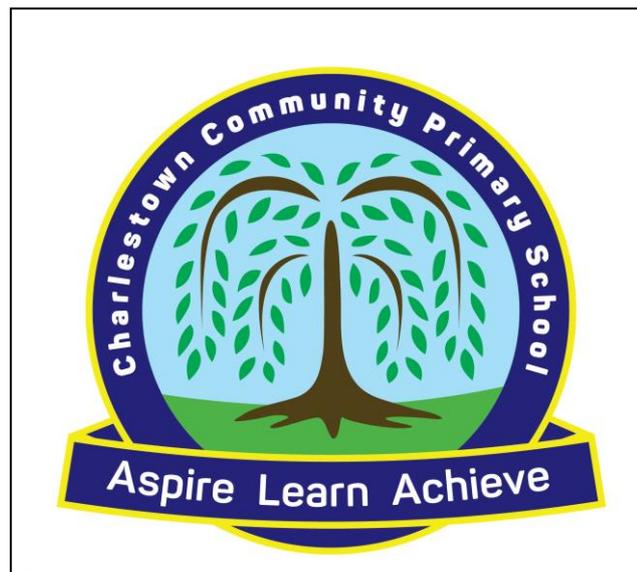


Charlestown Community Primary School



Reading Policy

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Reading Policy:

Rationale

Reading is a vital skill that will support children's learning across the whole curriculum. As a school, we will ensure that our children are taught to read with fluency, accuracy and understanding through a variety of discreet and cross-curricular learning opportunities.

Above all, we want children in our school to become enthusiastic, independent and reflective readers. Essentially, we want children to enjoy reading.

In order for our children to fulfil their potential in reading we need as much parental support as possible and our aim, with this policy, is to demonstrate how school and home can work together.

Our Teaching Philosophy:

The development of reading cannot be seen in isolation from writing, speaking and listening/drama. The best readers are the best writers - we read as writers and write as readers! Strategies for writing, speaking and listening/drama therefore form an integral part of this reading policy.

In our school, we will strive to give pupils a stimulating environment, where reading materials are presented in an attractive and inviting way. Furthermore, within literacy lessons we create an environment that stimulates the generation of ideas from texts where all ideas are accepted and valued.

Teachers will act as role models in their enthusiasm for both reading and writing by keeping up to date with current children's literature.

Aims

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

We will develop children's reading within an integrated programme of writing and speaking and listening/drama.

Our aims for reading are to:

- Instil children with a love of reading that lasts for their life time, share with them an enthusiasm for children's literature and help children to recognise the value of reading as a life skill.
- Encourage children to become enthusiastic and reflective readers by introducing them to good quality books, from a variety of cultures and in a range of different styles and formats.

- Develop our children's understanding of a variety of text types including non-fiction, fiction, poetry and drama.
- Develop children's confidence, fluency, and independence when reading for different purposes.
- Develop children's abilities to reflect on and have an interest in what they have read and the language and punctuation choices made by the author.
- Use drama and role-play, where appropriate, to immerse children in the text.
- Ensure our children have sound phonic awareness and use a phonics first approach to reading.
- Use ICT systems to access and locate texts.

Teaching Approaches and Strategies:

Reading is taught throughout the whole school discreetly as part of literacy and as an integral part of the school day.

Our approaches and strategies are summarised below:

During Literacy, guided reading/comprehension and other areas of the curriculum, children will have the opportunity to experience a wide range of good quality texts (both fiction and non-fiction) and are encouraged to respond and reflect on these. Through the use of shared and guided reading children will experience good models of reading and reading discussion, using a variety of quality texts written for a range of purposes.

Guided Reading/Comprehension

Every pupil will take part in Guided Reading sessions with his or her teachers, on a weekly basis. Texts chosen should aim to challenge the children to develop high-order comprehension skills, generate child-led discussion and lead to independent written activities that allow children to reflect on the text. Teachers will record and use evidence from these sessions to inform APP judgements / National Curriculum Expectations.

Independent Reading:

Pupils will be given opportunities for independent reading of their reading scheme/library books during the school week. All children will have a reading book, chosen by them, at an appropriate level. These books should be 90% readable by the child and the class teacher will monitor this regularly. If children want to read a book that is currently beyond their ability level, we will encourage parents to share the book at home with them. Children will be given the opportunity to change their library and stage books as often as needed; this may be with an adult or before and after school on specified days. All reading to an adult should be recorded in the children's Homework Journals and the class teacher's reading record.

Banded books:

We have a colour banded book scheme based on the Reading Recovery system. The books are banded in colours up to Dark Brown (Y6). If teacher's believe that children are independent enough in their book selection then after they have moved on from the Lime level, they can choose books from the library instead of from the bands. This is to encourage those children that are confident readers to move onto 'real books' (as opposed to books from the colour banded scheme).

The scheme will be used to support children's reading development. Children who are not ready to advance to the next band will be encouraged to read more broadly at their appropriate level. We will support and encourage children through these bands but we will not rush or push children through them when their decoding and/or their comprehension skills are not sufficiently developed.

Priority Readers (Pink Readers):

Some children will need to read more regularly to an adult as they need more practise and/or they are not reading to an adult at home. Class teachers will identify these pupils, as 'Pink Reader' and they will read to school staff or other designated adults on a regular basis.

Reading Aloud:

All children read aloud with staff and other adults at school. When this is 1:1, it is recorded in children's Homework Journals.

Reading regularly at home with parents or carers makes a huge difference to children's reading ability and helps to develop an enthusiasm for reading and life-long love of books. Research shows that it is the single most important thing parents can do to help their child's education. Reading aloud improves children's reading ability and their vocabulary; this in turn will feed into the quality of their writing.

Discussing what is being read also develops comprehension skills.

At Charlestown Primary School, we expect every child to have a parent/adult listen to them read for 15 -20 minutes every night (to include reading and discussion of the book). Parents are asked to sign the Homework Diary daily.

Children, who wish, can fill in a Book Review on pro-formas provided by school to record their thoughts and feelings about what they've read.

Reading Challenge:

When a child has finished reading a book they can complete a book review. For every book review the child can earn a stamp / sticker on their learning challenge card and this means that they can earn and save points. At the end of each term the Reading Challenge Shop is opened and the children can redeem their points for prizes.

Developing Phonic Awareness

Class teachers must ensure that pupils are using a phonics first approach to their reading. They should be breaking words down (segmenting them) into sound chunks and sounding them out before blending the sounds together.

Children who need to further develop phonic knowledge, in particular their recognition of the 44 first representations of each sound as shown in Letters and Sounds, must have a clear programme for progression (Letters and Sounds, etc) and are supported and closely monitored by school staff. In addition, these children should be brought to the attention of SEN co-ordinators in order to explore possible reasons behind their difficulties with phonics and be identified on the school's SEN register (if appropriate). A record of the targets for these identified children should be kept on an IEP.

Assessment

Teachers continually assess children's reading. Individual reading to a member of staff will be used to analyse children's strengths and weaknesses and to plan future work and targets accordingly. Group and Guided reading tasks also provide assessment opportunities. Children's attainment and progress is regularly monitored and reviewed through APP grids, Benchmarking and teacher and support staff records. Children are also assessed through the use of more formal tests. We use the Salford Reading Test to measure a child's reading age.

Priority Children:

Year groups will monitor the reading of identified 'Priority Children,' providing additional opportunities for them to read aloud in school and, wherever possible, working with families to help raise the profile of reading at home.

'The more that you read, the more things you will know. The more that you learn, the more places you'll go.' - Dr.Seuss I Can Read With My Eyes Shut!

The Head and the Deputy Head teacher will:

- Provide support by encouraging staff and sharing best practice.
- Monitor learning and teaching throughout the school.
- Monitor planning and assessment.
- Support staff development through in-service training and provision of resources.

The Literacy Leader for Reading will:

- Ensure continuity in assessment throughout the school and lead staff meetings to support this aim.
- Monitor Reading in school.
- Keep up to date with new developments in reading and keep the staff informed.
- Play a key role in formulating, maintaining and reviewing the Reading Policy.
- Lead colleagues and at all times be supportive.
- Audit resources regularly.

The Class teacher will:

- Endeavour to read to their class on a daily basis
- Be able to recommend books to children in their class and help them expand the authors and genres they are selecting for themselves.
- Be responsible for the teaching of reading as set out in this policy.
- Provide literacy plans including guided reading and make these available to the head teacher and literacy leader.
- Provide work samples to the literacy leader.
- Assess children's reading using guided reading, support staff assessments, APP and formal tests and keeping evidence to support these judgements.
- Use evidence from the teaching and assessment of reading in order to inform future planning.
- Monitor pupil progress in reading using assessment data and refer any concerns about individuals or groups to the SLT member in their Year Group.

***"So please, oh PLEASE, we beg, we pray,
Go throw your TV set away,
And in its place you can install,
A lovely bookshelf on the wall."
Roald Dahl,***

'Charlie and the Chocolate Factory'