

Longman's Hill Primary School Reading Policy

“So please, oh PLEASE, we beg, we pray,
Go throw your TV set away,
And in its place you can install,
A lovely bookshelf on the wall.”

Roald Dahl, 'Charlie and the Chocolate Factory'

Aims

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

- ❖ 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.
- ❖ To walk through doors to the past, to the future, and to other worlds both real and imagined

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*
- ✓ *Talk for Reading*
- ✓ *Shared and guided reading*
- ✓ *Use of the Library*
- ✓ *Reading with individual children*

In the Foundation Stage, the teaching of reading is based on the area of learning Communication, Language and Literacy in **The Early Years and Foundation Stage (EYFS)**.

In Key Stage 1 and 2, the teaching of reading is based on the **National Curriculum (2014) for English** and what we know and believe is successful about teaching children to read.

In line with the reading objectives at Key Stages 1 and 2 in the National Curriculum 2014, our teaching objectives cover two dimensions:

1. Word reading
2. Comprehension (both listening and reading)

Word reading skills and strategiesPhonics and Spelling

All children will be taught phonic skills through letters and sounds. This will take place through daily dedicated phonics session in EYFS and Key Stage 1. Children will be ability grouped within their own class and lessons will be differentiated accordingly. All phonics lessons will follow the 4-part lesson approach and will be taught every day. Once the children are secure with phase 5 of Letters and

Sounds they will progress to the North Yorkshire spelling programme for year 2-6 which will continue to develop their knowledge of sounds and words so they become fluent readers and increasingly accurate spellers. In Key Stage 2, these spelling sessions will happen 2 times a week.

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** and across the curriculum.

Comprehension

Teacher reading ('Talk for reading and class book sharing')

Teachers model the reading process with intonation and expression. The children are actively involved; listening to the text being read aloud, possibly even joining in and following the reading, contributing to discussion and response. Teachers read books from the 'Must Read' list across the year as well as books of their own choice. The teachers lead 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 in mixed ability groupings. The adult scaffolds the learning based on curriculum objectives and gives children chance to practise word reading and comprehension skills. Each child will work in a guided group at least once a week. Independent activities for children not working with the adult during guided reading will all have a reading focus and will be moving the children's learning forward.

Structure of a Guided Reading Session

Teachers plan guided reading sessions based on a curriculum objective and annotate planning with higher order questions to use within the session. Records of progress towards national curriculum objectives are kept on record sheets and transferred to STAT online at a later date. Teachers use a range of resources and texts to use to ensure children are reading and understanding a broad range of texts.

Range

Pupils will be taught the knowledge, skills and understanding through both fiction and non-fiction. Children will be given opportunity to view print both in books and onscreen. Children have access to a range of text types as well as dictionaries, encyclopaedias and other reference materials. Teachers will use books that challenge the children's comprehension and vocabulary. A range of books, from books with no pictures to full chapter books will be used across all age ranges.

Resources

- ❖ Interactive white board resources; software and websites
- ❖ Big books – relevant books stored in each KS1 class
- ❖ Home reading books- grouped into 'book bands'; core scheme Oxford Reading Tree stored on shelves in the corridor.
- ❖ Guided readers – teachers using a range of resources, including book set bought from year group book lists.
- ❖ Class must reads (6 books per year group shared with the class)
- ❖ Books from the class 'recommended read' list
- ❖ First News and Aquilla magazines
- ❖ Library books organised into subject matter
- ❖ Reading area in each classroom consisting of a range of books and regularly swapped.

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
- Independent work produced during guided reading sessions

-of learning (summative) will be recorded in

- STATs Sheffield assessment sheets
- Year 1 standardised phonics screening test
- Standardised Reading test in Year 2 and 6
- Half-termly reading test for every year group
- Guided reading record sheets

Library

The school library contains a range of non-fiction books. All children are entitled to borrow Library books. There is opportunity to change Library books twice a week and this must be done using the barcoded electronic library system. When returned, these books should be rescanned for further use.

Reading Aloud

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

Teachers should hear children read their reading books on a regular basis to check the level is appropriate and to develop their skills of word reading.

Reading at home

Each child takes reading books home based on their current level of reading. Parents are encouraged to read with their children as often as possible.

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:

Planners

Parents' evening

FS2 intake evenings

Parent phonics workshops

Helping your child read at home information, available on the school website.

Newsletters

Incentives are in place to encourage children to read such as a weekly class reading challenge where the class with the highest % of reading win a book for their class. Children who read 7 times a weekly also get entered into a weekly raffle draw for the chance to win a magazine.

Date for next review

November 2018 (Annually)

<u>Policy Adopted by Subject Coordinator</u> Name: Miss L. Nicholson	<u>SIGNATURE</u>	<u>DATE</u>
<u>Policy Adopted by Headteacher</u> Name: Mrs J Elcock	<u>SIGNATURE</u>	<u>DATE</u>