needs provision.
- ✓ Group the children.
- ✓ Identify the most able to ensure provision of extension/enrichment work.

Signed (Chair of AGC Governors)

Date