



Berrycoombe Primary School

Reading Policy



“The more that you read, the more things you will know. The more that you learn the more places you'll go.” Dr Seuss

Aims

- To develop happy, healthy and *curious* learners who read confidently and independently
- To enable children to read easily, fluently and with good understanding
- To begin to develop lifelong enjoyment of reading
- To enable children to access all areas of the curriculum
- To enable children to access, understand and begin to manage information
- To begin to understand the meaning of what is read to them and what they read
- To begin to respond to what they read; to say whether they like or don't like it and why
- To begin to understand and respond to the feelings that words can arouse in us.
- To enable children to develop the habit of reading widely and often, for both pleasure and information.

As a community of readers we expect **all adults** to model and communicate their love of reading. These are just some of the ways we can share this:

- *Story time and/or a class book*
- *Shared and guided reading*
- *Read Write Inc sessions*
- *Use of the Library*
- *Reading with individual children*

In the Foundation Stage, the teaching of reading is based on The Early Years and Foundation Stage (EYFS) Statutory Framework.

In Key Stage 1 and 2, the teaching of reading is based on the National Curriculum for English and what we know and believe is successful about teaching children to read.

In line with the programmes of study for reading at Key Stages 1 and 2 in the National Curriculum, covering two dimensions:

1. Word reading including decoding using synthetic systematic phonic strategies

2. Comprehension (both listening and reading)

Word reading skills and strategies

Phonics and Spelling

All children will be taught systematic synthetic phonic skills through Read Write Inc sessions. Children will be ability grouped within their own class and lessons will be differentiated accordingly. *Please see the separate Read Write Inc policy.*

Children will be encouraged to use their phonic knowledge, segmenting and blending skills during general classroom learning.

Once the children are secure with their knowledge of phonics they will 'graduate' from the RWInc phonic sessions and re-join their whole class literacy sessions which will incorporate specific daily spelling practice.

Children will also be engaged in speaking, listening, reading and writing activities which allow them to explore and practice their phonic knowledge, blending and segmenting skills independently.

Guided or group 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 independent reading, prior RWInc learning and other literacy activities. Each child will work in an adult-directed guided reading group at least once a week. Independent activities for during guided reading sessions will all have a reading focus and will be moving the children's learning forward. Guided reading sessions will happen once every day. Children will develop their reading skills through a carousel of activities at this time.

Structure of a Guided Reading Session

Book Introduction

This provides the context for the reading. The teacher will activate children's prior knowledge and/or discuss the main themes of the text, including some prediction of the contents.

Strategy Check

Just prior to independent reading the teacher guides the children to focus on and apply key strategies while reading independently.

Independent Reading

Children will read independently while the teacher gives focused attention to support, monitor and assess individuals as they read. This will inform the pupil tracker.

Returning to the Text

The teacher asks questions, promotes discussion and interacts with the children to extend their thinking and develop their responses to the text.

Follow Up

(Usually developed as a separate session or independent task)

Children are given a range of activities designed to further develop their understanding of the text.

Range

Pupils will be taught the knowledge, skills and understanding through the following ranges: Fiction and non-fiction literature, both in books and onscreen. Children have access to a range of text types as well as dictionaries, encyclopaedias and other reference materials.

Resources

- Interactive white board resources; software and websites
- Home reading books– grouped into ‘book bands’ stored in the photocopier/reading resource room.
- Guided readers – grouped into ‘book bands’ stored in the photocopier/reading resource room.
- Library books organised into subject matter, as well as a range of fiction books available for loan.
- Reading area in each classroom consisting of a range of books pertinent to the interests of the class.
- Story sacks available for teachers and parents to borrow on a week’s loan.
- Comprehension box–short passages to read and answer questions independently.
- Brain Box games–develop short term memory skills through pictures, labelled diagrams, short passages and questioning–paired activities.

Assessment

–for learning (formative)

- Success criteria clear and explicit
- Observation of children
- Questioning (using questions linked to assessment focus during guided reading)
- Self-assessment
- Discussing with a partner
- Verbal feedback from adult linked to success criteria

–of learning (summative) will be recorded in

- Termly testing using 'Progress In Reading Tests' (PIRA)
- Year 1 standardised phonics screening test (repeated in Y2 if the child did not meet the standard in Y1)
- Standardised Reading test in Year 2 and 6
- Reading records
- Guided reading session notes
- Relevant objectives on the school's online pupil tracker

Library

The school library contains a range of fiction and non-fiction books. All children are entitled to borrow Library books. There is opportunity for each class to visit the library during the week. The library is open for 4 lunchtimes per week and children are able to pop in and read with their friends, as well as borrow books of their choice; this must be done using the barcoded electronic library system. When returned, these books should be rescanned for further use. Where possible the children will also have access to an online library of free e-books. (Currently accessing 'Read for my school' and Oxford Owl website).

The librarian has selected 'Reading Champions' in school to assist in the running of the library and to encourage the younger/more reluctant readers. These 'Champions' are selected from children in Y5 and Y6.

The librarian ascertains what books the children in school are interested in and purchases accordingly. She also ensures that those 'reluctant readers' are targeted and books selected to encourage.

Reading Aloud

There should be opportunities planned for children to read aloud to a variety of audiences. These could be through Literacy work, independent or guided reading or performances to audiences including whole school and parents.

Reading at home

Each child takes home reading books home based on their current level of reading. Parents are encouraged to read with their children at least 3 times a week and record their reading experiences in their reading record. These records are monitored by staff and special metal star badges are given according to the number of 'reads' a child has completed at home on a termly basis, as well as 'stinky' stickers weekly.

We recognise that children make better progress when they are supported at home and when there is good communication between child-school-home.

We communicate with parents by:

Home school reading records

Parents' evening

Foundation Stage (Reception class) intake evenings

Links on the school website detailing advice/free e-books/phonic pronunciation guides

Parent Support Advisor provides advice/ support to individual families

Policy written by: Mrs Michelle Smith, February 2015

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