

Pool Hayes Primary **Reading Policy**



Review & Amendments: October 2015

Review: Every 2 years

Date of Next Review: October 2017

This Policy reflects children's rights as ratified by the UN Convention on the Rights of a child.

Article 3: the best interests of the child must be a top priority in all actions.

Article 13: Every child must be free to say what they think and to seek and receive information of any kind as long as it is within the law.

Article 17: Every child has the right to reliable information from the mass media. Television, radio, newspapers and other media (information books) should provide information that children can understand. Governments (and school staff) must help protect children from materials that could harm them.

Article 28: Every child has a right to an education. (To learn to read)

Article 29: Education must develop every child's personality, talents and abilities to the full.

Article 30: Every child has the right to learn and use the language, customs and religion of their family whether or not these are shared by the majority of the people in the country where they live.

The Nature of Reading

Reading is a multi-strategy approach to understanding the written word. 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 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 should be 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.

Aims and Objectives

General Statement:

- It is our aim to develop enthusiastic and confident readers who can understand a wide range of texts.
- Children will read for interest, information and enjoyment.

Specific Aims:

Children should:

- Develop the ability to read aloud fluently and with expression;
- Develop the ability to read for meaning;
- Develop the skills required for the critical reading of texts;
- Be encouraged to read a wide range of fiction, poetry and non-fiction materials;
- Be taught a range of 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 to be taught during shared and guided reading.

- Be encouraged to listen attentively;
- Gain awareness of the close links between reading and writing activities.

Curriculum Matters

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 gain a deeper understanding of the text. Shared reading should have a specific focus and all abilities should be included in discussions by differentiated questions.

Shared reading should take place within Storytime in Foundation Stage, RWI in KS1 and the Literacy Lessons in KS2. It should also take place through the reading of information texts related to other curriculum areas.

Guided Reading

For guided reading the class is divided into groups of no more than 7 children of similar reading ability. In Key Stage 1 this session is called ELLA (Enjoy Language and Literacy Activities) where, as well as undertaking guided reading with a teacher, the children have a range of learning opportunities to develop Literacy skills and foster an enjoyment of reading. Guided reading should be shown on weekly plans and should take place outside RWI / Literacy Lessons.

Objectives, by way of "Gold, Silver, Bronze" curriculum targets for each session should reflect a specific teaching focus appropriate to the group.

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.

Children should have access to a wide range of books including fiction and non-fiction via the school library, Bug Club online reading, Schools' Library Service, local libraries and School Book Fairs.

Children should also have a 'home reader', where parents and pupils record in their planners when they have read at home.

All should be encouraged to take home a book from the school library and read challenging texts provided by Bug Club. Selecting their own choice of texts is an important part of developing independence. Selecting texts motivates readers and helps children to develop and discuss their reading preferences.

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.

Hearing Books Read Aloud

This builds enthusiasm and enjoyment. It influences independent reading and tunes children in to book language. 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.

Reading Environment

Classrooms and all school areas should provide an environment that is rich in print. 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.

Foundation Stage

Reading opportunities are given on a daily basis. A wide range of approaches are used to provide first hand experiences for the children. The children are taught in a stimulating environment that is rich in written print. The class teachers share big books with the class and regularly read stories and rhymes.

A range of opportunities to support and develop reading, including synthetic phonics are taught daily. RWI is taught in the Summer Term in preparation for Year 1. This addresses the EYFS statement “As children grow older, and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.”

The children are given an individual reading book to take home when they are ready. This may include children in the Nursery, if they are ready. The teacher reads with the child and encourages reading to take place at home using reading books and Bug Club online.

Key Stage 1

Daily phonics work takes place in the RWI lessons, during which children are taught to read with a systematic, progressive approach. (See RWI policy) During shared and guided reading, phonics work is reinforced in the context of real texts.

Key Stage 2

Careful study of the reading genre over several days leads to children attempting writing in that same genre. This is usually during a unit of work lasting several weeks. Over the unit there will be a balance of shared reading and writing activities.

Extra Support

Programmes such as Rapid Reading, Toe-by-toe and Reading Explorers Reading Comprehension will be used by teachers and teaching assistants to provide extra support for small groups.

Consultation with the SENCO is essential to ensure children are placed on programmes appropriate to their needs.

Assessment and Recording

Assessment is used to inform the planning and the teaching of reading. This takes various forms:

Phonic assessments are carried out based on the RWI scheme and teaching; groupings are amended accordingly.

A two-tier termly testing system is in place for assessing reading and comprehension ages (standardised scores are generated). If progress is found to be under expectations a further YARC test is conducted to accurately identify the mechanics of the particular need.

Target sheets (based on new curriculum medal reading targets) are used to inform planning for Guided Reading sessions.

Pupils' progress is assessed during guided reading.

Smaller steps for progress in reading are identified through reference to the medal targets for Reading and through Bug Club assessment feedback. These are used to assist the teacher in determining individual / group targets for reading improvement (EHCP & Booster sessions).

End of year TestBase (based on 2014 curriculum) summative tests are used to ensure Teacher judgements are as accurate as possible (see PHP assessment policy).

Parental Involvement

Co-operation and support from parents is paramount if a child is to become a successful and competent reader. At Pool Hayes Primary we strive to develop and encourage a strong partnership between home and school. It is our policy to send reading books home regularly as well as to promote the provision of challenging texts on Bug Club. We encourage parents and carers to contribute to their child's reading development by signing planners weekly i.e. ensuring reading sessions are completed at home and the parent is aware of this. At Pool Hayes Primary we also provide regular reading workshops for parents to give them practical strategies to challenge their children when supporting at home.

The contribution of reading to other aspects of the curriculum

Other areas of the curriculum offer many opportunities for pupils to apply their reading skills, particularly reading for information. At Pool Hayes Primary we recognise the importance of reading and ensure that reading opportunities are given to our children in as many lessons in the school day as possible, across the whole curriculum.

Computing

Pupils explore moving image texts in both key stages, e.g. a dvd or television adaptation of a literacy text. The children may also study the use of words, images and sounds to convey meaning and create effect in advertisements.

Pupils have opportunities to use the internet for research purposes and to learn how to use the organisational features of web pages, along with a wide variety of challenging fiction and non fiction texts allocated to them on Bug Club.

Spiritual Development

Through literature pupils raise and ask questions about the meaning of life and recognise the universal nature of questions of meaning and purpose, e.g. by considering similarities in stories of creation from a variety of cultures. Literature, autobiography and biography are also used to explore the belief of others and how religious beliefs can influence behaviour, e.g. Joan of Arc, Mother Theresa.

Personal social and health education

Pupils are encouraged to reflect on issues of personal, social and health education through their individual reading of fiction and non-fiction texts and their responses.

Ratified by Governors – Oct 2015

Signed – T Hussain (COG)

