

Christ Church C of E (VA) Primary School and Nursery

Reading Policy

Aims

- We aim to enable our pupils to read for enjoyment, confidently, fluently, accurately and with understanding.
- We aim to employ a full range of reading cues – phonic, graphic, syntactic, contextual – to monitor, correct and make sense of their own reading e.g. miscue analysis.
- We aim to foster an interest in words and their meanings and to gain an appreciation of books from a variety of genres.
- We aim to enable the children to find books interesting, to read with enjoyment and to evaluate and justify their preferences.
- We aim to develop a suitable technical vocabulary through which to understand and discuss their reading.
- We aim to develop reading skills in tandem with those of writing, so that they may function in society, as literate adults and readers for life.
- We aim to create reading opportunities across all areas of the curriculum, to make it more meaningful and relevant to the children.

Principles for the teaching and learning of reading

In order to deliver the above, we will meet the national curriculum objectives. This will ensure that all children are given opportunities to study a range of good quality and interesting fiction and non-fiction texts from a variety of genre. They will have the opportunity to read 'real' books and newspapers, big books, posters, ICT based texts, on individual computers and interactive whiteboards, large texts, information booklets, banded guided reading materials, reading schemes and literacy use of media text.

Strategies for the teaching of reading

At Christ Church, reading is taught alongside letters and sounds initially. This initiative promotes a strong and systematic emphasis on the teaching of synthetic phonics to aid the teaching and learning of reading. As part of this scheme the children will be taught to:

- Discriminate between the separate sounds in words.
- Learn the letters and letter combinations most commonly used to spell sounds.
- Read words by sounding out and blending their separate parts.
- Study written representations of a sound and how it looks.
- Recognise on sight vocabulary identified as 'Tricky words'.

Reading is taught through shared reading sessions, guided reading sessions and opportunities to practise and consolidate skills through independent reading. During these sessions, teachers / teaching assistants will use a wide range of strategies to try and enhance the teaching of reading. Some of these are outlined below:

- Modelling and discussing the features of written texts through shared reading of texts.
- Giving direction to develop key strategies in reading.
- Demonstration - e.g. how to use punctuation when reading, using a shared text.
- Explanation to clarify and discuss e.g. need for grammatical agreement when proof reading.
- Questioning - to probe pupil's understanding of text.
- Investigation of ideas - to understand, expand on or generalise about themes and structures in fiction and non-fiction.
- Discussion and argument - to justify preference.
- Provision of a wide range of fiction and non-fiction genres, for the children to choose from.

Strategies to enhance the learning of reading

We believe that in order for children to foster an enjoyment of reading and in order for them to have an understanding of the texts they read, they must be at the centre of their own learning. Some of the strategies used to enhance this independent learning are outlined below:

- We are aware that all children have individual and preferred learning styles. Therefore we aim to provide children with a range of visual, kinaesthetic and auditory experiences, which will enhance and improve their reading skills.
- Children will be made aware of / involved in determining the learning focus of the reading session and will have a clear understanding of what the teacher / teaching assistant is looking for in their reading / analysis of the text.
- Children will be given oral and / or written feedback about their reading, in order to help them develop specific aspects of it further, aiding progression.
- Children will be given opportunities to self assess their own reading. This not only promotes independence, but also assists in their reading development.
- Reading tasks / books will be appropriately matched to individual abilities and needs in the classroom (differentiation).

Opportunities for reading

Shared Reading:

The whole class shares a text, which is beyond their independent reading levels, often using an enlarged text (paper or ICT based). Shared reading provides a context for teacher modelling, teaching and applying reading skills (word, sentence and text level).

Guided Reading:

Guided reading takes place in a small group, with a teacher or teaching assistant, and focuses on developing children's ability to become independent readers, thinkers and learners. The children are grouped by ability and read individual copies of the same text, which matches the reading level of the group. Texts are selected from the schools guided reading schemes or using 'real' books. Guided reading with KS1 uses a combination of phonics work (to promote children's blending and decoding skills) and other guided reading schemes (to promote comprehension). The teacher / teaching assistant shares the key objective(s) for the session with pupils, assesses pupils progress within the session, and records the outcomes on guided reading assessment formats, which are kept in the teachers files. Evidence is recorded according to guided reading progression documents.

Independent Reading Time:

Children read material which interests them, to assist them in fostering a genuine love of reading and help them to appreciate its value. During this time teachers act as models reading their own chosen material, to reinforce the above philosophy, alternatively they may complete a guided reading session with a group.

Story Time:

Texts that are age appropriate and of interest to the children are read aloud by the teacher. We believe that giving children the opportunity to hear an adult / teacher read to them, develops a child's ability to comment on and respond to events and experiences within a text. These sessions also allow the teacher to check a child's comprehension, by asking literal and inferential questions, which aid deeper understanding of the plot and themes of the story, also increasing their vocabulary.

Library Skills:

Children access the library for research purposes, when appropriate, developing skills needed to locate and effectively use information.

Home / School Reading:

In nursery children will be encouraged to borrow books from class collections, and read these at home. From reception children take home book banded (colour-coded) reading books, which are suitable for their reading ability (these books are often from a range of reading schemes) to read at home and in school during independent reading time. When children have progressed through all book bands the teacher will then recommend and monitor books for the children to read.

Reading Buddies:

Children across the school are given the opportunity to read with another child from a different year group once a week. This opportunity not only helps to develop the child's fluency and understanding of a text, but also allows them to build on their interpersonal and social skills.

Parental Involvement:

Parents are urged to share books with their children and hear their children read at home. Parents are encouraged to use the reading prompts and make relevant comments about their child's reading or understanding in their reading record book.

Volunteer Readings:

Certain children are selected based on their reading ability to read once a week to a trained volunteer. Each week they focus on a different assessment focus.

Special Educational Needs (SEN):

Children with special educational needs are encouraged to take full part in reading sessions, both inside and outside the literacy sessions, except where disapplication is clearly indicated and fully supported by the LA. All pupils with special educational needs will follow the same educational curriculum as their peers, differentiated where necessary to meet their individual needs. Pupils who need it, are withdrawn for short periods, to participate in individual and small group programmes, based on their provision maps / IEPs, Care is taken not to disadvantage pupils by this withdrawal.

Equal Opportunities:

In line with the Equality and Inclusion policies, and the Primary Framework Strategy, Christ Church CofE (VA) Primary School and Nursery believes all children are entitled to high quality teaching and learning, with regard to reading and we embrace the philosophy of inclusion.

Strategies to Ensure progress and Continuity:

- Long term, medium term and short term planning shows progress in knowledge, skills and understanding and ensures the continuity of and development of a range of text types.
- Children's reading development will be evaluated on an ongoing basis by the teacher / teaching assistant and / or child, which ultimately informs the planning of reading tasks the following day or week.
- The English Subject Leader will monitor and evaluate the teaching and learning of reading on a regular basis across school, to ensure continuity and progress is evident, they are supported by KS Leaders.
- Oral targets will be set by the teacher and / or child to help children achieve their full potential in reading.

Strategies for Recording and Reporting:

- Every term, children's reading skills are assessed. Each teacher is able to gauge the child's strengths, areas for development and the progress made, and use this to plan future provision. The school tracking system for reading is updated for every pupil each term using Assessment Manager 7.
- We will use the APP materials to assess pupil's reading development.

Strategies for use of Resources:

- Teachers will provide a language rich environment with an inviting and well resourced reading area, in order to promote and create an enthusiasm for reading.
- Reading resources (for shared, guided, home and individual reading) will be updated yearly, as necessary, following an audit of need. Reading resources which are damaged or out-dated, making them unappealing to primary age pupils, will no longer be used, and will be removed from book shelves.
- A range of visual and auditory resources will be used in the teaching or reading to ensure all learning styles of the children are being addresses.
- A range of ICT resources are available for the children to use to help them improve their reading skills.

Review:

This policy will be reviewed in January 2013 by the English Subject Leader.