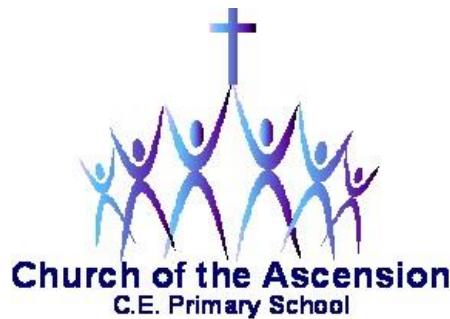


# Church of the Ascension CE Primary School Reading Policy



## Learn with Love, Flourish in Faith

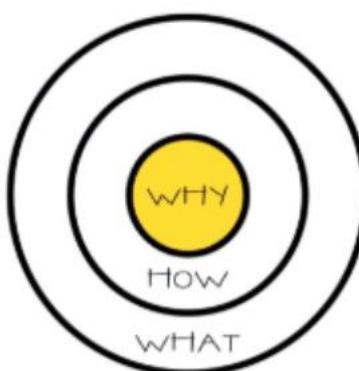
*Do everything in love* (1 Corinthians 16:14).

As an inclusive Christian school, Church of the Ascension C.E Primary School aims to create a loving, caring and respectful community, where individuals can flourish spiritually, socially and academically as children of God in a rich learning environment. Our vision is to inspire lifelong learning, whilst encouraging resilience, independence, aspiration and an appreciation of God's wonderful world.

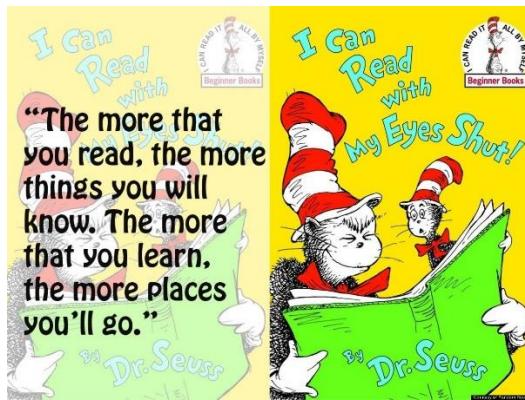
### Curriculum Drivers

<p><b>Resilience:</b></p> <ul style="list-style-type: none"> <li>• We aim to ensure our children become independent, resilient, lifelong readers for both knowledge and for pleasure.</li> <li>• Have a desire to read a range of genres and can confidently participate in discussions about their reading.</li> </ul>	<p><b>Independence:</b></p> <ul style="list-style-type: none"> <li>• Develop resilient, independent life long readers.</li> <li>• To be able to select from a variety of genres and text types.</li> <li>• To be able to articulate their own literary preferences and justify their book choices.</li> <li>• To respond with increasing depth and understanding.</li> </ul>
<p><b>Aspiration:</b></p> <ul style="list-style-type: none"> <li>• Recognition that reading is a key life skill.</li> <li>• To be active listeners who enjoy being read to.</li> <li>• To be confident readers who enjoy reading to an audience.</li> <li>• To recognise the worth of authors and illustrators.</li> <li>• To be able to articulate their own literary preferences and justify their book choices.</li> </ul>	<p><b>Appreciation:</b></p> <ul style="list-style-type: none"> <li>• Appreciate reading as a key life skill.</li> <li>• Recognise and appreciate the breadth of genre that can be explored.</li> <li>• Appreciate the knowledge of the world that can be developed through reading of quality texts.</li> </ul>

# Our Approach to the Teaching and Learning of Reading



## Subject Intent



### **Resilience**

We want children to grow into independent and resilient readers who read throughout their lives, not just for learning, but also for enjoyment. A resilient reader is someone who doesn't give up, even when a text is challenging. They are curious and have a strong desire to read a wide range of genres, from fiction to non-fiction. They feel confident talking about what they read, sharing their thoughts and ideas with others during discussions.

### **Independence**

Our goal is to help children become lifelong readers who choose to read because they enjoy it. Independent readers can select books and texts from different genres based on their own interests. They can explain why they like certain books or authors and can give reasons for their reading choices. As they grow, they show deeper thinking and understanding when responding to the texts they read.

### **Aspiration**

We encourage children to see reading as an important life skill that helps them succeed both in and out of school. Aspiring readers enjoy listening to others read and feel confident reading aloud to an audience. They understand the value of writers and illustrators and the role they play in creating books. These readers develop their own reading tastes and can clearly explain what kinds of books they enjoy and why.

### **Appreciation**

Appreciative readers understand that reading is a valuable life skill. They enjoy exploring different genres and discovering new types of books. They also realise that reading quality texts helps them learn more about the world around them. These readers value the knowledge, imagination, and enjoyment that books bring, and they make time to read as part of their everyday lives.

At Church of the Ascension Primary School we value reading as a key life skill and as such, we are dedicated to delivering a curriculum with reading firmly rooted at the centre. We strongly believe that reading is vital for all academic success; in addition, we aim to ensure our children become independent, resilient, lifelong readers for both knowledge and for pleasure. To deliver these essential skills throughout the school, we apply the following:

- Each classroom has an abundance of quality reading materials to suit all preferences and abilities within a designated reading area, which is designed to promote and celebrate reading.

- Children are encouraged to read aloud in all subjects and to answer carefully constructed questions to demonstrate fluency and understanding.
- All children have access to a library of books to allow them free choice of suitable book within an ability range which they can read in school and at home to share with parents. A record of reading is kept and signed by the teacher and parent regularly.
- Children take part in quality guided reading sessions with an adult, this allows the opportunity to hear modelled reading, for targeted questions where the children can demonstrate the depth of their reading knowledge.
- Children who need extra support with their reading will be given an age-appropriate phonics reading book to read with an adult individually to work towards independence as a reader.
- Reading Buddies from different classes often have the opportunity to read and share texts together, building resilience and discussion around a book.
- Daily story telling sessions take place throughout the school, this allows teachers to share a selection of texts for enjoyment and to promote listening and discussion.
- Book Club takes place once each week to celebrate and promote reading in classes.
- Children receive awards in Praise Assembly for their reading achievements.

By the time children leave Church of the Ascension Primary School, they are independent, competent readers who can recommend books to their peers, have a desire to read a range of genres and can confidently participate in discussions about their reading. In addition to developing an enjoyment of reading, children will have gained the resilience required to approach unfamiliar vocabulary methodically and with confidence.

## **Subject Implementation**

Teachers carefully and methodically plan reading sessions based on developing fluency, comprehension and confidence in their readers. Books for book studies are chosen to ignite a passion for reading and to stimulate vocabulary development. A school list of age-appropriate books are available for teachers to choose their Book Studies from to avoid repetition.

Children in Key stage 1 read to their teacher or support staff either individually or in a guided session twice per week. Guided reading and phonics sessions are delivered through Essential Letters and Sounds and supplemented by other reading schemes and materials such as Ginn and Headstart.

Highly structured phonics sessions are delivered every day throughout EYFS and Key Stage 1, we use a synthetics phonics programme as a method of learning sounds and blending them together to read and write words. As part of this, children in Early Years and Key Stage 1 have daily phonics lessons in classes where they participate in speaking, listening and spelling activities matched to their developing needs. During these sessions, teachers continually assess and observe their pupils to ensure they are suitably stretched and challenged and to identify any children who may require additional support. Intervention sessions are put in place for children who require some additional support.

Whereas, in Key Stage 2, children read within a guided reading session at least once per week, more if necessary, using a variety of differentiated texts. The lower attaining children in Key Stage 2 read with a Teaching Assistant during intervention sessions using the Dandelion Reading Scheme and targeted teaching using Phonics Tracker.

Children in Key Stage 2 and some children identified as Gifted and Talented readers in Key Stage 1, follow the Accelerated Reader Programme. They are assessed using an online

reading assessment which then provides the children with a ZPD score, this is then used by the children to select reading books appropriate to their ability. Once they have completed a book, the children are required to take a short quiz to determine the comprehension of the book. The data collected from the programme is closely monitored by teachers.

Teachers must assess children regularly against the Reading objectives (Years 1-6) and against the Reading Early Learning Goal (in EYFS). These regular assessments inform planning and allow teachers to identify any gaps in learning.

At Church of the Ascension Primary School, we recognise reading as a key life skill, but also put great importance on reading for enjoyment. Promoting reading for enjoyment is one of the most impactful ways to foster a lifelong love of learning and creativity. When people read for pleasure, they are more likely to develop strong literacy skills, expand their knowledge, and improve their emotional intelligence. We use several strategies to encourage reading for fun:

### **Create a Positive Reading Environment**

A welcoming and comfortable space for reading can make a significant difference. We aim to provide a designated area in each classroom with a well-stocked library and display area, by having a dedicated reading area we can create the right reading atmosphere for our children. These areas will cater for all reading tastes, offering a variety of genres and formats, such as novels, graphic novels, poetry, newspapers and magazines.

### **Model Reading Behaviour**

One of the best ways to promote reading is by setting an example. Children, in particular, are more likely to pick up a book if they see adults in their lives regularly reading for pleasure. Sharing what we are reading and discussing it with others can spark curiosity and inspire others to read. We have a timetabled Book Club session each week throughout school which encourages staff and children to share reading recommendations, reading challenges, or simply discuss books with friends, this allows us to create a sense of community making reading fun and social.

While reading helps build vocabulary, comprehension, and writing skills, the primary goal of reading for enjoyment is to inspire a sense of wonder and fun. We celebrate the joy of finishing a book and the pleasure that comes from discovering new stories.

### **Celebrate Reading**

Through our praise assemblies, we celebrate milestones in reading, such as completing a reading challenge or reaching a target, acknowledging these accomplishments create a sense of achievement and motivate further reading.

## **Subject Impact**

### **What are the outcomes for our children in this subject?**

Through our carefully designed curriculum, by the time children leave Church of the Ascension they will: become independent, fluent readers by the end of Key Stage 1. This allows for the focus in Key Stage 2 reading sessions to be on developing fluency and refining comprehension skills.

As we believe that reading is firmly at the heart of learning at Church of the Ascension, we endeavour to promote the wonders of reading and the magical world of books at every available opportunity. Children are strongly encouraged to read for enjoyment in order to enhance their learning in all subjects across the curriculum and to develop their own personal taste in genres and authors as they mature as independent readers. We place a great deal of value on the sharing of books and children at all ages are encouraged to review books read with confidence and objectivity. Through our passionate approach to reading at Church of the Ascension, we seek to foster a deep love of literature across a range of genres, cultures and styles.

### **How do we know that we have achieved these outcomes?**

Our children can talk confidently, and with enthusiasm, about texts they have read and can articulate their reading choices and preferences.

Reading attainment is measured using the statutory reading assessments at the end of each key stage. These results are then measured against those achieved by children nationally. Phonics attainment is measured through the results of the Phonics Screening Test at the end of Year One.