

HORNSEA BURTON AND SKIPSEA READING POLICY

Introduction

This policy document is written after consultation with the teaching staff of both schools. It is a working document, which reflects the ethos and practice within the two schools in relation to the teaching of reading. It has been written with due regard to the requirements of the 2014 National Curriculum and it will be monitored and evaluated according to changes within this document as and when they arise.

Fundamental Principles

The whole ethos of both schools is to provide every child with a happy, caring, learning environment in which he or she can develop their full potential - whatever their needs and irrespective of ability, race or gender. We believe that reading is central to a child's understanding of the school curriculum and is of vital importance in life. Fluent readers can access a full range of life experiences and can enjoy an amazing breadth of genres and writers. In our schools, we aim to develop a love and appreciation of reading which will stay with children for life. We hope to achieve this through careful planning and teaching using up-to-date strategies. We aim to use good reading materials and resources within English lessons and Guided Reading sessions and to provide a breadth and range of reading material in school.

Aims

The aims of both Schools are to allow children the opportunity:

- To experience reading in a variety of situations so that it becomes a pleasurable and productive experience.
- To access a wide range of print materials, including all genres of fiction, nonfiction, poetry, plays, pupils own writing and a variety of print material.
- To progress to becoming selective in their choice of reading materials.
- To be knowledgeable about the purpose and organisation of books.
- To nurture a love of reading.
- To learn to read through a variety of methods.
- To read to themselves or to others (peers and adults)
- To read to a variety of audiences and to hear adults and children read to them.
- To read regularly and to develop a respect for books.
- To use appropriate reading strategies
- To receive reading provision and support appropriate to individual ability.
- To become aware of the link between reading and writing.
- To be taught appropriate research skills in order to develop knowledge of non-fiction subjects.
- To use computers to further the development and love of reading.

The Teaching of Reading

We believe that there are two distinct but related processes involved in teaching children to read: learning to recognise words and developing language comprehension. Both are essential for learning to read. In the Foundation Stage and Key Stage 1, the focus is on helping children develop their word recognition skills, so that they are able to master the alphabetic code, apply their phonic knowledge and skills as they decode words and develop a store of familiar words – developing automaticity in their word reading. This work is set alongside work on developing speaking and listening skills, phonemic awareness, vocabulary development and language comprehension. The focus of teaching for later reading development will emphasise comprehension and response as children develop as critical and fluent readers, moving from learning to read, to reading to learn, engaging and interacting with a wide range of texts for purpose and pleasure.

Developing Word Recognition Skills and Language Comprehension Skills

In the Foundation Stage and Key Stage 1 the priority is given to securing the development of word recognition skills. Children need to be taught:

- Grapheme-phoneme (letter/sound) correspondences (the alphabetic principle) in a clearly defined, incremental sequence.
- To apply the highly important skill of blending (synthesising) phonemes in order, all through a word to read it.
- To apply the skills of segmenting words into their constituent phonemes to spell them.
- That blending and segmenting are reversible processes.

To achieve this there needs to be high quality teaching of Phonics. The progression in phonics skills and knowledge are taught following the recommendations of the Primary National Strategy “ Letters and Sounds ” programme using the Jolly Phonics scheme stories and actions to ensure a multi-sensory teaching approach. All children in the Foundation Year and Key Stage 1 receive a 20 minute discrete phonics session every day. The children are taught in phase groups across each year group. The children’s progress is regularly assessed and they move through the phases at their own pace. Word recognition is vital to reading comprehension; if children cannot recognise written words, then they will quite obviously be unable to extract meaning from them. However, once words are recognised and understood, children must activate their oral language comprehension to understand what a writer conveys. Therefore, towards the end of Key Stage 1 and into Key Stage 2, teaching shifts to emphasise the advanced reading and comprehension skills at text level.

Shared Reading

Shared reading is where the teacher works with the children to model fluent, expressive reading, the use of effective reading strategies and to encourage response to texts. It can be a vehicle for both teaching children to read (decode) and for teaching children about reading, including comprehension. Shared reading enables children to access and enjoy rich, authentic texts which are slightly beyond their independent reading level. Sessions are generally planned in a sequence and involve re-reading for different purposes, with children using their developing skills and understanding as they become more familiar with the text. Resources used for shared reading include fiction, poetry and non-fiction texts. The text is enlarged to enable all children to see as well

as to hear the text. Traditionally, big books have been the main source of material, but increasingly the range has been extended to include posters, classmade books and ICT texts, using an interactive whiteboard (IWB). All teachers plan units of work in English. Through our medium-term plans, we give clear guidance on the objectives and teaching strategies for each unit of work. Our medium-term planning is directly linked to the 2014 National Curriculum expectations from the guidance documents. The first stage of the development of any unit of work includes shared reading activities in which the class uses a common text or texts.

The amount of times shared reading is covered and the specific objectives, activities and text-types are written on short term English plans. The reading materials which are used to cover specific genres and text-types can be found in individual classrooms.

Guided Reading

We believe that guided reading is a highly effective way of building, developing, applying and securing skills in reading, for a wide and diverse range of pupils. It allows teachers to focus in an intensive and targeted way on specific pupils and their needs, whether those pupils are working below expectations or are making fast progress. In Key Stage 1 and Key Stage 2, guided reading takes place for one hour per week. This varies from shorter sessions in Key Stage 1 to a whole hour session in Upper Key Stage 2. All guided reading groups are ability-set and the texts are carefully chosen to suit the reading ability of each group. In Key Stage 2 there is usually guided reading follow-up work which is used as an assessment of the child's understanding of the text read. The objectives for each session and the specific activities are written on teachers guided reading plans.

Independent Reading

In Key Stage 1, the Jelly and Bean books and Oxford Reading Tree schemes are used as independent reading books. These books are taken home by the children and are read with parents or carers. Each child is given a reading record which allows the adult to write a comment about their child's reading at home. In school, teaching assistants and volunteers may hear the children read their independent reading books. Class teachers and teaching assistants monitor the progress of the children on the reading scheme, recording children's progress in the reading record booklet. In Key Stage 2, there are several systems in place to suit the needs of all reading abilities. For those children who still need a structured reading support system in place, particularly children in Year 3/4, we have the Oxford Reading Tree scheme which continues from the material in Key Stage 1 up to Stage 14. The books are located on labelled bookshelves outside the medical room. These books are taken home by the children and are read with parents or carers. The books read are written in the child's reading record.

When the teacher feels that the child is independent in reading and does not need a structured reading programme, the child is then able to choose from the classroom library, the main school library or bring in a book that they are reading at home. Every book that is read by the child should be logged in the reading record as evidence of the quality and quantity of reading material the child is reading. The reading records are monitored at appropriate times by the child's class teacher. If the teacher feels that a child is reluctant to read, it may be appropriate to give the child extra reading time which is usually monitored by a teaching assistant.

Reading and Assessment

Reading is assessed by all teachers using **the Chris Quigley Milestones and Key Indicators**; the assessment of individual children's progress in reading is completed during guided reading time. The **assessment record sheets** are kept by the class teacher **either stuck into the front of response books or in a separate file**. These assessment **sheets** are used to inform planning and to support the teacher when making **judgements against national expectations**. In Year 2, the children are formally assessed through a number of tasks and tests, resulting in a final teacher assessment **score**. In Year 6, the children are formally assessed through the National SATs Test, resulting in a final test **score**. They are also awarded a teacher assessment **score**. All these results are analysed to inform the Pupil Data Tracking System and identify which children need extra support in reading the following year. This may consist of giving the children specific reading targets if they are on the SEN register or targeting the group in English lessons for more focused teaching. Some children may also be taken out to read by teaching assistants and/or volunteer helpers. These children may also be chosen to be part of intervention groups.

Homework and Reading

In Foundation Stage and Key Stage 1, independent reading books and other reading related activities (eg sound books, wordboxes, tricky words) are given as weekly homework. Reading to a parent/carer is encouraged as much as possible in both Key Stages and the frequency of reading and choice of book is recorded in the child's reading record.

Reading is also an integral part of the new homework system that we have introduced, where ten home learning tasks are undertaken across a term.

Special Educational Needs

There are several ways in which we identify the reading needs of children in the school:

- The pupil data tracking system is used to identify which children may need specific reading targets.
- Children on the SEN register sit either Boehms tests for Foundation Stage and Year 1 or Youngs Group Reading test for Years 2 to 6.
- Specific reading targets are written **onto individual support plans** and are used to inform teachers and teaching assistants of the focussed needs of the child. The **individual support plans** are officially reviewed **termly** but the targets are monitored more frequently.
- Teaching assistants support children with specific reading needs within the classroom as much as possible. Children are withdrawn only if necessary.
- There are specific reading support materials available to support reading development; these are identified on **individual support plans** if used with the child.

This policy was written **January 2016** and will be reviewed annually.