

Reading policy

Springhead Primary School

September 2014

The Nature of Reading

Reading is a multi-strategy approach to understanding the written word. It is not simply the decoding of marks on the page but involves the ability to read with understanding a wide range of different texts, including fiction, non-fiction, real world texts such as labels, captions, lists and environmental print. Competence in reading is the key to independent learning and therefore the teaching of reading is given a high priority by all staff. Success in reading has a direct effect on progress in all areas of the curriculum and is crucial in developing children's self-esteem, confidence and motivation.

General Statement

- To develop enthusiastic and confident readers who can understand a wide range of texts.
- To develop readers who read for interest, information and enjoyment.

Specific Aims

Children should:

- Read aloud fluently and with expression;
- Read for meaning;
- Read texts critically;
- Read a wide range of fiction, poetry and non-fiction materials;
- Use all cueing strategies for reading including:
 - Phonic (sounding the letters and blending them together);
 - Visual (whole word recognition and analogy with known words);
 - Contextual (use of picture and background knowledge);
 - Grammatical (which words make sense);(These should be taught during shared and guided reading.)
- Listen to texts attentively.

Curriculum

Guided reading

- This is the progressive scheme used across the school to teach and apply all reading skills.
- It should be well matched to children's abilities and taught weekly.
- Teacher's should use formative assessment using the APP sheets during the reading sessions to analyse children's skills and work on any weaknesses in future sessions.
- At the upper end of the school as children become more fluent, they should be weaned away from the scheme and use longer novels, test booklets etc during guided reading sessions.

Purpose of Guided Reading

Aim is to encourage and extend independent reading skills.

During guided reading the teacher will:

- Monitor progress
- Focus on identified objectives

- Teach and extend the range of reading strategies
- Encourage application of new learning in order to read critically
- Teach evaluative skills.

Teaching sequence for guided reading

- Book introduction/recap
- Strategy check
- Independent reading
- Response to text

Independent activities during guided reading

- Have clear rules and structures about how children work during independent activities.
- Keep changing the activities during the year so that children maintain interest.
- Independent activities can be related to reading, spelling and writing.

Shared Reading

In shared reading the teacher's role is to make overt what good readers do. During shared reading the children can access a text which may be challenging to them individually. Reading skills and strategies should be clearly modelled, and discussion should help children to deeper understanding of the text. Shared reading should have a specific focus and all abilities should be included in discussions through differentiated questions. Shared reading should take place within English lessons and also through the reading of information texts related to other curriculum areas.

Text based topics

Each class should use some carefully chosen texts for each class which link with the wider curriculum and would be used to teach reading, literacy, history, technology etc, giving children access to quality texts and authors and putting an emphasis on reading including class stories read to the children.

Phonics

Nursery teach letters and sounds until children are ready to move on to phonics.

KRM

Is used to teach phonics, sight vocabulary, prefixes and suffixes up to year 2. Where it is ineffective teachers should implement interventions.

Home reading books

- The aim of these is to motivate children and parents to read together, to give children extra practice at reading skills, to give children access to quality texts which will increase their enjoyment of reading and to emphasise the importance of reading.
- The aim is not to teach reading through these books so they do not need to be as progressive as a reading scheme in nature as long as they are appropriate, regularly changed, not too easy and not too difficult.
- Children take books home from Nursery and this continues throughout the school.

- We would expect younger children to require lots of support with their home reading with the parent often reading much of the book to them and children gradually becoming more independent as they progress.
- Children's home reading needs to be monitored by staff, to achieve this, staff should listen to children read their home books and question them about the text; all children once a week, booster, (ie, children 1 level behind), and SEN children or children not read with at home 3 times a week. Where a child's home reading is not working staff should intervene.
- Any extra reading helpers in school should focus on those children who are lower ability or making slow progress or not read with at home.
- Children with SEN or lower ability readers should be allowed to choose a home reader themselves but should also be provided with a carefully matched home reader to help them to make accelerated progress.

Independent Reading

Children need to be given the opportunity and encouragement to read independently in order to build confidence, stamina and fluency, as well as develop their experience of a range of books and authors.

From Year 2 onwards there should be timetabled opportunities for periods of silent reading. Children should be encouraged to keep a record of books which they have read in the home/school reading record

Children should have access to a wide range of books including fiction and non-fiction via the classroom, the school library, the local library and School Book Fairs.

All children should be encouraged to take home a book from the library

Online reading resources

'Fiction Express' (KS 2), 'Curriculum Visions' (Whole school), 'Education City'(Whole school), 'Read for My school'(KS2).

Reading Interventions

- Use of voluntary reading scheme (Beanstalk).
- ELS, ALS, FLS
- Probes
- Additional support for children who are still at stage 5 phonics after KRM programme.
- Turnabout
- Talking partners
- Additional, matched home reading books
- Additional individual reading in school (3x a week)

- Consultation with the SENCO is essential to ensure children have their needs met.

Foundation Stage

Reading opportunities are provided on a daily basis. A wide range of approaches are used to provide first hand experiences for the children. The children should be taught in a stimulating environment that is rich in written print. There are focussed periods within the day when small groups of children share books in a more structured way - i.e guided reading. Staff share big books with the class and regularly read stories and rhymes. Some text based topics are taught.

KRM is taught daily. It covers all the pre-requisite skills for reading.

The children are given an individual reading book to take home and in Reception they also take sight vocabulary home to learn. Staff read with the children and encourage reading to take place at home.

Key Stage 1

KRM is taught daily. During shared and guided reading, phonics work is reinforced in the context of real texts.

Children read from a wide range of text types. Writing activities are linked to reading. Some text based topics are taught. Guided reading is taught weekly and children's home reading is monitored at least weekly.

Key Stage 2

Children read from a wide range of text types. Writing activities are linked to reading. Some text based topics are taught. Guided reading is taught weekly and children's home reading is monitored at least weekly.

Reading Environment

Classrooms and all school areas should provide a print rich environment. Reading displays should form a part of that environment – library corners, favourite books, book reviews, book of the week, author displays and collections of books on a similar theme will help to develop enthusiasm.

Staff Reading aloud

This builds enthusiasm and enjoyment. It influences independent reading and tunes children in to book language. It allows children listen to texts which are above their reading ability. Teachers of all age groups should find time to read aloud to their class on a regular basis.

Children Reading Aloud

This will be modelled during shared and guided reading and hearing books read aloud.

Children should have the opportunity to read aloud to a variety of audiences, including their own age group, younger children and class assemblies.

Assessment and Recording

A whole school approach to assessment and record keeping is used. Each child's progress is recorded on an APP sheet and this feeds into the data in classroom monitor which is entered termly. After the year one phonics test, interventions are put in place for children who do not achieve the required standard.

Parental Involvement

Reading should not be seen as just a 'school activity'. Wider family involvement supports reading and ensures children have access to reading materials at home.

Co-operation and support from parents is paramount if a child is to become a successful and competent reader. We strive to develop and encourage a strong partnership between home and school. It is our policy to send reading books home regularly and to encourage parents and carers to contribute to their child's reading development. Parents are encouraged to come into school to observe phonics lessons in foundation stage.