

Reading Policy

Aims

- For children to read fluently with understanding and enjoyment, to the best of their ability.
- To produce confident and independent readers, reading and appreciating a range of literature.

Objectives

- To build on the early years foundation stage curriculum.
- To offer children a wide-range of literature (crossing curriculum areas)
- To enable children to orchestrate a full range of reading cues, to monitor their own reading and correct own mistakes, to extend vocabulary and understanding of texts
- To understand sound and spelling systems and use this to read accurately
- To read fluently, expressively with confidence aloud and to read silently (sustained)
- To develop and extend research skills.
- To develop a lifelong love of reading.
- To understand text and respond to its meaning
- To increase ability to read challenging and lengthy texts independently
- To reflect upon meaning of texts, analysing and discussing them with others

Teaching and learning

The English reading curriculum is taught by the class teacher who will plan activities and tasks offering a range and balance of experience from Year 1 to Year 6, as outlined in the Primary Framework for Literacy.

In order to raise attainment in reading, teaching at Anston Hillcrest Primary School comprises of a balance of different teaching methods:

- Shared and modelled reading
- Guided reading
- Individual reading
- Reading for enjoyment

Shared and Modelled Reading

In shared reading the teacher models the reading process to the whole class as an expert reader, providing a high level of support. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and high levels of collaboration. The teacher's role is that of the expert reader who models how the text is read. The pupils, the learner readers, join in where appropriate with the reading of the enlarged text - singly and/or chorally. The texts selected are rich and challenging, being beyond the current reading ability of the majority of the class.

Guided Reading

Guided reading sessions are planned for and take place at all year groups from Year 1 to Year 6. In guided reading, the responsibility for reading shifts to the learner. The teacher structures all reading tasks with pupils, who are grouped by ability, are required to read and respond to the text themselves with the teacher supporting. Texts of graded difficulty are carefully chosen and matched to the reading ability of the group. The text is at an 'instructional level' for the majority of the group. This enables pupils to read the text with sufficient ease but with appropriate challenge. It is intended that guided reading provides a forum for pupils to demonstrate what they have learned about reading; the focus for the reading is concerned with reinforcing and extending strategies and developing reading skills and understanding. (See Appendix 1 for details)

Reading for Enjoyment

Reading for pleasure and enjoyment is given a high priority and sufficient time is allowed for this. Pupils are encouraged and inspired to read for entertainment at home. At school they are given opportunities to consolidate their reading and to use their developing skills in a range of contexts. Reading skills are cross curricular and many opportunities are provided for pupils to practise and extend their reading in other subjects.

Planning and Progression

Reading objectives are planned for through medium and short term planning, (in blocks, half termly or termly) with objectives taken from the National Framework for Teaching Literacy to ensure coverage of all Assessment Focuses. Weekly planning shows how the objectives are to be taught through shared and guided reading (Appendix 1). The range of literature introduced meets the needs of our children and curriculum as well as the framework. Texts used in guided reading are differentiated according to the needs of the children. To support independent reading the school has colour coded books with colours that equate to the different levels of reading ability. A home school reading approach enables children to take these books home to practice any objectives taught within Literacy.

Resources

The reading materials in class and for guided reading are colour-coded and graded according to level of difficulty.

A range of big books are available in school to support the teaching of Literacy as are a range of sets for guided reading. Reading materials can be scanned into computers to allow the whole class to read the text together. All classes have designated areas for reading, listening stations and texts linked to current learning.

School also borrows a set of books each year to supplement narrative reading material from Maltby Library and staff also makes use of the topic loan service each term.

A book fair is held regularly to promote reading within school.

Parental involvement in reading

Every child is encouraged to read/share a book at home each night as part of the homework policy (recommended 10 minutes). Children choose from the reading material in class and take a home reading record book with it for parents to make comments in. This acts as a two way record so the teacher can comment on areas being worked on/focus in school and the parent can comment on problems/successes at home. This process is supported by the use of Reading Target Mats. A core group of parents volunteer in school to listen to identified readers and support their comprehension of texts through questions.

Assessment

Children are baselined as they enter school and levels achieved are reported at the end of Foundation 2, Year 2 and Year 6. Outgoing profiles are used at the end of Foundation 2 and at Year 2 the SAT's reading tasks or tests provide further markers of progress.

The use of PEAR materials for ongoing assessment, informs staff of current sub levels of performance and helps identify the next learning steps. The use of MAGS in reading, help to track progress and identify in each cohort and across the school the percentage is working at and above age related expectations. We have termly records of book banding to track progression through levels. A record of the child's ability to read key Literacy words is also kept.

Year 1 Phonics screening test

A reading test which consists of 40 words (20 real words and 20 nonsense words) will be taken by all Year 1 children. The test is a pass or fail test and the results will be reported on ROL. Children who do not pass the test in Year 1 will

retake the test in Year 2 to ensure they are meeting national standards. Any children who still require additional phonic support will complete a highly differentiated intensive support programme in Key Stage 2 to ensure they do not fall behind.