



Reading Policy May 2016

Aims

'We shouldn't teach great books we should teach a great love of reading' B.F. Skinner

- To develop happy, healthy and **curious** learners who read confidently and independently
- To begin to develop lifelong enjoyment and pleasure in reading
- To enable children to access all areas of the curriculum
- To enable children to access, understand and begin to manage information
- To begin to understand the meaning of what is read to them and what they read
- To begin to respond to what they read; to say whether they like or don't like it and why
- To begin to understand and respond to the feelings that words can arouse in us like happiness, sadness, anger
- To begin to understand that this experience allows us to make connections with other people
- To walk through doors to the past, to the future, and to other worlds both real and imagined

As a community of readers we expect **all adults** to model and communicate their love of reading. These are just some of the ways we can share this:

- **Story time**
- **BEAR (Be excited about reading) ERIC (everybody reads in class)**
- **Shared and guided reading**
- **Library time**
- **Reading with individual children**

Every class will have a rich and stimulating reading area that invites children to come and read a variety of fiction and non-fiction texts reflecting genres, cultures, gender and race. Every class will have a range of books available to pupils that reflect their current class topic

Word reading skills and strategies

Every day each child will be engaged in

- Speaking, listening, reading and writing activities which allow them to explore and practice their phonic knowledge, blending and segmenting skills **independently**
- An interactive multisensory phonics session
- Shared reading and/or writing led by the teacher to **demonstrate** reading and writing strategies (**including phonics**) in a meaningful way
- A rich and regular 'Read aloud' programme (story time)

Shared reading

Every Day

The teacher models the reading process and the children are actively involved; listening to the text being read aloud, joining in and following the reading, and contributing to discussion and response. Children learn how to apply the knowledge and skills they are acquiring in daily word level work. The teacher leads discussion about the text to help children develop their understanding. Children learn how to interpret and make sense of what they read.

Guided or group reading

Once a week

A skilled adult works with small groups of children who are able to read at a similar level. The adult scaffolds the learning by guiding children through the text and prompting them to apply what they've learnt in shared reading and other literacy activities.

Range

Pupils should be taught the knowledge, skills and understanding through the following ranges

Literature:

- Stories & poems with familiar settings and those based on imaginary or fantasy worlds
- Stories, plays & poems by significant children's authors
- Retellings of traditional folk & fairy stories
- Stories & poems from a range of cultures
- Stories, plays & poems with patterned & predictable language
- Stories & poems which are challenging, in terms of length and vocabulary
- Texts where the use of language benefits from being read aloud and reread

Non-fiction and non-literary texts:

- Print & ICT-based information texts
- Dictionaries, encyclopaedias & other reference materials

Texts

- Interactive white board resources; software and websites
- Big books – stored in library
- Reading Scheme books grouped into 'book bands' (stored in classes for regular access)
- Guided readers
- Library books organised into fiction and non-fiction
- Class library books

Assessment & Planning (refer to assessment and planning policy)

-**for** learning (formative)

- Success criteria clear and explicit
- Observation of children
- Questioning (using questions linked to assessment focus during guided reading)
- Self assessment (fans, thumbs up)
- Discussing with a partner
- Verbal feedback from adult linked to success criteria
- Engaging children - mind maps with Key Teaching points

-**of** learning (summative) will be recorded in

- Reading journals
- Guided reading record sheets
- Tracking for phonic skills and through book bands (half termly)
- Rising Stars emerging, expected and exceeding (termly minimum or following assessment)

Planning will build on **prior knowledge**.

All teachers will use the planning templates provided on the shared area. Teachers will save additional copies of short and medium term planning to the staff only area of the public drive. The subject leader and Headteacher will monitor and give feedback.

Children with SEN, and/or learning difficulties or disabilities will work towards the same objectives with support. Those working well below the level of their peers will be working on a related objective from an earlier year group.

Children who are gifted and talented will be working to deepen or broaden their understanding of the objective which may sometimes be from a later year.

Children learning English as an additional language (EAL) will receive appropriate support to enable them to access the objective.

Reading at home

Each child takes at least one book home a day

Progression;

- books with no words
- phonic readers
- book bands
- library books

We recognise that children make better progress when they are supported at home and when there is good communication between child-school-home

We communicate with parents by:

Home school reading journals- .

- Child speak check sheet at the back of the book
- Suggested reading activities at the front
- Text type coverage for the year at the front
- Blogs
- Open sessions