

Redmile Church of England Primary School



Reading Policy

Rationale

'We shouldn't just teach great books we should teach a great love of reading'
B.F. Skinner.

Language and Literacy are central to our ability to understand, interpret, and communicate about the world and with each other. Reading is a thoughtful process which requires the reader to contribute his or her own experiences and thoughts to the comprehension of the written word. The ability to read is fundamental to many aspects of life, and is central to developing understanding in a wide range of areas of the curriculum. As print occurs all around, it is important to think of reading in a wider context than only books.

Aims

We aim for the children at Redmile C of E Primary School to:

- ❖ develop happy, healthy and *curious* learners who read confidently and independently
- ❖ understand the layout and how to use different types of books
- ❖ understand the sound and spelling system, and use this to decode words with increasing accuracy
- ❖ be able to read aloud with expression and clarity
- ❖ begin to develop lifelong enjoyment and pleasure in reading
- ❖ enable children to access all areas of our curriculum
- ❖ enable children to access, understand and begin to manage information
- ❖ begin to understand the meaning of what is read to them and what they read
- ❖ begin to respond to what they read; to say whether they like or don't like it and why
- ❖ begin to understand and respond to the feelings that words can arouse in us like happiness, sadness, anger

- ❖ begin to understand that this experience allows us to make connections with other people
- ❖ walk through doors to the past, to the future, and to other worlds both real and imagined

.We aim to develop, through our teaching of reading, the following attitudes:

- Reading for pleasure
- Reading to gain knowledge
- Curiosity and interest
- Pleasure and sensitivity
- Critical appraisal
- Independence
- Confidence
- Perseverance
- Respect for other views and cultures
- Reflection

Statutory Requirements (for Literacy)

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document(2000) and in the Communication, Language and Literacy section of the Curriculum Guidance for the Early Years Foundation Stage(2012.)

In the Foundation Stage children should be given opportunities to be immersed in an environment rich in print and possibilities for communication. They use communication, language and literacy in every part of the curriculum, and they are given opportunities to speak and listen and represent ideas in their activities.

In Key Stage One, children should begin to read independently and with enthusiasm.

In Key Stage Two, children should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

Our Systematic Approach to learning Phonics through the Read, Write, Inc.(RWI) Phonics Programme

See separate RWI policy for more details.

Approaches to Teaching and Learning

The teaching and learning of reading will run across the entire curriculum. We aim to provide a rich reading environment to develop the children's skills in reading. Teaching strategies aim to enhance children's motivation and involvement in reading and to develop their skills through the following:

- The RWI programme will be introduced to children from Reception and continue through to Year 2. 'Fresh Start' will be available to children with phonological gaps in KS2
- RWI 1:1 tuition will be given to all children with gaps in their phonological awareness
- Reading with other children- reading buddies
- Reading with an adult whether this is with a teacher or a 'Wow 1:1 Volunteer Reading Helper'
- Shared Reading- The teacher models the reading process and the children are actively involved: listening to the text being read aloud, joining in and following the reading, and contributing to discussion and response. Children learn how to apply the knowledge and skills they are acquiring in daily word level work. The teacher leads discussion about the text to help children develop their understanding. Children learn how to interpret and make sense of what they read
- Guided Reading- a skilled adult works with small groups of children who are able to read at a similar level. The adult scaffolds the learning by guiding children through the text and prompting them to apply what they've learnt in shared reading and other literacy activities. Each child reads independently during the sessions, with discussion/activities following the reading
- Reading aloud
- Independent reading
- Questioning, investigations, debates
- Building phonic skills
- Developing vocabulary
- Understanding of sentence structure, punctuation and grammar
- Comprehension, inference and implication
- Ability to skim and scan
- Understand persuasive writing
- Instructions
- Story/character/plot/setting

- Idea of an audience
- Reading and interpreting dictionaries, index, glossary, contents
- Developing critical skills
- Participating in play reading
- Performance of poetry, song etc
- Reading Incentive- Children will be rewarded for consistent reading at home and for the range of Genres that they read. A reading raffle will be drawn for children who read five times or more giving them the opportunity to win a book

NB This is not an exhaustive list as teaching strategies are regularly reviewed.

The Role of the Subject Leader/RWI Manager

The role of the subject leader involves auditing and organising reading resources within the school ensuring that National Curriculum and EYFS objectives for reading are planned for:

- Supporting other members of staff in the teaching of reading and also RWI
- Reviewing assessment data
- Ensuring adequate provision for teaching and learning is in place
- Monitor teaching and learning across the school with the Head teacher and link governor
- Keeping up to date with current good practice and passing on information to colleagues

The Role of the Teacher

To ensure that the teaching of reading is incorporated into medium and short term planning to ensure that the teaching of reading is delivered in the ways outlined in this policy:

- To lead by example: fostering a love of reading for a variety of purposes
- To ensure cross curricular coverage of reading objectives
- To inform the Literacy Coordinator of any resourcing issues
- To assess with the RWI manager to see progression and movement in ability groups
- To inform parents of how they can help consolidate what the children are learning in school

Equal Opportunities

We will ensure all children have equal access to the curriculum, regardless of:

- age
- ability
- disability
- race (includes ethnic or national origins, colour or nationality)
- gender (including issues of transgender)
- religion and belief (includes lack of belief)
- sexual identity

Children with specific reading, speech and hearing difficulties will be identified and supported through support programmes in school and external agencies will be involved where necessary.

Planning, Assessment and Reporting

Teachers will ensure that reading activities, including shared and guided reading is sufficiently planned for. There will be ongoing teacher assessment of the skills needed for reading, and the ability to read aloud.

Comprehension activities are undertaken, oral or written, to assess children's understanding and skills at finding information.

RWI development days will ensure all staff are given support in planning, delivering, and assessing RWI. Regular staff meetings will also take place to provide support.

The school uses curriculum guidance for the Early Years Foundation Stage and the National Curriculum. Teachers use these frameworks to assess progression in reading for each child, as well as APP Grids (Assessing Pupils Progress).

In Key Stage 1 a phonic record is kept, detailing which sounds a child knows and records are kept of the high frequency words recognised by each child. RWI assessments are also done to show children's understanding. Reading ages will be tested on a regular basis from Year 1 and SATS results are monitored. These results are tracked throughout the school.

Individual targets in reading are set.

In Key Stage 1, parents and teachers record comments about children's reading in a shared home/school reading record. RWI phonemes are also to be recorded in here to inform parents of their child's learning. Whilst at Key stage 2, children are encouraged to reflect upon their reading in reading journals.

Parents are informed about their child's progress at parents evening and messages must be written to parents in their reading book, as well as in their annual report, and also reading test results and/or teacher assessments are provided for parents in July.

Children with SEN, and/or learning difficulties or disabilities will work towards the same objectives with support. Those working well below the level of their peers will be working on a related objective from an earlier year group.

Children who are gifted and talented will be working to deepen or broaden their understanding of the objective which may sometimes be from a later year.

Children learning English as an additional language (EAL) will receive appropriate support to enable them to access the objective.

Redmile School's Resources

Big books

Guided reading books

Library books

RWI Ditty books and display resources

Reading scheme books Reading books grouped into 'book bands'; core scheme

Oxford Reading Tree.

Reading Bug books for SEN children

Classroom books

Dictionaries/Atlases/Encyclopedias

Cross curricular books

Variety texts - plays, poetry, comics

ICT, reading text on computer, reading text with story cd's

Videos involving aspects of reading and skills

Phonic games items, letter fans etc

Comprehension books
Project loan books
Environmental print and classroom displays
Posters
School newspapers (class 3)
Story sacks (ks1)
Smart response ICT resource

Areas for further development

- Teachers feel more confident when delivering the teaching of RWI, reading and comprehension and are able to evaluate this.
- Children are able to discuss their reading and what they need to do to progress by using APP and targets.
- Parents have a greater understanding of how reading and comprehension is taught at school and how they can use this information to help with reading at home.