



Scissett C.E. Academy



Reading Policy

Aims

Reading is a complex process which draws on a whole range of cueing strategies in the search to make meaning of print. We aim to equip our children with the skills required to open up the magical world of the written word, so that they may go forward to access the world of learning with a life-long love of literature and an ability to access information for themselves.

Objectives

We aim that by the time the children leave our school in year 5, they will:-

- value and care for books;
- read with speed, fluency and expression
- know text types and their common features and have experienced a wide range of good quality literature;
- be able to read literature both for pleasure and information;
- know a variety of authors and start to develop preferences;
- have developed an understanding of fiction, poetry and drama and start to critically evaluate the forms;
- be prepared for the level of work which will be expected of them at the end of Key Stage 2 (bearing in mind this may vary between cohorts).

Entitlement

Teaching of reading follows the National Curriculum Programme of Study statements for reading. Due to differing levels of ability, we acknowledge that it may be necessary and appropriate for some pupils to follow objectives from the year group above or below their chronological group.

Discrete English lessons are fully implemented in school; 'guided' reading may be taught as part of this session, or discretely, as appropriate. Alongside guided reading, all children should be heard to read their scheme reading books or their free reader.

Enthusiasm

In our school we will endeavour to :-

- be good role models in the care and use of books and in our enthusiasm towards

reading;

- provide a wide range of quality reading schemes and resources;
- maintain a clearly labeled, easily accessible and well organised reading scheme;
- have well stocked classrooms with appropriately leveled real books which children have easy access to;
- provide every child with a home/ school link reading booklet and inform all new parents of the purpose and use of such booklets;
- provide the opportunity for parents and children to purchase an attractive Book Bag to keep books safe and protected when taken to and from school;
- maintain a well stocked library, clearly labeled according to the Dewey System and accessible to all children;
- provide opportunities for children to discuss and deconstruct texts
- link reading throughout the curriculum as a vehicle to learning and knowledge
- provide a lending library to be used by all the children in the school on a weekly basis;
- allow opportunities for the children to care for the classroom and Library books;
- organise Book Fairs where children and parents can have the opportunity to browse through a wide range of quality books and purchase them if they wish.
- use a range of reading groupings- guided, shared, paired, peer and individual.
- encourage parents and enthusiastic helpers to share books with individuals or groups of children;
- invite authors, poets and illustrators into school to work with the children;
- celebrate events such as World Book Days, Author days etc

Skills

All teachers will be responsible for the planning and teaching of reading. Use of computers should be included when appropriate for the development of specific reading skills.

In our school we will teach the following skills through a range of text types as outlined in the National Curriculum:-

- the care and handling of books;
- the orientation of reading (left to right);
- building and developing reading stamina and speed;
- the development of the skills of skimming and scanning;
- the application of phonological awareness and phonic skills :-
 - to hear, identify and blend phonemes in words;
 - to sound and name the letters of the alphabet;
 - to recognise and explore rhyme, alliteration and sound patterns and relate these to patterns in letters;
 - to identify syllables in words;
 - to recognise how sounds may be similar but written differently or how spellings may relate to different sounds.

Within EYS we use Jolly Phonics alongside Letters and Sounds to structure their

acquisition to be in line with the National Curriculum.

- word recognition and graphic knowledge:-
 - to read on-sight, high frequency words and other familiar words;
 - to recognise words with common spelling patterns;
 - to recognise specific features of words, including prefixes, suffixes, inflectional endings and plurals.
- grammatical awareness (syntax):-
 - to recognise how word order affects meaning;
 - to decipher new words, confirm or check meaning;
 - to re-read or read ahead in a sentence for sense.
- contextual understanding:-
 - to focus on meaning derived from the text as a whole;
 - to use knowledge of book conventions, structure, sequence and presentational devices;
 - to develop deductive and inferential reading skills
 - to use background knowledge and understanding of the content.
- the understanding of **fiction, poetry and drama**:-
 - to identify and describe characters, events and settings in fiction;
 - to use knowledge of sequence and story language in retelling stories and predicting events;
 - to express preferences giving reasons;
 - to learn recite and act out stories and poems and playscripts;
 - to identify patterns of rhythm, rhyme and sounds in poems and their effects;
 - to respond imaginatively in different ways to what they read.
- reading for information:-
 - to use the organisational features of non-fiction texts, including captions, illustrations, contents, index and chapters to locate information;
 - to recognise that books on the same topic may contain different information or present similar information in different ways;
 - to use reference material for different purposes.
- reading aloud with greater accuracy, fluency and understanding :-
 - to teach how intonation and expression are related to sentence structure;
 - to teach how punctuation marks clarify meaning and guide the reader.

Genres

.We use a range of texts as required by the National Curriculum, both within the classroom and within classrooms/library.

Key Stage 1

Literature:-

- stories and poems with familiar settings and those based on imaginary or fantasy worlds;

- stories, plays and poems by significant children's authors;
- retellings of traditional folk and fairy stories;
- stories and poems from a range of cultures;
- literature with patterned and predictable language;
- literature which is challenging in terms of length or vocabulary;
- texts where the use of language benefits from being read aloud and reread.

Non-fiction and non literary texts:-

- information books, including those with continuous text and relevant illustrations;
- dictionaries, encyclopaedias and other printed reference materials;
- IT- based reference materials.

Key Stage 2

Literature:-

- a range of modern fiction by significant children's authors;
- long-established children's fiction;
- a range of good quality modern poetry;
- classic poetry;
- texts drawn from a variety of cultures and traditions;
- myths, legends and traditional stories;
- playscripts.

Non Fiction and non literary texts:-

- diaries, autobiographies, biographies, letters;
- print and IT based reference and information materials, eg text books, reports, encyclopaedias, handbooks, dictionaries, thesauruses, glossaries, CD-ROMS, internet.
- newspapers, magazines, articles, leaflets, brochures, advertisements.

S.E.N.

We will always strive to include all children in English lessons.

Where children do have problems with reading or reading related activities:-

- the class teacher should identify any difficulties the children are encountering;
- the teacher should organise appropriate differentiated activities;
- the SENCO should offer advice where possible;
- where children with EHC have support we should try to use it to the best advantage in English sessions, fulfilling the child's needs;
- continue to liaise with outside agencies including Middle School at transfer.

Equal Opportunities

All children, regardless of ability, gender or culture have the right of access to the curriculum. We will attempt to ensure that we cater for the needs of all our children by considering:-

- equal access to materials and equipment;
- provision of non-stereotyped materials and materials which celebrate diversity;
- active encouragement of all children to participate in reading activities;
- encouragement of adult male role models to be involved in school;

- careful selection of children for Literacy Support Programs;

Assessment

This policy should also be read within the light of the school's Assessment Policy. Specific assessments in relation to reading progress are varied, some being statutory and others internal. Reading information/data is transferred to Middle School at the end of Year 5.

Assessments include:-

- Statutory Baseline Assessment;
- Key Stage 1 Reading and Comprehension SATs;
- Termly completion of assessment pages in the Reading Record for each child;
- Home/school reading record book;
- Y1 – 5 termly diagnostic PIRA reading assessments

Communication with Parents

We pride ourselves on an “open door” approach and positively encourage parental participation concerning the children's reading progress. As children progress through school and new strategies come on line, we endeavour to share them and inform parents as to how this will directly or indirectly affect their child, and the support they could offer.

We communicate regularly through the children's home school booklet. Parents of incoming reception children are invited to an Open Meeting where they are informed of the Reading approach for Early Years and can look at the materials and how they are used to best effect. There is also an English morning to see practice in place throughout the school.

The role of the Co-ordinator

The Co-ordinator should support the rest of the staff in the delivery of the National Curriculum and the Programmes of Study for reading, in any way they can.

They should set an example through good classroom practice and should also:-

- draw up a school reading policy in consultation with the staff;
- monitor standards of achievement looking for strengths and weaknesses;
- advise staff on usage of the reading scheme;
- audit resources and purchase new ones as required, to deliver the reading skills outlined in this policy;
- draw up a format for recording children's achievements;
- attend LEA meetings relevant to the school;
- ensure that reading scheme and library books are well presented affording easy access for the children and parents.

Review

This policy provides a framework within which to carry out carefully planned and meaningful teaching of reading. The Head teacher, Co-ordinator and staff will review this policy as an area of major or minor focus each year in line with the school development plan.

