

All Saints' CE VC Infant School

'Building the bridge to success'



Reading Policy

September 2013

AIMS AND PURPOSES

The ability to read is an essential life skill. Good quality, consistent teaching of this subject must be seen as a priority throughout the school. The ability to read is necessary to ensure success in all other curriculum areas and is a vital tool in our quest to know about and investigate the world around us. The school builds upon the experiences of books and reading that the children have gained both from home and other pre-school settings. It is vital that parents and teachers work together to support, inspire and encourage pupils in their reading development.

By adopting a whole school approach to reading across the school we aim:

- To enable pupils to become fluent, confident and expressive readers.
- To enable pupils to read for meaning and understanding.
- To equip pupils with higher level reading skills (inference, deduction, prediction etc).
- To foster a positive attitude to reading, encouraging children to read for pleasure and enjoyment.
- To encourage all children to make personal response to a text and appreciate the work of authors, poets and illustrators.
- To provide a balanced school reading programme that includes a variety of reading experiences.
- To enable pupils to locate and use facts from a range of sources including ICT.
- To provide quality resources and learning opportunities.

PLANNING AND ORGANISATION

The school believes that there are two distinct but inter-related processes involved in teaching children to read: learning to recognise words and developing language comprehension. Both are essential for learning to read and are contained in the simple view of reading. A high quality, systematic phonics programme is essential as the prime approach in learning to decode (read) and encode (write-spell) print. The school bases its phonics teaching on 'Letters and Sounds' and this is set within a broad and rich language curriculum that takes full account of developing the four interdependent strands of language: speaking, listening, reading and writing and increasing children's vocabulary. Planning is based on the National Curriculum.

TEACHING STRATEGIES

Recognising words: see Phonics policy

Developing language comprehension

Shared reading

The teacher models the reading process to the whole class as an expert reader, providing a high level of support. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and high levels of collaboration. The teacher's role is that of the expert reader who models how the text is read. The children, the learner readers, join in where appropriate with the reading of the enlarged text – singly and/or chorally. The texts selected are rich and challenging. Sometimes texts will be electronic and sometimes 'Big Books' will be used.

Story sessions

Listening to stories can play a vital part in children's development: it helps foster a love of reading and develops confidence; provides opportunities for increasing vocabulary and developing concepts; helps teach more complex ideas and provides opportunities to share ways of coping with feelings; develops imagination and an awareness of story structures and themes. Opportunities to listen to stories are built into weekly planning.

Guided reading

All children from Foundation Stage 2 through to the end of Key Stage 1 will participate in weekly guided reading sessions. Guided reading groups are based on children's ability and are monitored constantly throughout the school year. The teacher structures all reading tasks with children, who are required to read and respond to the text themselves with the teacher supporting. Texts are carefully chosen according to the reading ability of the group, to allow each child to read the text with sufficient ease yet with carefully managed and appropriate challenge. The school now has two main schemes for guided reading. The Rigby Star Scheme has been supplemented with Project X which aims to engage boys, in particular, with their reading. A selection of quality information texts has been incorporated into the guided reading resources to provide children with a mix of genre and to further engage boys. Foundation Stage 2 children who are not yet able to access books with words now have a greater variety of picture books with no words, incorporating a mix of genre which includes traditional tales, information books and predictable stories. By providing guided reading opportunities to these children at this stage of their reading development, they are able to develop oral story telling skills, story sequencing and a rich vocabulary to support their literacy skills as they progress through school.

Independent Reading

The school aims to provide an environment throughout the school that is rich in print and possibilities for communication. Each classroom has a reading area of provision, where children may access independently a variety of texts including fiction, poetry and non-fiction, activities, CDs of books, print and text. The focus for the reading is to encourage children to make choices and develop preferences, provide practice and to develop personal responses to text.

Individual reading to an adult in school

All children will read to their teacher in school at least once a week and other adults in school will also hear children read. These sessions provide vital opportunities for checking and developing children's reading strategies and, through asking relevant questions, extending comprehension skills.

There are two core reading schemes within school, Oxford Reading Tree and Phonics Bug, however these have been supplemented by a variety of texts by different publishers and authors for all levels of reading ability. This caters for a wide level of interests and ensures that children have choice and variety in their reading materials. Books are stored centrally in numbered boxes based on the coloured book band levels, making selection for the children easier. A selection of "Extended

Readers" is available for those children whose reading ability has exceeded Lime book band during their time at the school.

Parent helpers who come into school to hear children read will have an induction session and will be provided with prompts to help them develop children's comprehension skills.

Parental Links and Home Reading Records

Reading books are sent home each day and children are expected to read on a daily basis. Reading books are changed in Foundation Stage 2 on a weekly basis and in Key Stage 1 up to twice a week as appropriate. Children each have a home reading record and parents are encouraged to write in any comments they may have about reading. The home reading record includes advice for parents to support their children's reading at home, children's targets for the level they are working towards in reading and a list of high frequency words for children to practise. When an adult hears a child read in school this is recorded in their reading record including comments specific to that child's targets. Comments should always include a way forward or next step. The home reading records provide a two way dialogue between school and home which, when used effectively, provides a powerful tool for parents to share in the development of their children into confident and enthusiastic readers.

Library

The school has a reference library which children and teachers are encouraged to access throughout the school day. The books are organised into categories based on a simplified version of the Dewey Library Classification system. Books are clearly labelled with coloured stickers to identify the relevant category and children are shown how the classifications can be used to find the non-fiction books that they are interested in. Library skills are taught in KS1 and visits to Hessle library are organised to support these. Older children in the school are given the opportunity to be librarians and contribute to maintaining the library on a day to day basis. The range of books within the library is constantly monitored to ensure the topics are relevant and children's interests are reflected in the titles available.

CLASSROOM PROVISION AREAS

Wherever possible, reading and writing opportunities should be incorporated into all continuous provision areas within classrooms in both the Foundation Stage and Key Stage 1. Where children engage in reading and writing activities in their own child initiated activities they show that the skills that they have learnt are truly embedded. Children should be provided with the opportunity to practise the skills they have been taught within reading and writing in a variety of purposeful and meaningful contexts and these opportunities should be carefully planned and modelled throughout the year. A specific Reading area is included in all classrooms and provides a calm and inviting space for children to explore and enjoy a variety of reading materials.

ICT

Teachers use interactive whiteboards to support their literacy teaching and shared reading where appropriate. The school uses the Phonics Bug websites to supplement the reading scheme and target children are registered to enable them to access the eBooks on the Bug Club website.

INCLUSION AND EQUAL OPPORTUNITIES

Provision will be made for those children having additional needs, including children with special educational needs/disabilities, children working above or below age-related expectations and children for whom English is an additional language.

- Children with SEN/working below age-related expectations will work towards the same objectives with support/ appropriate differentiation. Those working well below the level of their peers will work on a related objective from a previous year group. Interventions will be planned to support children's progress and narrow gaps in achievement; for example, children may have an individual education plan and as part of that would receive additional individual/group support and read to an adult at least three times per week.
- Children who are gifted and talented will work to deepen or broaden their understanding of the objective which may sometimes be from a later year.
- Children learning English as an additional language (EAL) will receive appropriate support to enable them to access objectives.

ASSESSMENT OF READING

Each child has a reading target sheet which is used as the basis of Assessing Pupil Progress (APP) within school. Children's achievement is recorded on these targets sheets based on the outcome of guided reading and their independent home reading, with evidence being taken from comments recorded within guided reading record sheets and children's independent reading records. The evidence from these APP sheets form the basis of the levels entered into the tracking system (Assessment Manager) each half term.

Assessment for learning is at the heart of effective planning and assessment of guided reading and outcomes from each guided reading session are used to plan future sessions for each group, addressing issues or gaps in children's learning as appropriate.

Objectives for guided reading sessions are taken from the school's reading targets and used to plan appropriate activities and questioning, ensuring all assessment foci are covered at the levels appropriate for each child. Responses and children's achievement towards these objectives are recorded on the planning sheet and reflected in the individual children's reading assessments.

RESOURCES

Reading resources in school are mostly stored centrally.

- Reading books for independent home reading are stored centrally in the main corridor in numbered boxes where they can be accessed by children as appropriate.
- Guided reading books are stored centrally in the main corridor based on coloured book bands. The associated teachers' guides are stored in the same area of the corridor.
- 'Big Books' are stored centrally in numbered big book bags and sorted into text types. An index of books and their numbers is kept with them. When 'Big Books' are taken to class, the empty bag should be left on the hanging rail and an entry in the log book on the hanging rail should be made to ensure the book can be located if needed.
- The library, containing a range of non-fiction and reference books is located within the school entrance hall.

Reading resources are audited on a regular basis to ensure they are of a consistently high quality and meet the needs and interests of the children.

MONITORING AND REVIEW

The planning, teaching and assessment for guided reading are monitored by the subject co-ordinator and senior leadership team. This is done by lesson observations, looking at planning and assessment and talking to the children. The subject leader tracks pupil progress in reading using the assessments entered into Assessment Manager by the class teachers each half term. Pupil progress meetings are planned for each term to ensure class teachers evaluate their own class progress and set targets for those children underachieving. Feedback is given to individual teachers and to the team as a whole as appropriate. Issues are highlighted and addressed and a review of any monitoring is shared with the senior leadership team. Regular meetings are held during the year between the literacy governors and the subject co-ordinator.

Mrs K. Fox

(Literacy Co-ordinator)

Mrs K. Fisher Mrs V. Grainger

(Literacy Governors)

This policy has been approved by the governors of All Saints' CE Infant School.

Signed: _____

Date: _____

Appendix – Book Bands

The books that children take home are organised into coloured book bands. The order of the book bands is as follows:

Book Band	Expected Year Groups of Children Reading These Books	Relationship to National Curriculum Reading Levels
Band 1—Pink	Reception	Working towards level 1
Band 2—Red	Reception	
Band 3—Yellow	Reception/ Year 1	Working within level 1
Band 4—Blue	Year 1	
Band 5—Green	Year 1	
Band 6—Orange	Year 1/Year 2	Working towards level 2
Band 7—Turquoise	Year 2	
Band 8—Purple	Year 2	Working within level 2
Band 9—Gold	Year 2/Year 3	
Band 10—White	Year 2/Year 3	Working towards level 3

Within the book bands the books will still vary in difficulty. Some publishers give their own levels to books. These books have been given a coloured book band but books from one level might not all be in the same coloured book band based on the difficulty of the words and text within them. What is important is that children enjoy their reading and grow in confidence.