

Reading Policy Ballifield Primary school

Nature of Reading

- Reading is a communication skill. It 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 should be given a high priority by all staff. Success in reading has a direct effect on progress in all areas of the curriculum and is crucial in developing children's self-esteem, confidence and motivation. It is our aim to develop enthusiastic and confident readers who can understand a wide range of texts.

Reading:

- Expands vocabulary
- Improves writing
- Heightens concentration
- Builds self esteem
- Sharpens memory
- Boosts creativity
- Develops analytical thinking

Approach to Reading

Children will be taught to read using Phonics as the primary approach. We follow 'Letters and Sounds' which is a phonics resource which aims to build children's speaking and listening skills, as well as to prepare them for learning to read, by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children starting in Foundation 1, with the aim of them becoming fluent readers by the age of seven.

General Statement

We aim to develop a strong community of readers amongst the children, staff and parents. We value the importance of books and literature in enabling children to become confident, happy and enthusiastic readers and writers. We strive to ensure that children experience high quality literature and hear a wide range of ambitious and challenging language.

Specific Aims

Children should:

- Develop the ability to read aloud fluently and with expression;
- Develop the ability to read for meaning;
- Develop the skills required for the critical reading of texts;
- To develop enthusiastic and reflective readers, through contact with challenging and substantial texts;
- Be encouraged to read a wide range of fiction, poetry and non-fiction materials;
- Be taught an orchestra full of cueing strategies for reading including:
 - Phonic (sounding the letters and blending them together) and visual (whole word recognition and analogy with known words);
 - Contextual (use of picture and background knowledge including knowledge of the world);

- ✔ Grammatical (which words make sense following standard English grammar);
- ✔ Be encouraged to listen attentively;
- ✔ Gain awareness of the close links between reading and writing activities.

Children learn to read through a mixture of individual, shared, whole class and guided reading.

Shared Reading

In shared reading the teacher's role is to make overt what good readers do. The teacher explicitly models the skills of proficient readers, including reading with fluency and expression. During shared reading the children can access a text which may be challenging to them individually. Reading skills and strategies should be clearly modelled, and discussion should help children to deeper understanding of the text. Shared reading should have a specific focus and all abilities should be included in discussions through the use of differentiated questions. Shared reading should take place within the English lesson and also through the reading of information texts related to other curriculum areas.

Whole Class Reading

Whole-class reading develops pupils' comprehension and engages them imaginatively and critically with texts and for creating opportunities to assess their progress. Whole-class reading sessions also mean that children of all attainment bands are immersed in the same high-quality literature and the discussions that these texts promote.

To support children with their reading comprehension we focus on 8 Superhero Reading Characters to help children understand the different types of questions they have to be able to answer when reading a text. The text should be carefully selected at instructional level for the group and plans for each session should reflect a specific teaching focus appropriate to the year group. Where possible, links should be made with the text type being covered in writing and/or the learning challenges being studied within the year group.

During/after each session, adults complete a record of which criteria/ domains the children have been working on. Teachers track pupils' progress in reading at the end of each half term to ensure that assessment information is up to date (Mark books/ SIMS/ tracker plus).

In Key Stage 1 and 2 each child should have a Guided Reading Journal to record any work carried out (pre reading, guided reading, follow up work, independent work).

This will be related to the content domain (Superhero Reading Character) looked at in the guided reading session, so that children have a chance to show you their skill in this area.

Structure of a whole class reading week

Monday – text introduction and understand what words mean (**Dark Decoder**)

Tuesday - retrieval (**Rocket Retriever**)

Wednesday – inference (**Crimson Clue hunter**)

Thursday - summarise and sequence or a focus on the features of the text type

(**Summarise and Sequence Shadow/The Puzzler/Word Wolf/Captain Comparison**)

Friday -Mystery text – to assess skills taught during the week. This assessment will contribute to children's overall assessment each term.

Independent Reading

Children need to be given the opportunity and encouragement to read independently in order to build confidence, stamina and fluency, as well as develop their experience of a range of books and authors. Children should have access to a wide range of books including fiction and non-fiction via the school library and class reading areas. Children will be given a reading book at an appropriate level to take home on a daily basis. Parents are encouraged to comment in their child's home school diary. Where children do not read regularly at home teachers will try to facilitate support that

parents may need, whilst arranging for children to read individually at school to teachers, teaching assistants or parent helpers . Rewards will be given for regular reading at home.

Hearing Books Read Aloud

This builds enthusiasm and enjoyment. It influences independent reading and tunes children in to book language. Teachers of all age groups should find time to read aloud to their class on a daily basis (daily class read). In KS2 an extended novel will be read to each class over a term/half term as appropriate. In KS1 a shorter story for the day or the week may be more age appropriate. In this way we aim to ensure that children experience high quality literature and hear a wide range of ambitious and challenging language. Teachers actively encourage a love of reading through discussing books of personal interest and promoting different kinds of books. Teachers also encourage children to read widely and use class rewards and reading diaries to stimulate a love of reading.

Children Reading Aloud

This will be modelled during shared and guided reading and hearing books read aloud. Children should have the opportunity to read aloud to a variety of audiences, including their own age group, younger children and class assemblies.

Reading Environment

Classrooms and all school areas should provide a print rich environment. All classrooms should have a range of texts that support learning to read, which are accessible and organised with book collections/favourite authors clearly labelled. There also needs to be evidence of children's book recommendations, posters and photos of children's work. In KS2 the 8 Superhero Reading Characters should be displayed in all classrooms. KS1 children will have the ones relevant to the age appropriate reading skills covered. Examples of questions types related to the Superhero Reading Characters should also be displayed

Parental Involvement

Co-operation and support from parents is paramount if a child is to become a successful and competent reader. We strive to develop and encourage a strong partnership between home and school. It is our policy to send reading books home regularly and to encourage parents and carers to contribute to their child's reading development, welcoming comments in their home school diaries. Parents are invited into school in the autumn term of the year to learn about how reading at home supports children in developing good reading skills. Parents will continue to be invited into school to be consulted about any changes with regard to reading. It is important that teachers and parents regard this process as a valuable means of communication.

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