

Aston All Saints C of E Primary School
A school in the Diocese of Sheffield Academy Trust

READING POLICY

Date: October 2018

Review date: 2020/21

Aims

As a school we are committed to continually raising standards in Literacy. Our aim is to ensure the highest standards of reading and literacy for every child by providing them with the skills necessary to:

- Read with confidence, fluency and understanding
- Be able to use a range of reading cues (phonic, graphic, syntactic, contextual) to monitor their reading and correct their own mistakes.
- Understand the sound and spelling system and use this to read accurately.
- Have an interest in words and their meanings and a growing vocabulary
- Know and understand a range of genres in fiction and poetry, and understand and be familiar with some of the ways in which narratives are structured through basic literacy ideas of setting, character and plot.
- Be able to understand and use a range of non-fiction texts.
- Have suitable technical vocabulary through which to understand and discuss their reading.
- Be interested in books, read with enjoyment and evaluate and justify their preferences.
- Through reading develop their powers of imagination, creativeness and critical awareness.

Principles

Reading and the development of reading skills will be enjoyable motivating and rewarding.

Some reading skills are developed through whole class interactive teaching and learning, others in groups and others individually.

Strategies

In early years, reading skills will be developed according to the Early Learning Goals, through opportunities for reading in role play and group or individual literacy based activities.

Shared Reading

A big book, enlarged text IWB or multiple texts are used to develop reading skills.

Developing comprehension skills and reading with understanding

- In Key Stage One children work as a class and sometimes in small groups to develop their comprehension skills. This includes both discussion of texts and written comprehension
- In lower Key Stage Two these skills are developed in a similar way to the practice in Key Stage One but as the children move through Key Stage Two

there is a greater emphasis on written comprehension work. Children of differing abilities may also work in small groups for targeted support.

Individual Reading

- Children read a structured scheme book or other book in addition to other reading material. Schemes include – Oxford Reading Tree, Phonics Bugs, Dorling and Kindersley Non Fiction books and a range of other publishers covering a range of genres. As the children move through school there is a greater emphasis on children being able to choose from books which interest them and which are from different authors and publishers rather than from a reading scheme.
- In F2 and KS1, children read to a teacher/Teaching assistant /Parent helper between two and three times each week. In Key Stage Two children still read individually with an adult but the frequency of this would depend on the individual need of the child. Children on the SEN register may be heard more often. This will be outlined in children's IEPs.
- Teachers monitor progress and provide guidance for learning and encouragement to work on reading targets.
- Comments are written in the class reading record and parents are encouraged to contribute to the home school reading record which the children take home with their current reading book.

Other Reading Development

- Reading is a cross curricular activity and is developed in other subjects. The school has a print rich environment, with plenty of notices, signs, posters, displays and books.
- Teachers may share books and extended stories with their class to develop a love of reading. We try to make sure that this happens in all classes at least three times each week.

Organisation

Interesting books are made available in every classroom, as well as being prominent in the school library.

In F2 tricky words are sent home separately to the child's reading book to support and build confidence of sight reading of early words.

All children should have a reading book, which is taken home daily. Reading books are levelled according to Book Bands and based in all classrooms.

Children are given a home school reading record which the child takes home and the teachers keep a separate reading record for each child in their class. This should be maintained by the class teachers, parents and children. Children are encouraged to read at school and at home on a regular basis. The reading record is a valuable way for home and school to communicate. Parents are offered a workshop in F2 to show reading and writing are taught in school and to provide ideas for parents to support at home.

After finishing a book or story, children are encouraged to comment on characters and plots, and older children may complete book reviews from time to time.

Resources

A list of all resources can be found in the Literacy co-ordinators file.
External resources include-

- Authors, poets and performance groups
- Library visits

Assessment

Formative assessment

Formative assessment is mostly carried out informally by teachers in their teaching, using;

- Reading comprehension tests
- Hearing children read in a 1:1 context
- Individual/small group discussions in shared and guided reading.
- Using the Book Bands assessment materials

Summative Assessment

- Summative assessment is carried out in years 1 to 6 to enable the school to track progress and target additional support.
- Teacher's own assessment.
- Phonics is tracked from F2 to Y2

Recording and Reporting

Records of progress in reading are kept for each child in individual reading records.
Teachers keep their own assessments of children's reading progress

Reporting to parents is done on a termly basis at Open Evenings, and at the end of the academic year through a written report.

SEN

Children with special needs will be given appropriately differentiated work and Individual Education Plans will be drawn up by the class teacher where required.
Support staff with small groups or on a 1:1 basis to develop their reading skills.

The Better Reading Partners initiative is carried out by a member of the Learning Support Service for the school.

Monitoring and Evaluation

The teaching and learning of literacy is monitored termly by the literacy co-ordinator, focussing on specific and relevant aspects.

The Leadership Team evaluate trends in attainment data.

Other aspects of school improvement are evaluated and reviewed by the Head Teacher, Literacy co-ordinator and whole staff team.

Foundation Stage

Reading opportunities are given on a daily basis. A wide range of approaches are used to provide first hand experiences for the children. The children are taught in a stimulating environment that is rich in written print. There are focussed periods within the day when children share books in a more structured way.

Phonics is taught daily. It covers all the pre requisite skills for reading such as sound identification, sequencing, reproduction and discrimination.

The children are given an individual reading book to take home when they are ready. The teacher reads with the child and encourages reading to take place at home. The Home School Reading Record and reward schemes are other ways in which reading is encouraged at home.

Key Stage 1

Phonics is taught daily. Phonics activities are practical and fun, to encourage learning. During shared and individual reading, phonics work is reinforced in the context of real texts.

The school uses a wide range of text types in the teaching of reading. As well as developing writing from a range of starting points, there is a balance between reading and writing in daily literacy lessons across any given week. .

Key Stage 2

Careful study of the reading genre over several days leads to children attempting writing in that same genre. There will be a balance of shared reading and writing activities, both short and extended pieces.

Signed by

Date

Linked policies –

- Phonics Policy
- English Policy
- Teaching and Learning Policy
- Marking and Feedback