

Toll Bar Primary School

Reading Policy

1. Rationale

- 1.1 Children grow up in an environment that is full of print. When they begin school they already have experience and understanding of the use of print in a limited range of contexts. School needs to ensure that children become independent readers and also to develop their interest in print, its purpose and meaning.
- 1.2 Reading is a basic need in all areas of the curriculum and for many of our children it is a skill first learnt at school. But, reading should not only be a means of communication, of getting the author's message. It should also be an opportunity for empathy, for thinking, for expressing and for pleasure whatever the level of ability.
- 1.3 Reading gives children access to knowledge, tradition and information about the wider world. It also helps them to understand how others feel and think.
- 1.4 Reading is a multi-sensory approach to getting at meaning. It is not simply the decoding of black marks on the page but involves the ability to read, with understanding, a wide range of different types of texts including fiction, non-fiction, real world texts such as labels, captions and lists, and print in the environment. Competence in reading is the key to independent learning and therefore the teaching of reading is to be given a high priority by all staff. Success in reading has a direct effect upon progress in most other areas of the curriculum and is crucial in developing children's self-confidence and motivation.

2. Aims and Objectives

The aims of reading are: -

- To enable children to speak clearly and audibly in ways which take account of their listeners
- To enable children to adapt their speech to a wide range of circumstances and demands
- To develop confident, independent readers through an appropriate focus on word, sentence and text level knowledge
- To encourage children to become enthusiastic and reflective readers through contact with challenging and lengthy texts
- To develop and extend the children's vocabulary through shared and guided reading
- To help children enjoy reading and recognise its value

- 2.1 The crucial thing about learning to read is wanting to. Our main aims are therefore:
 - To teach children to read to the best of their ability and become confident and fluent readers who read from a wide range of texts
 - To teach children to enjoy books
 - To build on prior knowledge and early literacy experience
- 2.2 Building up a child's confidence should be a top priority, especially in the Nursery and KS1. A sense of failure will create more failure. Research has shown that there is a

positive relationship between the “literacy skills” a child acquires prior to starting mainstream school and his/her reading score at the end of the first year. The literacy skills identified as being important in the early stages are:

- Identification of the letters of the alphabet, names and sounds
- Ability to write his/her name
- Awareness that print conveys information
- A desire to find out information.

- 2.3 To deliver a structured and progressive whole school approach to the teaching of reading.
- 2.4 Children must be encouraged to see reading as using a wide range of reading materials – not just reading scheme books.
- 2.5 To create a reading culture by providing a rich language environment within the classroom and throughout the school.
- 2.6 Parents must be encouraged to participate and share their child’s reading by use of the Home School Diary, informal meetings, reading with children before school and discussions at Open Evenings.
- 2.7 To promote an ethos of achievement by setting high expectations and challenging targets.
- 2.8 To identify pupils who require additional support and intervene at an early stage e.g. ECaR
- 2.9 To select appropriate resource to motivate, challenge and extend pupils effectively.
- 2.10 To monitor reading progress and levels of attainment closely
- 2.11 Children must be given time to talk about what they have read and what is read to them
- 2.12 To keep abreast of current educational thinking and practice reading skills

3. Planning of Reading

Reading is part of the English curriculum, which is core subject in the National curriculum. The National Literacy strategy is used as a basis for implementing the statutory requirements.

The key objectives relating to reading will be reflected in long term, medium term and short term planning. Medium term planning, which we also base on the Literacy framework will provide details relating to the main teaching objectives.

Short term (weekly) plans will list specific objectives for each lesson and give details of how the lessons are to be taught. It will also include details of what each group of children will be learning. Class teachers will keep these plans and throughout the year the class teacher and Literacy co-ordinator will discuss them on an informal basis.

Class teachers in Foundation Stage KS1 will teach phonics using letters and sounds. Class teachers in KS2 will continue this teaching and develop spelling rules and their application in reading and writing.

Reading is taught in the Foundation Stage as an integral part of the school's work. Children and teachers work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for Foundation Stage children. The National Curriculum is used alongside to the Early Learning Goals ensuring continuity and progressions from one framework to the other.

The development of reading skills should be explicit in that both pupil and teacher should be aware of situations when these skills are brought taught and developed.

Pupils should be involved in reading activities on a daily basis and there should be direct teaching every day in P1-3, but still in evidence 2/3 times a week for P4-7 pupils.

When teaching the attainment groups

- Match the materials carefully to pupil's level of attainment
- Provide time for each pupil in group
- Ask questions about character/story/events and relate these to pupils' personal experience
- Revisit familiar/key words
- Introduce new reading vocabulary
- Deduce meaning from context syntax and previous knowledge
- Ask pupils to read aloud in the group
- Explain the meaning of words
- Discuss the effectiveness of language used
- Encourage children to talk about their favourite parts/characters
- Invite children to read back their stories (scribed or their own)
- Teach phonic awareness – find words with similar sounds etc

3.1 "Good practice" must include:

- Teaching of phonics using letters and sounds and using appropriate phase
- Introducing children to a wide range of texts
- Teaching of spelling
- Teaching important aspects of reading explicitly
- Encouraging pupils to question, evaluate and understand what they have read and accepting that "word recognition" is not the sole evidence of reading ability
- Making sure individual reading books are not below a pupil's current reading ability
- Differentiating guided reading within the class to help children at all levels progress
- Using classroom support to hear children read so the class teacher can use hearing reading to analyse weaknesses

3.2 Guided reading may be included in the literacy lesson or during some other part of the day and must be taught. Guided reading record books are issued each half term. Guided reading is not "reading round a group". It enables the adult and children to talk, read and think their way purposefully through a text. It provides opportunities for observing ways in which individual children process print and for specific teaching as difficulties arise. Because of its importance all support staff have received appropriate training to

lead guided reading groups. Staff should check the process is followed correctly. Use should be made of teaching notes and suggested activities in the guided reading scheme sets.

- 3.3 Shared reading encourages children to participate and become involved in reading giving access to interesting, lively literature which may be beyond the children's present reading capabilities. Teaching strategies should offer a supportive approach offering new vocabulary and growing familiarity with conventions of written language.
- 3.4 Encourage the reading of individual writing. Writing involves continuous reading by the pupil. It helps to develop understandings of visual cueing systems e.g. grapho-phonetic relationships, punctuation and other conventions. It increases attention to checking and confirming strategies. It helps the child use background knowledge to compose meaningful text.

Teaching and Learning Style

- Foundation Stage and KS1 must be taught the appropriate phonics phases from letter and sounds
- All National Curriculum Programme of Study statements must be covered at least once in each key stage
- Each year group will follow the National Literacy Strategy with Foundation following the EYFS if appropriate
- Our reading books contain a range of commercially produced schemes which are all supplemented with a range of good quality paperbacks. The reading scheme gives children the opportunity to practice their developing reading skills with texts which have appropriate vocabulary and sentence structure. However, children will also have access to a range of other books with varying levels of difficulty, which they will be encouraged to read for pleasure and information
- Children are also taught 'High Frequency words' and use key rings to take these words home to learn in Foundation Stage and KS1
- KS2 pupils continue to learn spelling rules and their application
- Children will be taught in their normal class groups and within the Literacy lesson there is opportunity for guided reading sessions
- There will be extra time outside of the Literacy lesson to develop reading skills
- Reading Partners will allow children to share books and stories with children in other classes and their own
- All teachers will be responsible for the planning and teaching of reading
- Shared reading projects between older and younger pupils will take place
- Children with learning difficulties in reading will be given the appropriate help and support within the classroom. Materials are available to teachers for help with these children
- In Year 1 and Year 2, the ECaR programme is available
- The books which our children read will be chosen carefully so that issues related to equal opportunities are handled sensitively

- All classes throughout school will have Reading Together time everyday
- The interests of both girls and boys will be taken into consideration when reading activities and materials are selected
- We will ensure that the books and literature available to children represent as wide a range of cultures as possible
- Particular emphasis will be placed on building a strong sense of home/school partnership. The support and encouragement of parents will be sought and valued
- Parents will be helped to see that they have a vital role to play in their child's reading development and they will be shown ways in which they can foster a love of reading in their children
- Children will take home books to share and enjoy with their parents. A home/school reading diary will accompany their books with parents being encouraged to comment on their child's progress and response to the book
- All reading books have been labelled against the book banding system and will be centralised in the corridor, outside the hall
- All non-fiction material has been categorised using the Dewey system and is available in the school library
- 1 to 1 support is given for children identified as needing support
- Each child will be taught a range of reading retrieval and interpretation skills, to enable them to deal with a range of information texts, eg. Comprehension skills
- Each classroom will have an additional stock of books for the purpose of their class book corners, display or book foci
- When a child is ready to move up to a new reading level, use a running record to check the child is secure

4 Links with other areas of the Curriculum

The skills that children develop in reading are linked to, and applied in, every subject of our curriculum. The children's skills in reading will enable them to communicate and express themselves in all areas of their work in school.

Children will be encouraged to read and interpret a range of text types across all areas of the curriculum, allowing their knowledge and vocabulary to be developed and extended further.

The teaching of reading develops skills through which our children can give critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts brings them into contact with their own literacy heritage and texts from other cultures. The organisation of lessons will allow children to work together and provide them with a chance to discuss their ideas and results.

5 ICT Provision

When planning reading related activities a consideration will be made to the ICT provision in school, developing resources and a shared common area for staff to share good practice. Teachers will integrate ICT wherever appropriate into lessons.

The extensive use of ICT will involve children in reading a range of text types for a range of purposes. The use of the internet will provide another source of information across all curriculum areas.

The use of ICT, graded texts and taped materials are available for all children who experience difficulty in reading activities.

ICT may be used to consolidate learning, eg. Quizdom test.

6 Assessment and Recording

Pupils' reading should be assessed informally by the teacher on a daily basis through observation/assessment etc. Teacher assessment against the National Curriculum will be made. Reading will be assessed in Standard Assessment Tasks at the end of each key stage providing a reading level, plus, in mid year and end of year assessments in all year groups.

Many on-going teacher assessments will be made in reading conferences, through careful observation and home/school diaries.

Miscue analysis may be used to identify the particular learning needs of some children. Children may keep a log of their own reading experiences and will be encouraged to reflect on their own progress as readers in their home school diary. Teachers will keep evidence of children's competencies in reading, their attitudes to reading and their experience of reading a range of different types of text. Pupils should be given the opportunity to discuss and reflect upon their learning and progress. They should also be taught how to comment on their own and others' work.

Continuous assessment takes place each time we hear a child read. Reading must be recorded in the Home/School diary and/or the class mark book. At the end of each term the Hodden Interactive Diagnostic Reading Test will be taken by all KS1 and KS2 pupils and this will inform teaching.

Also, Salford Reading Test taken termly. Reading Comprehension Assessment undertaken half termly to inform teaching.

7 Special Needs

7.1 The SEN co-ordinator, in consultation with the class teacher, will decide if a child needs referring to the Special Needs register. Our assessment process looks at a range of factors, classroom organisation, teaching materials, teaching style and differentiation, so that we can take some additional or different action to enable the child to learn more efficiently.

7.2 Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) which must be used by both the teacher and any support staff involved in other to ensure progression on specific targets set.

7.3 Use must be made of classroom assistants to give extra support in regular reading, comprehension activities and finding information.

7.4 Children assessed to be below expected standards may be placed on:

- 1 to 1
- Catch up
- ECaR

8 Resources

- 8.1** The reading scheme books are kept on the corridor shelves. When possible, children can collect their own books. Games, tapes and back up cards are available at the central point and in classrooms. The main scheme is Oxford Reading Tree but supplementary schemes for children are available on the shelves and must be used when consolidation of skills is required. It is not a race to get through the scheme – all reading skills must be covered, not just word recognition.
- 8.2** Graphic novels are available plus other reading schemes, eg. Wellington Square
- 8.3** Guided Reading sets and Big Books are to be kept in corridors and classrooms.
- 8.4** Each classroom is to have a supply of suitable dictionaries and thesaurus where appropriate.
- 8.5** Classroom fiction books should be exchanged with library stock at least once a year to allow variety, especially for children who remain in one class for more than one year.
- 8.6** Topic packs from the library service termly are used for class topics.

9 Monitoring and review

- 9.1** Monitoring of reading abilities is part of the role of the SENCO and Literacy Subject Leader and evaluations should be part of the annual subject leader's report presented to the Headteacher and Governing Body in the Autumn Term.

10 Reporting to Parents

- 10.1** Comments in the Home/School diary are available to be read by parents.
- 10.2** Parents are to be consulted if problems with reading arise at any time of the year.
- 10.3** Written reports are given each summer as part of the annual report to parents. National Curriculum levels are to be included at the end of each key stage.

Every child will learn to read and the success is based on a determination that every child will learn to read, together with a very rigorous and sequential approach to develop speaking and listening and teaching reading, writing and spelling through systematic phonics.

Phonics 'first and fast'. Children should start learning phonic knowledge and skills using a systematic synthetic programme by the age of five, with the expectation that they will be fluent readers having secured word recognition skills by the end of KS1.

This Reading Policy will be monitored as part of the school monitoring programme and will be reviewed every 2 years unless external changes require alterations.

Last Reviewed: November 2014

Next Review: November 2016

Signed:

Dated: