

## Reading policy

### Introduction

*'The best primary schools in England teach virtually every child to read, regardless of the social and economic circumstances of their neighbourhoods, the ethnicity of their pupils, the language spoken at home and most special educational needs or disabilities.'* **Ofsted – Reading by Six**

### The Importance of Reading to the Curriculum

At St Mary's RC Primary School we believe that the ability to read is fundamental to pupils' development as independent learners. In order to read across the curriculum with fluency, accuracy, understanding and enjoyment, pupils need to be equipped with a range of strategies, drawing on and combining knowledge of context, grammar, punctuation, phonics and word recognition. Reading development is closely related to that of writing, speaking and listening, for it is by immersion in text, reflecting and talking about it and by experiencing the writing process for themselves that children come to understand the special relationship which exists between author and reader. It is through their critical and imaginative engagement with texts that pupils' reading of fiction, poetry and non-fiction texts enables them to make sense of the world and their place in it. This policy, therefore, must be implemented in conjunction with the Literacy Policy which is followed at St Mary's RC Primary School.

### Aims

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.

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.

### Systematic Synthetic Phonics.

*The best phonics teaching is characterised by planned structure, fast pace, praise and reinforcement, perceptive responses, active participation by all children and evidence of progress. Effective teachers are highly trained to instil the principles of phonics, can identify the learning needs of young children, and recognise and overcome the barriers that impede learning.*

**Ofsted- Reading by six**

At St Mary's Primary School the teaching of a systematic synthetic phonics underpins our teaching of reading and writing. This approach gives each child the ability to access and decode texts at an appropriate level for them. As a school we use the letters and sounds document to inform our planning and assessment of phonics and the Jolly Phonics scheme is used as an aid for teaching. Teachers plan using the following model (see fig 1) to ensure children apply the new skills in both reading and writing.

*fig 1:*

Sequence of teaching in a discrete phonics session:



## **Objectives**

Reading is closely linked with writing – the two activities reinforce each other. Children become successful readers by using a range of strategies to get to the meaning of the text. At St Marys 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.
- Use conventions of library organisation and ICT systems to access texts to locate information.
- Through reading and writing, develop their own 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.

## Procedures for managing reading in Foundation Stage and Key Stage 1

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 an annual Reading Information Evening held by the literacy leader in the Autumn Term.

### **Foundation Stage**

- Guided/ Shared reading - using big books, enlarged texts, inter-active white board programmes (whole class activities).
- Individual reading - children heard by Teacher and Teaching assistant. One book is exchanged by the teacher daily
- Key words - development of a sight to be practised at home and school. These words are introduced using the action words scheme
- The teacher completes an individual reading record every time they hear the child read, typically once 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.

### **Key Stage 1**

- Library books - children choose their own library book from the fiction and non-fiction range, once a week at a regular timetabled slot.
- Shared reading – big books and enlarged texts are used by the teacher to support reading development and model reading strategies
- 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.
- The class teacher monitors each pupils progress through the reading levels and completing bench mark assessments as required. **Children must not be moved on to the next level of the without thorough consideration by the class teacher.**

### Reading at KS2

At Key stage 2 children build on the good reading habits established at Key Stage 1. The teaching of reading skills is still explicitly addressed through the Literacy sessions and some reading activities will be cross-curricular in nature. Proficient readers are encouraged to extend their experiences appropriately whilst less able readers are set tasks to reinforce and extend their skills. The principles of the 'Letters and Sounds' programme is still endorsed throughout this Key Stage with intervention strategies put in place to support all children in becoming confident and competent readers enabling them to fully access the curriculum.

- Reading books (reading for pleasure) - children are responsible for regularly changing their reading book. Children are expected to read for at least 15minutes each night at home – this is monitored by the class teacher.
- 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. Appropriate questions will be asked by the adult to develop the children's understanding of a text.
- 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

In shared reading the teacher models the reading process to the whole class as an expert reader, providing a high level of support. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and high levels of collaboration. The teacher's role is that of the expert reader who models how the text is read. The pupils, the learner readers, join in where appropriate with the reading of the enlarged text - singly and/or chorally. The texts selected are rich and challenging, being beyond the current reading ability of the majority of the class.

In guided reading, the responsibility for reading shifts to the learner. The teacher structures reading tasks with pupils, who are grouped by ability. Pupils are required to read and respond to the text themselves with the teacher supporting. Texts of graded difficulty are chosen and matched to the reading ability of the group. This enables pupils to read the text with sufficient ease but still an amount of challenge.

Guided reading takes place separately from the literacy session and may be related to other areas of the curriculum. It is intended that guided reading should provide a forum for pupils to demonstrate what they have learned about reading; the focus for the reading is concerned with reinforcing and extending strategies and/or objectives already taught in shared reading. Children will be guided through the text by an adult and encouraged to draw information from their reading. Children will participate in purposeful follow up activities to the reading which will be recorded in a specific book. When not reading with an adult the children will engage in other activities including the opportunity to read their reading for pleasure book.

During the independent part of the Literacy lesson, pupils are exposed to a variety of texts including fiction, poetry and non-fiction. These texts are selected so that the pupils can readily comprehend independently and the focus here is to practise and to develop personal responses.

Reading is not restricted to the literacy lesson. Many opportunities are provided for pupils to practise and extend their reading in other subjects and during 'Quiet Reading' (**SQUIRT- Super Quiet Uninterrupted Reading time**). There may well be links to work in other curriculum areas, e.g. history, science, geography and personal, social and health education but the *main* focus within the hour is on the text and the chosen objectives.

### **Assessment**

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.
- All teaching staff will ensure that their classrooms are print rich and that 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 weekly access to the 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 reading folders
- All teaching staff will ensure the children are reading on the correct level within their ' Zone of Proximal Development'
- based on Reading Recovery levels in the school
- All teaching staff will complete assessment by the given dead-line.
- 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 Classroom assistant**

TAs have participated in Literacy training. The TA is the 'other adult' in the Literacy lesson and takes an active role in supporting children with their reading, as directed by the classroom teacher. A TA is responsible for the year 1 ELS programme and the year 3 QUEST programme. Regular updates of the intervention and the children's progress are given to the class teacher and the literacy leader.

### **The role of the literacy leader**

The Literacy leader is responsible for:

- Liaising closely with the Head teacher on the standards and progress throughout the school.
- Writing the Literacy Action Plan.
- Working with the SENCo.
- Supporting and advising staff with all aspects of reading.
- Facilitating professional development in the teaching of reading.
- Organising appropriate CPD.
- Monitoring the quality of Teaching and Learning in reading throughout the school.
- Ensuring the provision of a wide range of good quality books and other resources for children at all levels of 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 to hear their child read at home 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 Literacy co-ordinator to monitor progress of children in Literacy. 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. This could be:

ELS - Early Literacy Support in Year 1

Quest –Literacy Support in Years 3

Differentiated, structured reading schemes

Word shark - CD-Rom

The class teacher, special needs co-ordinator, Head teacher and Literacy leader 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.