

CAVERSHAM PRIMARY SCHOOL



READING POLICY

Date: 2018

To be reviewed: 2020

PHILOSOPHY

As a Rights Respecting school, we believe:

Article 17

You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Our aim is for the children to become confident and independent readers with high levels of enjoyment, understanding and comprehension.

AIMS

The school aims to :

- Provide the children with the skills and strategies necessary to develop into competent and fluent readers
- Encourage children to develop a life-long enjoyment of books
- Develop a critical appreciation of what they read
- Acquire 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 electronic texts
- Form 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.

To promote enjoyment of reading and the understanding that reading is a life-long skill, we aim to provide the children with a variety of stimuli, including celebrating World Book Day. Throughout the year authors and poets are invited into school to share and demonstrate their skills to the children.

OBJECTIVES

Within the context of reading, we believe that literate children should:

- Use a range of strategies including accurate decoding of text, to read for meaning; read with confidence, fluency and understanding
- Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text
- Deduce, infer or interpret information, events or ideas from texts
- Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level; have a suitable technical vocabulary through which to understand and discuss their reading
- Explain and comment on writers' uses of language, including grammatical

and literary features at word and sentence level; have an interest in words and their meanings; developing a rich and varied vocabulary

- Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader
- Relate texts to their social, cultural and historical contexts and literary traditions
- Read a range of genres in fiction and poetry, including classical poetry
- Use conventions of library organisation and computing systems to access texts to locate information
- 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
- Be interested in books, read with enjoyment and evaluate and justify their preferences

Through a positive and encouraging approach and a varied range of teaching strategies and experiences, children should develop into independent readers.

TEACHING STRATEGIES

Phonics

Children in Reception and Year One are taught phonics daily. Jolly Phonics is used to introduce each phoneme and the teachers follow the Letters and Sounds Programme when planning. Each session is planned to be short, fun and interactive. At the end of Year One, the children are assessed against the government's Phonics Screening Assessment which assesses the children's ability to blend phonemes in read real and pseudo words. Children in Years Two and Three who did not meet the screening threshold, or are assessed to need further practice blending and segmenting words, are taught phonics in small groups.

Reading is taught across the whole curriculum and explicitly through the daily Literacy Carousel and English lesson.

We believe that the most successful teaching is:

- Discursive - characterised by high quality oral work
- Interactive - children's contributions are encouraged, expected, and extended
- Well-paced - there is a sense of urgency, driven by the need to make progress and succeed
- Confident - teachers have a clear understanding of the objectives
- Ambitious - there is optimism about and high expectations of success

These characteristics underpin the quality of teaching and learning in our school.

We aim to promote high levels of motivation and active participation for our children at all ages. To achieve this we use a wide range of teaching strategies including:

- Direction: to ensure children know what they should be doing, to draw attention to points, to develop key strategies in reading
- Demonstration
- Modelling: Regularly reading aloud to the children at both key stages
- Scaffolding: providing structured and differentiated activities to facilitate learning
- Explanation: to clarify and discuss
- Questioning: to probe pupils' understanding, to cause them to reflect on and refine their work, and to extend their ideas and challenge viewpoints
- Initiating and guiding exploration
- Investigating ideas
- Discussing and arguing
- Listening to and responding

The teaching of reading and the strategies used by the teachers in each year group varies as the children progress through the school.

PROCEDURES FOR MANAGING READING IN FOUNDATION STAGE AND KS1

There are procedures followed by each member of a year group team to ensure equality of provision, continuity and progression. All of the following procedures are outlined to parents in KS1 at the annual Reading Information Evening. Each year group holds their own meeting in the Autumn Term.

FOUNDATION STAGE

- *Library books* - Fiction and non-fiction books are exchanged frequently
- *Guided reading* - using big books, enlarged texts, interactive whiteboard programmes (whole class activities).
- *Individual reading* - children heard by parent helpers/ LSA and Teacher. One book is exchanged each time a child reads or phonics word activities may be given instead of a book swap. Liaison is through the reading record - to be completed by parents and school. Key words - development of a sight vocabulary by scheme key words/ using phonics/topic words
- The teacher/EYP writes in the individual reading record each time they hear the child read. This is typically one a week.
- The teacher records any strategies the children are using and progress being made.
- Parents are requested to always encourage the children and write positive comments in the reading diary.

Teachers use the Class Reader to monitor progress.

YEAR 1

- *Library books* - children choose their own library book from the fiction and non-fiction range frequently
- *Shared reading* - big books and enlarged texts are used by the teacher to support reading development

- *Individual reading* - The teacher listens to individual children reading their 'new' book that has not been practised at home. The teacher assesses the child's progress and records significant points on a record card.
- Parent helpers listen to children read most days; parents usually listen to the book that has been practised at home. Parents are expected to ask questions about the book to check comprehension. The class teacher monitors each pupils progress through the schemes indicating the next step on their individual record cards.
- Stage 1-5 key word sheets (for the main schemes) are sent home for additional practise both at home and school.
- *Guided reading* -The children do guided reading once a week. This involves a group of children reading and discussing the same pre-selected text.
- Record Keeping: A record is kept of all the books read in school. Every child has a reading diary for the purpose of home/school liaison.

YEAR 2

- Children will change their reading books at least twice a week.
- Children can borrow one Library book a week - either fiction or non-fiction.
- Children will have regular opportunities for individual reading with the teacher, TA and a parent helper
- During Literacy lessons, children are involved in whole class shared reading using big books, enlarged text and modelled writing.
- In Year 2 it becomes increasingly important for children to develop comprehension skills to enable them to interpret texts independently.
- Record Keeping: A record is kept of all the books read in school and notes from Guided Reading sessions. Every child has a reading diary for the purpose of home/school liaison.
- Children will take part in on Guided Reading lesson each week with the teacher.

PROCEDURES FOR READING AT KS2

YEAR 3

- **Reading Books** - children are given the opportunity to change their reading books daily .
- children are encouraged to keep their own record of what they read on their individual reading card.
- Parents are asked to listen to their children read and discuss the text as homework, recording together book read and commenting in their reading diary.
- The children will experience individual reading with the teacher in order to monitor progress. The lower ability reader will be assessed regularly throughout the term, whilst the more able will read to the teacher 2/3 times each term.

Specific reading skills - these are taught within the guided and shared reading times in the Literacy Hour.

Guided reading-4 or 5 children take it in turns to read aloud, a page at a time, from the same book.

Silent Reading -opportunities for silent reading are given each week.

Reading comprehension This is a weekly differentiated activity usually related to the genre that week.

YEAR 4

Reading books - children are responsible for regularly changing their reading book. The children will experience individual reading with the teacher in order to monitor progress.

Reading diaries -all children will keep a reading record.

Guided reading - the children have the opportunity to take part in a shared reading experience in a small group guided by an adult.

Reading aloud - children have the opportunity, during Literacy sessions, to share their written work by reading it aloud to the rest of the class and read sections of shared text.

Silent reading - the children are expected to have their current reading books in school as there are regular opportunities for silent reading.

Reading comprehension - there are regular opportunities for reading comprehension both in Literacy and other subjects across the curriculum.

YEAR 5

Reading Books - children are responsible for regularly changing their reading book - either a scheme book or a 'free choice' book - from home or school. There is an expectation that children read for at least 20 minutes per night. Within the Literacy Hour there is an opportunity to hear the children read.

Reading Aloud - children have the opportunity to share their own written work by reading it out loud to the rest of the class.

Reading Comprehension -there are regular opportunities for reading comprehension both in Literacy and other subjects across the curriculum.

YEAR 6

Library -The children are encouraged to make good use of the library both at lunchtime and during specific lesson time

Reading Books - the children are responsible for selecting and regularly changing their reading material. By Year 6, most children are on 'free choice' books which are located in the library. There are also specially selected Year 6 class books to choose from, in the classroom, plus a box of books specially selected for the more able Year 6 reader. The children may also select reading material from their own books at home.

Guided reading-the children will have opportunity to take part in shared reading experiences, in a small group, guided by an adult.

Independent reading - children will have the chance to read their own books in class on a regular basis.

Reading Aloud - there are very often opportunities for the children to read their own work out loud to the rest of the class in lessons. The children also hear stories read aloud by the teacher.

Higher Order Reading Skills - taught during guided reading and during the Literacy lesson

In order to develop the reading skills of more able children, on occasion, it may be appropriate for teachers to select books with a more challenging theme. This enables issues raised to be discussed and explored in a safe and supportive way whilst focussing on social, cultural and historical contexts.

READING RECOVERY

Reading Recovery is an intervention to assist identified six year olds to improve their fluency, confidence, expression and understanding in reading. The programme provides daily half-hour sessions for these pupils with our specially trained Reading Recovery teacher.

LIBRARY (See library policy.)

The Library contains a good variety of both fiction and non-fiction books. There is a designated library supervisor who works part time in the library. There is an after school library session for parents and children. Fiction books are shelved in alphabetical order by author's names, with a separate section for KS1 and KS2. Non-fiction books are catalogued using a simplified Dewey System. A subject catalogue is available in the library, listed numerically and in alphabetical order. Each class teacher also has a range of fiction and non-fiction books (related to their topics) in their own classroom.

It is important for the children to care for their library books and to remember to bring them into school on library day. A charge will be made if books are lost or missing.

ASSESSMENT AND RECORD KEEPING

All children are assessed three times a year using a standardised PIRA test. Their raw scores are used to create a Standardised Score which is used to inform teachers' ongoing assessment and are recorded and used to inform the Band and Stage Descriptor. Year 1 pupils are also assessed against the National Phonics Screening test in the Summer term. Those children who do not pass, or who teachers identify as needing extra support, continue with phonics during Year 2, are regularly assessed and are re-tested the following year.

The data from these tests is used to:

- Inform Teacher Assessment.
- Action any special needs provision.
- Group the children.
- Identify the most able children to ensure provision of extension/enrichment work.

In Year 2 and 6 , children take national SAT tests in reading.

WORKING IN PARTNERSHIP WITH PARENTS

The teaching of reading is greatly helped if there is strong communication and support between home and school. The school encourages parent helpers to hear readers at school on a regular basis. Reading Information Meetings are also held to advise parents on the reading strategies used at this school and how best they may help their child at home.

SEN and EQUAL OPPORTUNITIES

The SENCo meets regularly with the English co-ordinator to monitor progress of children in English. 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. We use a wide range of high quality resources to support the children identified.

The class teacher, special needs co-ordinator, Headteacher and English co-ordinator monitor the progress of the children on a regular basis.

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.

MONITORING AND EVALUATING

(See assessment policy)

The standards of teaching and learning in reading are regularly monitored and reviewed. Evidence gathered is used to form an action plan, which the Literacy co-ordinator will subsequently implement.