

GISBURN ROAD C.P. SCHOOL BARNOLDSWICK

Reading Policy



DATE AGREED: JANUARY 2019

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READING POLICY

Introduction

Reading is a complex skill with many components. Successful approaches to the teaching of reading should encourage children to use a variety of strategies in their pursuit of meaning. It is important to lay firm foundations in this crucial area of the curriculum and establish a consistent whole school approach to the teaching of reading.

Aims

This policy aims to:

- Develop an interest in and a love of books, encouraging children to become attentive listeners, independent and reflective readers.
- Develop reading strategies and skills, accuracy, fluency, understanding and response to texts.
- Develop the ability to use and manipulate a variety of texts, both fiction and nonfiction.
- Develop children's experiences through a variety of text including the use of libraries, ICT and other available media.

Guidelines

These will ensure a progression of reading throughout the school and a cohesive approach to reading the following guidance must be followed.

Phonics

All children will be taught phonic skills through Letters and Sounds. This will take place through dedicated phonics lessons. Children are taught in in phase groups within the classes with some flexibility between classes for different abilities. Phonics Focus groups run daily from Nursery to year 2. A phonics workshop for new parents will be held at the start of each new school year.

Children will work on spelling patterns and rules directed by their particularly year group. This will take place through a unit as well as short but regular taught sessions. New and challenging vocabulary will be taught alongside reading and spelling.

Guided Reading

Guided reading operates daily from 9:10-9:30. All children will have the opportunity to take part in a guided reading experience in a small group (usually 6-8 children). A focused session will take place with an adult at least once a week sometimes two in Key Stage 1 and Key Stage 2.

In Early Years and Foundation Stage guided reading will start when the teacher feels the children have reached the appropriate level of maturity and skill. All guided reading sessions should have an objective and these should be recorded on the schools guided

Reading Planning/Record sheet. During guided reading the adult with each group will record children's responses to the text and the skill being taught. The objectives are taken from the Reading Laps and then teachers assess against those reading LAPS to inform part of the reading assessment on target tracker.

It is expected that guided reading activities will be recorded in the child's Reading Journal. On the days where groups are not being teacher led, an appropriate Reading activity/challenge will be set and recorded in their reading Journal. The groups follow the pattern of a pre reading task, guided reading, a follow up activity plus two other activities chosen by the class teacher. Upper Key Stage 2 (Year 5 and Year 6) will focus daily on whole class reading comprehension; covering all of the content domains. This may be taught in differentiated ability groups or as a whole class.

Shared Reading

This takes place during a literacy session and as such is planned within the literacy plans. This includes texts from a range of media; photocopied texts, big books or texts displayed on the Interactive White Board. During this time specific reading skills or features of differing genre will be taught. This is an opportunity to discuss the use of language and widen the children's vocabulary.

Evidence from the Reading Phase will be recorded in literacy books so clear progression through a unit can be seen.

Individual Reading

All children will have at least one Individual Reading Book either from the schools graded reading scheme and one from the School Library.

Children who are free readers may also bring a book of their own choice from home with the agreement of their teacher. Children are being encouraged to read everything and anything to develop their interest and love of reading. Parents and children are asked to record when their child has read. Again it can be their home reader, a library book, a magazine, a comic, an annual, reading at bedtime or any other kind of reading for around ten minutes or more. Each class has a reading challenge reward system to encourage regular reading at home. Book bags and home reading diaries are checked regularly by the class teacher or TA.

Early Years Foundation Stage

Children are heard read by an adult in school on a regular basis.

This can take the form of key words, sounds or individual reading books. Children in Reception move on to guided reading as the Year progresses.

Reading Books will be changed 3 times a week in Reception and those who have not been reading regularly will be heard at school.

Children may be heard read by other adults such as parent helpers.

Parents are expected to listen to their child read and ask questions about the book to check comprehension, making comments in the reading record book.

Key Stage 1

Children will experience individual reading with a member of staff in order to monitor their progress. For the lower ability readers this will be on a weekly basis. Whilst for the more able this will be 2/3 times each short term. Where a child is not reading at home, the teacher will provide extra 1:1 reading sessions for that child.

This is recorded in the child's reading record book and in the teacher's record book.

Key Words are also recorded and sent home for additional practice if needed.

Lower Key Stage 2

Children are encouraged to help keep their own record of the books they read.

Parents are expected to listen to their children read regularly and discuss the text as home learning making some comments in the reading diary.

These reading diaries will be checked and signed by the Class Teacher or TA on a weekly basis. Opportunities for children to change their books will be given on a regular basis.

Upper Key Stage 2

Children are responsible for regularly changing their reading books, either from a scheme book or a free choice book from home or school. It is expected that most children will be on free choice books.

Reading Journals will be checked on a weekly basis by a member of staff. Targets for reading will be set for each child. Whilst it is not expected that parents will hear their child read, daily involvement in the process is still important. Discussions about the books read and understanding of issues covered help to improve reading skills. Parents are encouraged to sign the reading journal on a regular basis.

Reading Aloud

There should be opportunities planned for children to read aloud to a variety of audiences. These could be through Literacy Work, Guided Reading or performances to audiences including whole school and parents.

Higher order reading skills and reading comprehension are explicitly taught through planned literacy lessons.

All teachers will read a class book/novel to the class for 10 minutes everyday to encourage 'Reading for enjoyment'. This book does not need to link to the class topic or Literacy unit but should be chosen to capture the interest of the class.

Library

The School Library contains the First Free and Free Reader books as well as Fiction and Non-

Fiction books. All children are entitled to borrow Library Books. There will be the opportunity to change library books once per week. All children have a planned session in the library with our librarian. This is when they change their books, are informed of new

books and listen to a novel over a period of time. These sessions are invaluable for developing an appreciation of books and being exposed to a wider genre of books too. All books contain a bar code and books must be scanned out using this system. When returning books the books should be rescanned to show they have been returned.

A charge will be made for books that are lost or missing.

The Role of Teaching Assistant

Teaching Assistants are expected to take an active role in supporting children with their reading as directed by the Class Teacher. This can include working with groups of children during the English lesson, leading guided reading groups or hearing individual children read.

Teaching Assistants can also run intervention reading programmes such as Literacy Support comprehension programmes, drop in sessions with parents, or targeted reading intervention in both Key Stages.

The Role of Volunteers

The School encourages people who have some time to come into school to hear readers. The volunteer will be allocated to a class and the class teacher will then select children who would benefit from the extra reading to an adult.

The Class Teacher is responsible for ensuring that the volunteer has the support needed to help them carry out the role effectively.

Working In Partnership with Parents

The teaching of reading is greatly helped if there is a strong communication and support from parents.

The school Reading Record are a way in which communication is easily made.

A Phonics workshop is also held to advise parents on the reading strategies used in school and how best they may help their child before the children start their Reception Year.

Assessment and Record Keeping

Children are assessed in line with the schools Assessment Policy using a variety of means. Assessing Pupil Progress (APP) is used as a method of record keeping. Children are tested on a regular basis for phonic knowledge.

Year 1 children are assessed against the Governments standardised Phonics Assessment.
Year 2 children are assessed using the Governments standardised Reading Test.
Year 6 children are assessed using the Governments standardised Reading Test.

The school also uses the Optional (SAT Style) Reading Tests for Year 3-5. Data from these alongside teacher assessed levels submitted in Oct/Dec/Feb/March/May/July is used to:

- Action any special needs provision.
- Group the children.

- Identify the most able to ensure provision of extension/enrichment work. These will be discussed during pupil progress meetings.

Teachers are using target tracker to record reading assessments.

SEN and Equal Opportunities

Those children who as a result of test or normal classroom activities are identified as needing extra support will be monitored closely by the Class Teacher and the Head Teacher/SENCO. Progress for these children can be discussed at Pupil Progress Meetings with the Head teacher.

Specific interventions will be put in place to support those children. A differentiated structured reading scheme will be implemented in Key Stage 2 as part of an agreed Individual Plan. Other intensive programmes may be used if the need arises.

Our policy is monitored to ensure that all pupils have equality of access to a range of reading opportunities and experiences so that all pupils achieve to the best of their potential regardless of gender race or culture.

The school will put in place positive steps to support those children who have limited access to reading at home through lack of parental education.

A Reading Culture

A team approach is essential when creating a Reading Culture in school. A variety of reading experiences are planned and carried out each academic year.

There should be opportunities for pupils to experience print around them through classroom notices, labels and signs. These should be discussed with the children and should take a variety of forms such as single words, phrases and complete sentences.

All classrooms should have a class library of books which should be well organised and easily accessible.

All adults should be good role models for children in modelling both reading aloud and silent reading.

This policy operates in conjunction with the English Policy.

This policy was written in consultation with the staff and will be revisited each year. A full review will take place every three years.

The policy was agreed by the Governing Body.

Signed.....

Date.....