

South Kilworth C of E Primary School

Reading Policy

PHILOSOPHY

We believe that Literacy unites the important skills of reading and writing. Our approach to teaching and learning reflects this philosophy.

AIMS

Our school aims to :

- Provide the children with the skills and strategies necessary to develop into competent and fluent readers.
- Encourage the enjoyment of books and reading so that the children develop a life-long enjoyment of books.
- Develop critical appreciation of what they read.
- Develop study skills so that the children can find appropriate fiction and non-fiction books from the library.
- Develop research skills, using library and class texts, in conjunction with the ICT system.
- To develop a critical appreciation of the work of authors, poets and illustrators in order to emulate these skills in their own writing
- Encourage care and ownership of books.

Our ultimate aim is for the children to become confident and independent readers with high levels of enjoyment, understanding and comprehension.

To promote enjoyment of reading and the understanding that reading is a life-long skill, we aim to provide the children with a variety of stimuli. Authors and poets are invited into school to share and demonstrate their skills to the children.

OBJECTIVES

Reading is closely linked with writing - the two activities reinforce each other. Children become successful readers by using a range of strategies to get at the meaning of the text.

Within the context of reading, we believe that literate children should:

- Read with confidence, fluency and understanding
- Be taught the full range of reading strategies including:
 - phonic knowledge
 - grammatical knowledge
 - word recognition and graphic knowledge
 - contextual knowledge during shared, and independent reading to monitor their reading and correct their own mistakes.
- Have an interest in words and their meanings, developing a varied and rich vocabulary.
- Read a range of genres in fiction and poetry.
- Understand, use and be able to read a range of non-fiction texts.
- Use conventions of library organisation and ICT systems to access

- texts to locate information.
- Through reading and writing, develop their powers of imagination, inventiveness and critical awareness.
 - Discuss books with reference to author, illustrator, genre, theme and characters; to express personal responses with increasing fluency.
 - See the reading process being modelled by their teacher and take part regularly in activities with the whole class, as a member of a smaller group, or individually.
 - Understand the sound and spelling system and use this to read and spell accurately.
 - Have a suitable technical vocabulary through which to understand and discuss their reading.
 - Be interested in books, read with enjoyment and evaluate and justify their preferences.

Through a positive and encouraging approach and a varied range of teaching strategies and experiences, children should develop into independent readers.

TEACHING STRATEGIES

We believe that the most successful teaching is :

- Discursive – characterised by high quality oral work
- Interactive – children’s contributions are encouraged, expected, and extended
- Well-paced - driven by the need to make progress and succeed
- Confident – teachers have a clear understanding of the objectives
- Ambitious – there is optimism about and high expectations of success

These characteristics underpin the quality of teaching and learning in our school.

We aim to promote high levels of motivation and active participation for our children at all ages. To achieve this we use a wide range of teaching strategies including:

- Direction: to ensure children know what they should be doing, to draw attention to points, to develop key strategies in reading
- Demonstration
- Modelling: Regularly reading aloud to the children at all key stages
- Scaffolding: providing structured and differentiated activities to facilitate learning
- Explanation: to clarify and discuss
- Questioning: to probe pupils' understanding, to cause them to reflect on and refine their work, and to extend their ideas
- Initiating and guiding exploration
- Investigating ideas: to enable, for example, children to 'discover' spelling patterns for themselves
- Discussing and arguing
- Listening to and responding

The teaching of reading and the strategies used by the teachers in each year group varies as the children progress through the school.

PROCEDURES FOR READING IN FOUNDATION STAGE AND KS1

There are procedures followed by each year group to ensure equality of provision, continuity and progression. We use Book Bands as our individual reading structure.

FOUNDATION STAGE

Library books –Books are exchanged every fortnight when the library van visits.

Shared reading- using big books, enlarged texts, inter-active white board programmes (whole class activities/ group activities).

Individual reading – children read with the teacher/ TA ideally at least twice a week. Liaison with parents is through the reading diary completed by parents and school. The reading diary contains the child's reading targets inside the front cover. Children also have a book mark linked to their book band level which explains what they are working on at that colour stage

Key words - development of a sight vocabulary by key words

Phonic sessions-There is a daily phonics session using Letters and Sounds with actions based on Jolly Phonics.

Independent reading – children are encouraged to use the attractive book area within the classroom. Opportunities for reading are also available in the different learning areas both indoor and outdoor.

Cross Curricular – links to reading are made across all areas of the curriculum.

The teacher completes an individual reading record every time they hear the child read. The teacher records any strategies the children are using and progress being made.

YEAR 1 / 2

Library books - Books are exchanged every fortnight when the library van visits. In Year 2 children are also able to borrow books from the class library, a list is kept of these books.

Shared reading – big books , enlarged texts, multimodal texts are used by the teacher to support reading development

Individual reading – children read with the teachers/SHLTA at least twice a week. Liaison with parents is through the reading diary completed by parents and school. Parents are asked to listen to their children read regularly and discuss the text. The reading diary contains the child's reading targets inside the front cover. Children also have a book mark linked to their book band level which explains what they are working on at that colour stage

Volunteers (parents/grandparents) listen to children read on a regular basis.

The class teacher monitors each pupils progress on a class record sheet each time the child reads.

Phonic sessions

There is a daily phonics session using Letters and Sounds with actions based on Jolly Phonics.

Independent reading – there is time within each school day for quiet independent reading. Children are encouraged to use the attractive book area within the classroom. Opportunities for reading are also available in the different learning areas both indoor and outdoor.

Cross Curricular – links to reading are made across all areas of the curriculum.

Story Time

Time is set aside during the week where children can listen to books read by an adult.

PROCEDURES FOR READING AT KS2

YEAR 3 / 4

Library books - Books are exchanged every fortnight when the library van visits. Children are also allowed to borrow books from the school library and encouraged to use it for research purposes

Shared reading – a variety of texts are used by the teacher to support reading development

Individual reading – children read with the teachers/TA at least once a week. Liaison with parents is through the reading diary completed by parents and school. Parents are asked to listen to their children read regularly and discuss the text. The reading diary contains the child's reading targets inside the front cover. Children also have a book mark linked to their book band level which explains what they are working on at that colour stage

Volunteers listen to children read on a regular basis

The class teacher monitors each pupils progress on a class record sheet each time the child reads.

Independent reading

There is time within each school day for quiet independent reading. Children are encouraged to use the attractive book area within the classroom.

Cross Curricular – links to reading are made across all areas of the curriculum.

Reading by an adult

Time is set aside weekly for children to hear books read by an adult.

YEAR 5 / 6

Library books - Books are exchanged every fortnight when the library van visits. Children are also allowed to borrow books from the school library and encouraged to use it for research purposes

Shared reading – a variety of texts are used by the teacher to support reading development within literacy lessons

Individual reading – children read with the teachers/TA at least once a week. Liaison with parents is through the reading diary completed by parents and school. Parents are asked to listen to their children read regularly and discuss the text. The reading diary contains the child's reading targets inside the front cover. Children also have a book mark linked to their book band level which explains what they are working on at that colour stage

Volunteers listen to children read on a regular basis.

The class teacher monitors each pupils progress on a class record sheet each time the child reads.

Children also participate in a reading challenge in Year6 where they are given a number of different genres to read in a given amount of time and work is set relating to these genres.

Independent reading

There is time within each school day for quiet independent reading. Children are encouraged to use the library adjacent to the classroom.

Cross Curricular – links to reading are made across all areas of the curriculum.

Reading by an adult

Time is set aside weekly for children to hear books read by an adult.

RESOURCES FOR READING

Bookshelves/areas in classrooms

Big books in FS and KS1

Group Readers- on shelves in KS1 and book case in Y5/6.

Main reading scheme- FS, KS1 and Year 3 /4 classroom.

School Library

Mobile library

The school also runs a book club throughout the year

LIBRARY (See library policy.)

The Library is situated in the KS2 building. It contains a good variety of both fiction and non-fiction books. There is an after school library session for parents and children. A lunch-time story telling session is held weekly for years 3 and 4.

ASSESSMENT AND RECORD KEEPING

The children are assessed and records are kept in line with the school's assessment policy. The information from these assessments is used to:

- Action any special needs provision.
- Ensure individual needs are met and appropriate targets are in place.
- Identify the most able children to ensure provision of Extension / enrichment work.
- Ensure that all children are making expected progress.

WORKING IN PARTNERSHIP WITH PARENTS

The teaching of reading is greatly helped if there is strong communication and support between home and school. The school

encourages parents to listen to their children read as often as possible and to read to them. Reading Information Meetings are also held to advise parents on the reading strategies used at this school and how best they may help their child at home.

EXTRA SUPPORT

Some children will be identified as needing extra support and we have a number of intervention programmes in place eg, ELS, Superstars, FLS. The SENCO meets regularly with the Literacy co-ordinator to monitor the progress of children who have an identified special educational need and to monitor those children whose progress is giving cause for concern.

MONITORING AND EVALUATING

(See assessment policy)

The standards of teaching and learning in reading are regularly monitored and reviewed. Evidence gathered is used to form an action plan, which the Literacy co-ordinator will subsequently implement.