

# **St Margaret Ward R C Primary School**

## **Reading Policy**

**March 2012**

### **Rationale**

St Margaret Ward Primary School has a clear, consistent, whole school approach to reading. Competence in reading is the key to independent learning and is given the highest priority at St Margaret Ward Primary School, enabling the children to become enthusiastic, independent and reflective readers. Success in reading has a direct effect upon progress in all other areas of the Curriculum and is crucial in developing children's self-confidence and motivation.

### **Aims**

The school aims to:

- Provide the children with the skills and strategies necessary to develop into competent and fluent readers
- Encourage the enjoyment of books and reading so that the children develop a life-long love of books
- Develop a critical appreciation of what they read
- Develop study skills so that the children can find appropriate fiction and non-fiction books from the library
- Develop research skills, using library and class texts, in conjunction with the ICT system
- Develop a critical appreciation of the work of authors, poets and illustrators in order to emulate these skills in their own writing
- Encourage care and ownership of books

Our ultimate aim is for the children to become confident and independent readers with high levels of enjoyment, understanding and comprehension. To promote enjoyment of reading and the understanding that reading is a life-long skill.

## Objectives

Reading is closely linked with speaking, listening and writing - these activities reinforce each other. Children become successful readers by using a range of strategies to get to the meaning of the text. At St Margaret Ward Primary School we believe that literate children should:

- Read with confidence, fluency, understanding
- Be taught the full range of reading strategies including:
  - phonic knowledge (visual information)
  - grammatical knowledge (structural information)
  - word recognition and graphic knowledge (visual information)
  - contextual knowledge (meaning)
- During shared, guided and independent reading to monitor their reading and correct their own mistakes
- Have an interest in words and their meanings, developing a varied and rich vocabulary
- Read a range of genres in fiction and poetry
- Understand, use and be able to read a range of non-fiction texts
- Through reading and writing, develop their powers of imagination, inventiveness and critical awareness
- Discuss books with reference to author, illustrator, genre, theme and characters, to express personal responses with increasing fluency
- See the reading process being modelled by their teacher and take part regularly in activities with the whole class, as a member of a smaller group or individually
- Understand the sound and spelling system and use this to read and spell accurately
- Have a suitable technical vocabulary through which to understand and discuss their reading
- Be interested in books, read with enjoyment and evaluate to justify their preferences

## Teaching Strategies

We aim to provide high levels of motivation and active participation for our children at all ages. All of the teaching, non-teaching staff and volunteers are trained to provide a deep analysis of each child's reading, and the prompts/strategies needed to support the child's next steps. The teaching of reading and the strategies used by the teachers in each year group varies as the children progress through the school. As with writing, reading is not exclusively taught in Literacy but permeates the whole curriculum.

### Early Years/Foundation Stage

- The teacher will provide every child with a reading book or reading activity and a reading home/school diary as soon as the child is ready
- Daily Letters and Sounds phonic work and opportunities to apply their knowledge through rigidly planned activities
- Individual reading - the teacher/TA will hear each child read 1:1 on a regular basis, the teacher records progress made in whole class record folder and in the child's reading diary
- In the Class Records the teacher will have a copy of the child's CLLD development and evidence, (guided reading) and reading targets and evidence of children reading on an individual basis
- Individually planned interventions delivered through teachers and TAs (intervention sheets completed termly)
- The teacher/TA completes an individual record every time they hear the children read
- The teacher/TA records strategies the children are using and progress being made
- Shared reading - using big books and interactive white board programmes
- Parents are requested to always encourage the children to read and to write positive comments in the reading diary
- Library- Fiction and non-fiction books can be exchanged regularly

## **Key Stage 1**

- All children will bring a book into school each day
- The teacher will provide every child with a reading book and a reading home/school diary
- Year 1 ELS - this is an early intervention for children who need support
- Individually planned interventions delivered through teachers and TAs (interventions sheets completed termly)
- Daily Letters and Sounds phonic work - streamed in Letter and Sounds Phonic Phases
- Regular planned opportunities for the children to use and apply their Letters and Sounds
- Individual reading - the teacher will hear each child read 1:1 on a regular basis, the teacher records progress made in class reading records
- The teacher completes an individual record every time they hear the children read
- The teacher will have a copy of the child's last APP sheets, guided reading and individual reading records, reading targets and any other relevant information
- The teacher records strategies the children are using and progress being made
- Shared reading-big books, enlarged texts and interactive white boards are used by the teacher to support reading development
- Guided Reading 95% confidence- the children will be involved in group reading on a weekly basis (at least). This involves a group of children taking turns, whilst reading the same pre-selected text, this is adult led levelled at one book band above their individual reading book using the Reading Assessment Focuses
- "Bench Marking" folders are available for teachers to individually assess any children they are uncertain of. (We do not routinely bench mark all children as we are confident that we assess constantly and consistently)
- Reading aloud - children will have the opportunity to share their written work by reading it aloud to the rest of the class and read sections of shared text. The children also hear stories read aloud by the teacher. Children read aloud on

many different occasions throughout their school career e.g. assemblies, presentations, masses etc.

- Parents are requested to always encourage the children to read and to write positive comments in the reading diary
- Library - fiction and non-fiction books are exchanged regularly

## **Key Stage 2**

- All children will bring a book into school each day
- Reading Books - children are given the opportunity to change their reading books daily
- Parents are encouraged to listen to their children read and discuss the text as homework, recording together the book read and commenting in their reading diary as appropriate
  - "Bench Marking" folders are available for teachers to individually assess any children they are uncertain of. (We do not routinely bench mark all children as we are confident that we assess constantly and consistently)
- Individual Reading - the children will experience individual reading with the teacher in order to monitor progress. All children will be assessed regularly throughout the year. Home readers are for enjoyment and children must be 99% confident
- In the class reading records the teacher will have a copy of the child's last APP sheets, (guided reading) reading targets, and evidence of children reading on an individual basis
- Specific reading skills (using Assessment Focus) - these are taught within the guided and shared reading times
- Guided Reading 95% confidence - on a weekly basis the children have the opportunity to take part in a shared reading experience in a small group guided by an adult. The teacher records progress made in whole class records
- Reading aloud - children will have the opportunity to share their written work by reading it aloud to the rest of the class and read sections of shared text. The children also hear stories read aloud by the teacher
- Silent reading - the children are expected to have their current reading books in school as there are regular opportunities for silent reading

- Reading Comprehension - regular differentiated activities usually related to the genre that week
- Higher Order Reading Skills - these are explicitly taught during literacy lessons and through guided reading
- Key Stage 2 - Quest interventions (Year 3 and 4)
- Individually planned interventions delivered through teachers and TAs (intervention sheets completed termly)
- Library - fiction and non-fiction books are exchanged regularly

## **Assessment and Record Keeping**

The children are assessed and records are kept in line with the school's assessment policy. The data from these assessments is used to:

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

Through assessment and dialogue, the children are set individual reading targets to achieve. These targets are differentiated according to age and ability, for example:

- To know the names and sounds of all the letters
- To be able to sustain 10 minutes of individual reading
- To be able to break words into syllables
- To be able to read aloud fluently and expressively
- To read a wide genre of books
- To use inference and deduction etc

## **The Role of the Class Teacher**

- All teaching staff are responsible for developing our whole school approach to reading
- All teaching staff will model good reading behaviour and encourage the children to care for the reading matter in our school
- All teaching staff will ensure that their classrooms are well stocked with attractive and appropriate books that reflect the topics being taught. Bolton Library Service contribute to our stocks
- All teaching staff will ensure that their classrooms are print rich and the books available reflect different cultures, genders and languages both in fiction and non-fiction, ensuring provision is made for those with English as an additional language
- All teaching staff will ensure provision of appropriate literature is made for any child with Special Educational Needs
- All teaching staff will ensure the children have access to the newly renovated school library and model how to use it appropriately
- All teaching staff will set individual targets for each child, keep up to date with record keeping and assessment and ensure all reading information is kept in their folders
- All teaching staff will ensure the children are reading on the correct level
- All teaching staff will model how good reading behaviour looks and sounds
- All teaching staff will encourage all children to learn the value of a life-long love of reading

## **The Role of the Lead**

- Organise appropriate INSET
- Monitor the quality of teaching and learning of reading throughout the school
- Ensure provision of a wide range of good quality books and other resources for children at all levels of reading
- Audit books on an annual basis and replenish those needed in the classroom and library

## **Working in Partnership with Parents**

The teaching of reading is greatly helped if there is strong communication and support between home and school. Information about reading is shared in Curriculum Meetings and constantly throughout the year. The Reception Class hold a special meeting for parents to help explain all aspects of EYFS and especially our phonics scheme, Letters and Sounds.

## **Library**

The library, refurbished in 2012, contains a good selection of fiction and non-fiction books. The children are encouraged to take books out on a regular basis. Fiction books are shelved in alphabetical order by the author's name. Non-fiction books are catalogued using the Dewy System.

## **Resources**

St Margaret Ward Primary School provides a print rich environment. Each classroom is stocked with a range of books levelled appropriately. Guided reading books are also levelled this way. All classrooms have an interesting well stocked book area which includes fiction and non-fiction books. Provision is made for those with English as an additional language and those with Special Educational Needs.

## **Monitoring and Evaluating**

The standards of teaching and learning in reading are regularly monitored and reviewed. Evidence gathered is used to form action plans which are evaluated regularly.

## **SEN and Equal Opportunities**

Pupil Progress Meetings discuss all aspects of each child's reading progress, interventions are analysed to note impact, we discuss how our G&T children are progressing and what each teacher has in place is also discussed.

The Literacy Lead and SMT meet regularly to monitor the progress in reading. Those children, who are identified as a result of tests or during normal classroom activities, will be assessed to determine the appropriate provision for their needs.



Our policy is monitored and reviewed to ensure that all pupils have equality of access to a range of reading opportunities and experiences and that all pupils achieve to the best of their potential regardless of gender, race or culture.

Helen McGrath

To be reviewed 2015