

Bligh Primary School



READING POLICY

Policy written by Local Governing Board
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Barnsole
Primary
Trust



1. Teaching and Learning

Reading is a multi-strategy approach to understanding the written word. It is not simply the decoding of black marks on the page but involves the ability to read with understanding a wide range of different texts, including fiction, non-fiction, real world texts such as labels, captions, lists and environmental print.

Competence in reading is the key to independent learning and therefore the teaching of reading is given the highest priority at Bligh Primary School, enabling the children to become enthusiastic, independent and reflective readers. Success in reading has a direct effect upon progress in all other areas of the curriculum and is crucial in developing children's self-esteem, confidence and motivation.

Aims and Objectives

Children should:

- Be encouraged to read a wide range of fiction, poetry and non-fiction materials;
- Develop the ability to read aloud fluently and with expression;
- Be encouraged to listen attentively;
- Be taught a full range of *cueing strategies* for reading during independent, shared and guided reading, including:
 - o *Phonic* (sounding the letters and blending them together);
 - o *Visual* (whole word recognition and analogy with known words);
 - o *Contextual* (use of picture and background knowledge);
 - o *Grammatical* (which words make sense);
- Develop the ability to read for meaning;
- Develop the skills required for the critical reading of texts;
- Gain awareness of the close links between reading and writing activities.

2. Entitlement and Curriculum Provision

Reading is taught as part of a planned whole-school programme, as follows:

- Reception** - Children are read to daily and have lots of opportunities to read in their learning environment, both inside and out. Children are read with individually twice a week, taking home books whenever they bring back their book and their contact book is signed. Reading skills are taught and adult-led activities are planned for small groups of children.
- Year 1** - Children are read to daily and have lots of opportunities to read for a purpose in their learning. Children are read with individually on a weekly basis, taking home books whenever they bring back their book and their contact book is signed. Children take home library books to share.
- Year 2** - As Year 1 plus daily guided reading sessions as and when children are ready. These are teacher led and focus on the development of reading skills. Children who are not involved in a guided reading session with an adult are set tasks that require them to use, and in turn develop a range of reading skills.
- Year 3** - Children take home books to read. Children are involved in daily guided reading sessions in which their reading and inference skills are developed. Children who are not involved in a guided reading session with an adult, are set tasks that require them to use, and in turn develop, a range of reading skills.
- Year 4** - Children take home books to read. Children are involved in daily guided reading sessions in which their reading and inference skills are developed. Children who are not involved in a guided reading session with an adult, are set tasks that require them to use, and in turn develop, a range of reading skills.
- Years 5 and 6** - Children are in guided reading groups. They have the opportunity to engage in adult-led guided reading sessions and independent reading activities; both focused on developing children's reading and inference skills. Children use their reading skills across the curriculum to support their learning.
- All children are given the opportunity to take a library book home of their choice - available from our school libraries.

3. Role of the Teacher

- To follow the school's reading policy and help every child to develop as a confident and independent reader;
- To foster a 'love of reading';

- To set challenging independent reading tasks that develop reading and inference skills.
- To be a positive role model for reading;
- To provide direct teaching of reading;
- To create a rich reading ethos and environment that promotes independence, confidence and motivation;
- To regularly communicate with parents via individual reading record books;
- To observe pupils, monitor and assess their progress and development, sharing these termly with the English Co-ordinator.

4. Continuity and Progression

Independent and Individual Reading

Children need to be given the opportunity and encouragement to read independently in order to build confidence, stamina and fluency, as well as to develop an enjoyment of a wide range of books, genres and authors. Bligh Primary School provides many opportunities for children to access and enjoy a wide range of books through its own school libraries, the organisation of regular school book fairs, the 'Schools' Library Service' and reading competitions such as sponsored reads. All children at Bligh Primary School regularly take home reading books and progression is carefully planned for through the school's colour coded system of individual books. Selecting their own texts motivates readers, develops independence and helps children to develop and discuss their reading preferences. In the Foundation Stage (FS) and Key Stage 1 (KS1), books are carefully chosen by class teachers with an increasing element of pupil choice so that by the time children are within Key Stage 2 (KS2), they choose their own books to take home. These are selected from their individual colour coded reading bands. Reading should not be viewed as just a 'school activity'. Wider family involvement supports the development of reading and ensures children have access to reading materials at home. If children therefore wish to read alternative books of their choice at home, this is encouraged and parents are asked to comment in the reading record book.

Shared Reading

In shared reading, the teacher's role is to model being a competent, enthusiastic and reflective reader. During shared reading children access a range of texts which challenge them at individual levels. Reading skills and strategies are clearly modelled, and discussion helps children to gain a deeper understanding of the text. Shared reading can take place within English lessons through the reading of texts related to other curriculum areas or, as a class at the end of the day. Shared reading builds enthusiasm and enjoyment whilst influencing independent reading – it tunes children into book language.

English lessons are also book-based so that children have the opportunity to engage with characters and plot and use language effectively in their own writing.

Guided Reading

For guided reading, the class is divided into groups of similar reading ability or similar reading needs. Group texts are carefully selected at a sub-level higher in order to both challenge and extend ideas and thinking. During guided reading sessions, children are set tasks that are designed to develop a range of reading skills. These tasks are based on the child's current guided reading book or are cross curricular and linked to the year group's topic. Those not involved in independent learning are working in a group with an adult (class teacher and TA) where they are given focused attention to support, monitor and assess individuals within a group as they read. The adult asks questions, promotes discussion and interacts with the children to extend their thinking and develop their responses to the text.

5. Planning

Opportunities to both read aloud and independently are planned into English lessons and the daily timetable. In addition to this, guided reading is planned using objectives taken from the New National Curriculum (2014). Class teachers are responsible for planning guided reading sessions and sessions are focused to allow children to meet targets and to progress in their achievement.

6. Assessment

As Bligh Primary School is now assessing without levels, children's attainment is monitored and assessed against 'Age Related Expectations'. Assessing against aged related expectations allows the children to develop a much deeper understanding of reading and the skills required to understand texts in great detail. Learning walls are used to monitor achievement and progression and observation sheets containing the key objectives are in place to ensure teachers are providing children with a broad range of reading opportunities. Targets are set for individual children and a regularly updated. Children's individual reading is closely monitored by class teachers and supported by TAs. Each time a child reads at school, a comment is written in their reading record book and it is also dated and signed. Parents are also asked to comment, sign and date reading record books when they hear their child(ren) read at home. Home-school reading record books are collected in on a daily basis in order to monitor reading and rewards are given for regular reading at home.

7. Inclusion

Where pupils make limited progress in their confidence and ability read, intervention programmes are set up. For example - children in Years 3, 4, 5 and 6 continue at 'Phase' level with the Letters and Sounds (L&S) phonics programme. Both class teachers and TAs lead these intervention groups, depending on the needs of the whole year group. Additional and regular 1-1 reading is planned for with TAs and parent helpers.

8. The Learning Environment

Teachers should provide a print-rich and lively learning environment supported by well-chosen reading resources and interactive displays to enhance pupils' confidence and enthusiasm as independent readers. For example – book reviews, poem of the week, author displays and collections of books on a similar theme.

Reading areas should be inviting and well organised. Books should be changed regularly to reflect the changing curriculum topics and interests of the children. These should take into account culture and gender including languages to support the needs of EAL pupils.

9. Whole-School Consistent Approach/Building Confidence

Teachers and TAs are all responsible for creating a positive, independent ethos where children feel confident in their approach to reading. An emphasis is placed on children applying their L&S or Support for Spelling (SS) knowledge when carrying out any reading within the classroom.

10. Homework - The Role of Parents and Carers

Throughout Years R-6 children are encouraged to read books regularly at home