

Reading Policy



**Gorse Hall Primary
and
Nursery School**



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Reading Policy

Statement of Intent

Gorse Hall Primary and Nursery School have a clear, consistent, whole school approach to reading. Competence in reading is key to independent learning and is given the highest priority at our 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 to developing children's self-confidence and motivation.

Aims

- To encourage the enjoyment of books and reading so that the children develop a life-long love of books.
- To build on the child's prior knowledge and early literacy experience.
- To recognise and value the parents/carers role as prime educators and work together to develop the child's reading skills.
- To provide the children with the skills and strategies necessary to develop into competent and fluent readers.
- To teach our pupils to become confident, independent reflective readers who read from a range of texts for a variety of purposes.
- To deliver a structured and progressive whole school approach to the teaching of reading.
- To create a reading culture by providing a rich language environment within the classroom, throughout the school and on the school website.
- To select appropriate resources to motivate, challenge and extend pupils effectively.
- To identify pupils who require additional support and intervene at an early stage.
- To monitor reading progress and levels of attainment closely.
- To promote an ethos of achievement by setting high expectations and challenging targets.
- To develop in the children a critical appreciation of the work of authors, poets and illustrators in order to emulate these skills in their own writing.

Objectives

Reading is closely linked with Writing, Phonics and SPAG. Children become successful readers by using a range of strategies to get to the meaning of the text. At Gorse Hall Primary and Nursery School we believe that literate children should:

- Read with confidence, fluency and understanding.
- Read with enjoyment, evaluating and justifying their preferences.
- Be taught the full range of reading strategies including:
 - Phonic knowledge (visual information)
 - Grammatical knowledge (structural information)
 - Word recognition and graphical knowledge (visual information)
 - Contextual knowledge (meaning)
 - Understand the sound and spelling system and use this to read and spell accurately

- Be able to monitor their own reading and correct their own mistakes
- Develop a varied and rich vocabulary through the exploration of words and their meaning
- Read a range of genres in fiction and poetry
- Be able to use a range of non-fiction texts appropriately, including the Internet
- Discuss books with reference to author, illustrator, genre, theme and characters; expressing personal responses
- See the reading process modelled by adults and regularly take part in whole class, small group and individual reading activities

Teaching and Learning

Reading sits at the heart of our curriculum, and our aim is to ensure that every child becomes a confident and successful reader. At Gorse Hall Primary and Nursery School we strongly encourage reading for pleasure as it is a core part of every child's educational entitlement, whatever their background or attainment because we know that extensive reading and exposure to a wide range of texts makes a huge contribution to students' educational achievement. We aim to promote the concepts of reading for 'fun', 'enjoyment' and 'pleasure' and we ensure that we include a range of 'real books' within the Curriculum for English as well as the opportunity for sustained reading from a range of other self-chosen fiction and non-fiction texts.

Reading Scheme

Our main reading scheme that we follow at Gorse Hall Primary is Oxford Reading Tree, there are different types of books in this scheme such as *Floppy's Phonics*, *Biff*, *Chip and Kipper*, *Traditional Tales*, *Songbirds Phonics*, *Project X* etc. Books are colour banded and the children will work their way through the scheme until they are confident, fluent readers with a sound understanding of comprehension skills. We also supplement Oxford Reading Tree with books from other schemes, namely Collins Big Cat, these books are used mainly for our younger readers and are also closely matched to children's attainment in their phonic sessions.

The start of the reading journey in EYFS:

In Nursery and Reception, teaching staff will encourage 'book talk'. The children will learn to handle books, they will talk constantly about what's happening and they begin to recognise a few key words. All this will happen alongside our phonics programme (Letters and Sounds) therefore when children are learning the letters and sounds, they can always apply these skills to the books they are reading. Children in Reception will be listened to read at least once a week by their teacher and additional adults. In Reception, children will take home different types of reading books. These will be decodable, non decodable and a library book.

Decodable books

Children will be provided with these books in order that they are given the opportunity to practice the phonic knowledge and skills they have learned within a controlled text, they will be linked to the 'Phase' the children are working within during their Letters and Sounds sessions. These books should encourage children to read independently, and children will be taught the target phonemes and spellings in that book.

- decodable books encourage children to 'blend' and not guess unfamiliar words.
- they develop a self reliant approach to reading in the beginner reader.

- the reader experiences immediate success and develops confidence and enthusiasm for reading.

Non Decodable books

In addition to their phonics reading book teachers must also provide children with a 'non-decodable' book each week. These books must have in them 'non-decodable' words such as;

the said no they was
 Mr Mrs asked could called

Through reading these books we are encouraging children to:

- Look at the picture for clues.
- Rely on their knowledge of their sight words.
- Read the rest of the sentence and working out the missing word.

Library Books

Teachers must also provide children with a "bring home" library book of their choice, these will be a picture book and one that they have chosen. These books will also provide the children with the opportunity to develop skills such as:

- Retelling the story.
- Answering questions.
- Talking about favourite character etc.

Moving on through Key Stage 1

In Years 1 and 2, as well as the teaching of phonics, there is also a focus on comprehension and reading for enjoyment.

Teaching staff must listen to all children read throughout the week. Our 'banded' scheme (Oxford Reading Tree) is carefully graded to move the readers quickly. Children depending on where they are at in their phonics journey will be sent home with both a decodable and non-decodable book, and some children must be heard to read by their teacher each week this should be the lowest attaining 20% of each class.

Guided Reading will take place in classes daily. Reading activities will be provided to further develop word recognition and comprehension skills. We must provide books during Guided Reading that allow children to experience many different types of texts.

Each group should work once a week with the teacher, taking part in a Guided Reading session and following a detailed plan. Throughout the week children will also focus on other reading activities linked to the text that they are reading with the teacher. These may be:

- Comprehension: reading a section of the text independently and answering questions about it.
- Reading Enrichment, the children read books/comics/newspapers or stories/poems/play or texts.
- Follow-up Tasks, linked to a guided reading session.
- Vocabulary tasks, linked to the text that is being read with the teacher.

Moving on through Key Stage 2

By the time they start in Year 3 children should be reading fluently. Our task will be to ensure the children's understanding of the text is keeping up with their ability to read fluently.

Teaching staff must ask highly focused questions that challenge children's ideas and use the question stem cards in order to cover all aspects for reading questioning.

In fiction, teachers will develop children's ability to retrieve information, infer, deduce and to speculate on the reasons for authors' character, setting and plot choices. Children will be provided with new texts as an opportunity to grow a rich spoken vocabulary.

Non-fiction texts will be used to deepen the children's understanding of topic work across the curriculum. We will ensure children appreciate reading and help them to understand the world around them in order to use reading as a tool to increase the children's vocabulary across every subject area.

Children take part in a Guided Reading session, they will work at least once a week with their class teacher in a small, focused group, so that the class teacher can closely monitor progress in understanding. Again the lowest attaining 20% children from each class will be heard to read by the teacher each week.

Skills taught from Year 2 to Year 6

In order to ensure all reading skills are taught teachers will provide all children with the opportunity to develop the following skills in reading activities

- Inference
- Retrieval
- Connect
- Prediction
- Visualisation
- Summarising
- Vocabulary

Home / School Links

We recognise that parents play an active part in all aspects of their children's learning and particularly in helping them to read successfully. We feel that a child should be read to regularly and be given the opportunity to read a range of genres daily. This daily practice is vital to maximise progress. The reading diary in EYFS and Key Stage one is a channel for daily communication regarding a child's individual reading. Reading workshops, questionnaires and meetings are used to enhance this communication further.

A child's progress in reading, and their future targets are communicated to parents through Parents' Meetings and End of Year reports.

The Role of the Class Teacher

- Responsible for developing our whole school approach to reading.
- Model good reading behaviour and encourage the children to care for the reading matter in our school.
- Encourage all children to learn the value of a life-long love of reading.
- Ensure that classrooms are well stocked with attractive and appropriate books that reflect the topics being taught.

- Ensure that classrooms are print rich and that the books available reflect different cultures, genders and languages both in fiction and non-fiction, ensuring provision is made for those with English as an additional language.
- Ensure provision of appropriate literature is made for all children including any child with Special Educational Needs.
- Reading sessions will be well planned for and matched well to the children' attainment in reading, providing the children to read a wide range of books / genres and study books from a range of authors.
- Planning to include questioning using the question stem cards so that all Assessment Foci in reading is addressed.
- Notes should be kept on each child recording their reading progression with notes for next steps. These should be linked to the whole school reading progression of skills and I can statements.
- Staff to inform children what their next steps in reading will be so children can take ownership of their learning.
- All teaching staff to ensure that children take home high quality reading books that are closely matched to their reading attainment, and for those children who not fluent readers to be provided with books that are decodable and non decodable.
- Assessment of reading to be completed regularly using the tracking reading skills ladders, and whole school assessment procedure.
- English Leads and SLT to monitor the attainment of pupils through these tracking systems.

Monitoring and Evaluation

The standards and quality of the teaching and learning of reading is monitored in the following ways:

- Termly analysis of pupil attainment and progress in reading and phonics - English Subject Leaders and SLT.
- Reading skills ladder / tracker completed therefore can check the children who are on track, keep note of those children who are achieving above expected and identify slow movers in order that intervention can be put in place.
- Termly analysis of intervention strategies used - Teaching assistant, Class teacher, English Subject Leader, SENCO
- Lesson observations
- Regular work scrutiny, pupil interviews
- Listening to children read and child chats
- Feedback from parents

Louise Gledhill, Paula Hennessy

Passed By Governors

Review Date.....