

Swinton Queen Primary School

### **Policy Statement for Reading**

Co-ordinator: Mrs. R. McArdle

At Swinton Queen Primary School we aim to develop independent, enthusiastic and reflective readers and foster a positive approach to reading which extends beyond the classroom. We will provide quality literature, which will be continually updated and replenished, and children will be given the opportunity to choose books appropriate to their needs. Library areas and class book corners will be tidy, attractive and well maintained in order to promote a positive image for reading and encourage children to show care and respect for books.

The children will be given opportunities to read from a range of material in order to develop understanding, fluency and expression. They will be taught to use a variety of decoding skills and as their reading skills develop, the higher order reading skills.

We aim to develop in our children the generic learning skills inherent to reading. We will provide opportunities for responding to and appreciating a range of text. As we read aloud to children and they read aloud to us, we facilitate the skills of recall and comprehension, decoding and communication. Through constantly questioning around texts, the children are encouraged to respond to text in a range of ways including use of inference and deduction. By encouraging the use of reference books as a source of information, we are providing opportunities for investigation and inquiry, involving higher order skills of skimming and scanning where appropriate. Across the school we teach to the VIPER skills which cover all elements of the reading strands – Vocabulary, Inference, Prediction, Explain, Retrieval and Summarise. Children are also encouraged to use APE skills to answer questions. Answer, Prove, Explain

Continuity and progression in reading across the Key Stages is achieved through structured planning. Work is planned using the National Curriculum for Literacy. Short term planning is recorded each week. Individual targets are used to record attainment and inform future planning.

Each classroom has its own supply of books which are displayed invitingly and which are changed regularly from a central supply in school and the schools library service. A range of reference books relevant to the current topic are also on display in the classroom. Fiction books are colour banded according to ability level. The colour bands are broadly categorised as follows:

#### **KS1 – General Levelling**

Lilac

Pink

Red

Yellow

Blue

Green

Orange

Turquoise

### **Lower Key Stage 2 – General Levelling**

Gold  
White  
Lime  
Brown  
Grey

### **Upper Key Stage 2 – General Levelling**

Dark Blue  
Burgandy  
Black

To make fiction and guided reading books more accessible to all children, they are now classified in genre. Books with a lime green band are easier texts for Key Stage 2 children who are at an earlier developmental stage.

Non-fiction books are organised in a simplified version of the Dewey System and are also classified into broad subjects for easier access.

Reading is taught through a combination of phonics – where we follow “Letters and Sounds”, look, write and say, graphemes, phonemes, contextual understanding and semantics. We also teach the higher order reading skills, skimming and scanning, inference, evaluation and deduction.

The teaching of reading is carried out in various ways ranging from whole class reading to individual reading on a 1:1 basis. Guided reading is also used with children who require more input. Each teacher keeps a record of their children’s individual progress.

ICT is used to facilitate reading by the use of listening stations for shared/group reading. The internet is used for information retrieval. In using the computer, the children are given opportunity to read menus and constantly re-read and edit work.

The needs of Foundation Stage children are met by raising the children’s awareness that the printed word conveys a message. To this end, clear bold labels are displayed around the classroom. Reading is planned from the EYFS renewed framework. Children are encouraged to share books with each other and adults and they hear stories read by teachers or other adults. There is a library from which FS1 children can borrow books to share with parents. Books are provided alongside activities to give all children the opportunity to develop book skills and to encourage reluctant readers to use books. Foundation stage follow letters and sounds documentation.

Reading is supported by the use of good quality literature and reference materials which are easily accessible and carefully organised to facilitate easy location and management by the children. We follow the letters and sounds scheme to teach phonics. Computers and listening centres are used as vehicles to promote and develop

effective reading. Dictionaries and thesauri are used regularly for alphabetical skills and word games for recognition of sounds and word building. Teaching Assistants often work with focused groups of children.

We endeavour to meet the needs of children of all ability levels within our school. Books are colour banded to cater for different needs and individual reading targets are set for SEN children. All children are given equal access to resources appropriate to their ability and children falling just below the expected level of attainment are targeted in a focus group.

With the view that reading is a fundamental skills which underpins the broad and balanced curriculum we offer our children, reading activities permeate the day at Key Stage 1 and a high profile continues to be given to reading at Key Stage 2.

We encourage parents to take an active role in their child's reading development. Children are encouraged to take books home and parents are encouraged to hear them read on a regular basis. We also use the online reading resource Active Learn "Bug Club" which allows children to read a range of texts at home with interactive games and questions. Parents are kept informed of all new initiatives in the teaching of reading and are invited into school to discuss any problems or concerns with individual children.

The Literacy Subject Leader will attend in-service courses and feedback new initiatives and developments to other members of staff. She will support and advise staff and liase between key Stages to ensure continuity and progression. The co-ordinator is responsible for the ordering and maintenance of resources, updating and replenishing books and equipment as appropriate. They will also monitor and gather evidence through lesson observations and work trawls.

Long term objectives for reading are:

- To continually update and replenish literature
- To make children confident, independent, enthusiastic and effective readers.
- To develop new strategies for raising the attainment of reluctant readers.