

POLICY TITLE	Reading Policy
RESPONSIBLE COMMITTEE	Curriculum Committee
RATIONALE	At the academy we endeavour to ensure our early learners develop into life long learners. We strive to provide a safe, secure and stimulating environment where curiosity is welcomed, enquiry is encouraged and learning is fostered.
PURPOSES	At Mersey Primary Academy we believe that as well as bringing enjoyment and advancing learning, reading is an essential skill. Our purpose is to ensure all pupils make good or better progress in Reading.
GUIDELINES	<p>Assessment</p> <ul style="list-style-type: none"> Teachers assess their pupils every half term using the Sheffield STAT and use this to group the children into guided reading groups and phonics groups. These groups use texts that are at their instructional level. After the follow up questions, children self or peer assesses against the learning objective and success criteria, with a focus on the academy 5Rs. In KS2, each child completes a different reading text half termly Children who are failing to meet expected progress, are listed as Pupil Premium or are higher achievers get placed on a Cause For Concern list, which is reviewed each half term. Assessments are moderated at different intervals: <ul style="list-style-type: none"> Half termly by another member of staff who is ‘buddied’ with them. Termly by the cluster schools or whole staff. Groups of children as well as children causing concern are moderated at different points within the moderation cycle. <p>Teaching and Learning</p> <ul style="list-style-type: none"> Every child participates in a weekly guided reading session that is led by the teacher. From Y1 onwards, learners develop their reading skills independently through well planned pre and post Guided Reading activities that are linked to the Sheffield STAT materials Guided Reading sessions follow an agreed format: pre-reading activity; guided activity; post-reading activity; comprehension; free read/phonics/ cloze activities For less able pupils or those on the SEN register, Reciprocal Reading strategies are used. Teachers plan clearly structured sequences of work which interest and motivate pupils and which: <ul style="list-style-type: none"> Start with a clear learning objective, taken from the ‘Essentials’ curriculum, understood by all pupils Have learners working at their instructional level. Promote active and independent learning that enables pupils to think for themselves and to plan, manage and assess their own learning. The guided session focusses on a main question and includes a strategy check to promote fluency and comprehension. Presentation is a focus: every piece of written work needs the date, learning objective, book title and step. All questions need to be labelled with the question category (i.e. 1a – 1e, 2a – 2h) Follow up sessions focus on reading skills; at least one a week being a comprehension activity, and at least one which comprises of follow up questions to the reading books, with a focus on 1d and 2d questions for Ks1 and KS2 respectively, one can also be a cloze activity. Blogging can be used as a follow up activity, as long as the focus is on reading skills, and the audience is targeted in line with the book being read. A range of question types are to be used for follow up questions, in line with the format of SATs questions: circle the correct answer, tick the word/ correct box, draw lines to join, word replacement, find and copy a word which suggests..., explain the effect of the language. Learners have access to more challenging texts twice a week through the Whole Class Read, and answer two questions each session, one of which is always either a 1d, or 2d question dependant on the key stage. All marking is carried out in accordance with the marking and feedback policy. Basic skills are addressed in the marking, as grammar, punctuation and spelling (GPS) is a focus for the academy Children who are listed as a Cause for Concern complete an additional CTG each week and receive a

	<p>further CTG session.</p> <ul style="list-style-type: none"> • All independent work is marked following the marking agreement. • All staff are observed by the Reading Leader in their delivery of reading and phonics sessions. • Reading Response books are scrutinised in line with the monitoring cycle. Groups of pupils as well as individual levels / stages are selected in this process. <p>Academy Environment</p> <ul style="list-style-type: none"> • Each half term, parents receive a newsletter which informs them of the Whole Class text their child is reading. • The text the class is reading in the whole class read is displayed on the reading working wall • Every classroom has an appealing set of books for children to select at their leisure • Families of KS1 pupils are invited into the academy each week to participate in a ‘Stay and Read’ session with their child. Families of F1 and F2 pupils are invited into the academy each week to participate in a ‘Phonics Friday’ session with their child • Staff collate weekly the children in their class who have read at home. Children who regularly read at home receive Pupil Reward Points, and have the chance to earn the recognition of ‘Leading Learners’ in line with the Behaviour Policy.
FURTHER DETAILS CONTAINED IN DOCUMENTS	<p>Teaching and Learning Policy Marking and Feedback Policy Assessment Policy Behaviour Policy</p>

DATE APPROVED: SEPTEMBER 2015	NEXT REVIEW DATE (every two years)

Reference Number:	MF-15
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