

St John's CE Primary School

READING POLICY

"There is more treasure in books than in all the pirate's loot on Treasure Island"

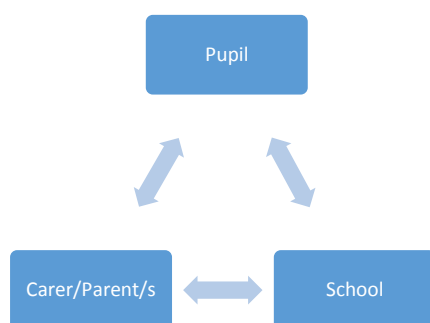
Walt Disney

"The stories we love best do live in us forever."

JK Rowling

Rationale

Reading is a complex skill with many components. Successful approaches to the teaching of reading encourage our children to use a variety of strategies in their pursuit of meaning. The importance of laying firm foundations in this crucial area of the curriculum is not underestimated and a consistent, whole-school approach to the teaching of reading has been established. Reading is an essential, life-long skill and should be a valuable and rewarding aspect of the children's learning and consequently should open the door to a world of knowledge.



Aims

- To deliver a structured and progressive whole-school approach to the teaching of reading.
- To build on the child's prior knowledge and early literacy experience.
- To recognise and value the role of the parents/carers as prime educators and work together to develop the child's reading skills.
- To teach our pupils to become confident, independent, reflective readers who read from a range of texts for a variety of purposes.
- To create a reading culture by providing a rich language environment within the classroom and throughout the school.
- To select appropriate resources to motivate, challenge and extend pupils effectively.
- To monitor reading progress and levels of attainment closely.
- To identify pupils who require additional support and intervene at an early stage.
- To promote an ethos of achievement by setting high expectations and challenging targets.
- To keep abreast of current educational thinking and practice.

At St John's, we hope to develop literate children who:

- ✓ Love reading and who get excited about the potential offered by books.
- ✓ Have the opportunity to listen to stories regularly.
- ✓ Enjoy sharing their reading with their parents/carers.
- ✓ Read with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- ✓ Understand the sound and spelling system and use this to read accurately.
- ✓ Have an interest in a wide range of texts and read for enjoyment and information.
- ✓ Have an interest in words and their meaning.
- ✓ Understand a range of text types and genres.
- ✓ Evaluate and justify their preferences.
- ✓ Develop powers of imagination, inventiveness and critical awareness.
- ✓ Have accessed a range of texts including IT based resources.
- ✓ Have an interest in extending vocabulary and learning new words.

Teaching of Reading - How do we do it?

- First quality teaching through:
 - guided reading
 - Weekly guided reading is an instructional approach that involves a practitioner working with a small group of pupils who are working at a similar level. It is designed to provide targeted, differentiated support in order to develop reading proficiency.
 - The skills taught in guided reading session are split into 7 assessment focuses (AFs):
 - AF1 - Use a range of strategies for decoding and reading for meaning
 - AF2 - Retrieve information and reference text
 - AF3 - Deduce, infer or interpret information from text
 - AF4 - Identify and comment on organisation of texts
 - AF5 - Explain and comment on writers' use of language
 - AF6 - Identify and comment on writers' purposes and viewpoints and the effect on the reader
 - AF7 - Relate texts to social, cultural and historical traditions
 - (See appendix for questions relating to each AF)
 - providing time for each pupil to read
 - independent reading
 - shared texts
 - silent reading
 - phonics

- drama
- role-play
- class novels
- comprehension exercises
- cross-curricular links using carefully matched, quality materials, covering a range of genres

Enjoying Reading in Practice

We encourage:

- Regular reading at home
- Print in the environment
- Class library enjoyment
- School library enjoyment
- Local library visits
- Author visits
- 'Buddy' and 'peer' reading
- Outdoor books
- Book swap systems (children, parents and staff)
- IT links (Kindles, E-readers)
- Parents/carers and children to use the OUP (Oxford University Press) website
- Extra-curricular clubs

Reading Books

All our reading books are banded using the progressive 'book banding' system.

We use:

- Oxford Reading Tree
- Project X
- Collins 'Big Cat'
- Intervention readers (as appropriate)

Assessment

Pupils' reading should be assessed by practitioners, on a regular basis.

This will be done:

- Within Guided Reading sessions, using APP (Assessing Pupil Progress)
- On a 1:1 basis
- Using PM Benchmarks (The PM Benchmark Reading Assessment Resources have been designed to explicitly assess students' instructional and independent reading levels using unseen, meaningful texts. Practitioners will listen and observe a child reading a text and create a 'running record' noting behaviours, strengths and identifying weaknesses. This information will help with target

setting whilst ensuring that the pupil is reading within the correct 'book band' or 'level.')

- Using Salford Sentence Reading Test, twice per year (this is a simple and quick individual test of oral reading based on sentences of carefully graded difficulty)
- Using miscue analysis tasks (diagnostic running record)
- Using SATs tasks
- Phonics tracking
- In Reception, on a 1:1 basis, regularly, making judgements on children's ability to use a range of strategies to develop reading strategies
- Using Phonics Screening Test
- Using optional tests
- Using past SATs papers

Necessary intervention will be planned for individuals who are deemed priorities.

Expectations for reading at home:

We expect and encourage pupils to read at home to an adult at least 3 times per week (ideally daily.) This will be closely tracked by practitioners and celebrated in various ways (see below.)

We encourage enjoyment of reading as a whole family. We recognise the positive impact of pupils seeing adults enjoying reading in, and around, the home environment.

Home-School Communication

Vital home-school communication will take place through the use of a reading record book. Whilst progressing through our 'book-banded' system, parents/carers are expected to hear their child read and are invited to make comment on enjoyment, interest, expression, fluency etc in their reading record. When pupils are 'free-readers' (able to choose and read books of their choice), parents/carers are expected to spend time discussing books and asking questions to illicit understanding and responses to texts (see list of AFs).

Celebrating reading at St John's

- Pupils who read regularly at home are celebrated with stickers, certificates and prizes.
- As a school, we enthusiastically celebrate World Book Day each year
- At least one pupil per class will be celebrated for their reading in our monthly Celebration Assemblies
- Golden texts and postcards will be sent home when achievement or effort is high.
- We send letters of thanks to parents who regularly support reading.

"Once you learn to read, you will be forever free." (Frederick Douglass)