



# Reading Policy

Date: September 2015

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## 1. Introduction

Reading is a fundamental skill that all children need in order to develop a lifelong love of books and learning. It enables them to access the school curriculum, and an inability to read provides a handicap in all areas of learning. As adults, the ability to read is essential for economic success and independence.

From their earliest days, children begin to 'read signs' in their environment. They learn to recognise different faces and start to 'read' facial expressions. The visual environment helps them to predict what they may do, where they are going, what may happen next, to understand the world. Pictures and text are part of that environment, so that long before a child can officially 'read' s/he knows which carton of juice to choose or that s/he is in a branch of a particular chain store by recognising associated pictures, signs and symbols.

## 2. Aims

At Greenmount Primary School, we aim to support children in:

- Developing an enthusiasm for reading
- Becoming fluent readers
- Encouraging their imagination
- Extending their knowledge through using a wide range of texts
- Accessing the full curriculum
- Expressing opinions about texts and their contents
- Understanding the intentions of writers
- Using ICT to extend their reading experience

Through providing a challenging and exciting curriculum, offering interesting and sufficient resources and creating a positive reading environment, the staff intend to achieve these aims.

Key factors in achieving success will be children:

- Developing a positive opinion of themselves as readers
- Talking about books, authors etc.
- Using a variety of skills to read unfamiliar words
- Thinking about what they read from the very early stages so that they are able to monitor their own reading and identify when they have made an error and need to stop and correct it
- Re-reading until they have solved any difficulties with meaning, grammar or letters
- Being able to select appropriate texts
- Knowing how to extract relevant ideas and facts from a text
- Reading extensively
- Parental involvement

### **Pedagogy**

Good readers read fluently drawing on meaning, structure (grammar) and visual information (print). They monitor their own reading, and re-read as necessary until they have solved any problems. This is our goal for pupils within Greenmount Primary School.

Within Greenmount Primary School we teach reading through:

1. Good quality whole class instruction from Foundation Stage through to Year 6
2. Small group instruction (Guided Reading)
3. Individual reading
4. Shared reading
5. Small group and individual support to overcome minor difficulties

**Whole Class Teaching:**

Daily literacy lessons include instructions on reading appropriate to the level and age group of the class. There are regular opportunities for quiet independent reading and access to a range of books within the classroom. Regular phonics lessons support the teaching of reading. Pupils have access to the school library. Teachers read to their class regularly to enable pupils to experience a wider range of books that they may not yet be able to read themselves.

**Shared Reading:**

This is where the whole class read the same text.

**Guided Reading:**

Small groups of pupils lead by an adult, taught according to the specific needs of the group. This does not follow a set scheme of books, but is planned for each group by the teacher. Regular assessment using questioning identifies the teaching points and progress of the group.

**Small Group Support:**

Sometimes it may be appropriate for support to be provided to a small number of pupils who have very similar needs. They are carefully assessed and the programme is planned to specifically meet these needs.

### 3. The Foundation Stage Guidance

The curriculum set out in the Foundation Stage Guidance provides a firm basis for the development of reading. The provision of a wide range of materials, encouraging good home-school links and creating an environment in which nooks are regularly enjoyed provides a sound basis for children embarking on the development of reading skills as set out under the requirements of the National Curriculum.

### 4. Contexts for Reading

One of the main contexts for reading at Greenmount Primary School is in guided reading sessions. Often, additional adults are asked to work with a group on specific targets, making notes on a record sheet. Texts are carefully chosen to reflect the ability and needs of the children in the group.

Shared reading happens regularly, often focussing on a big book, but sometimes, particularly in the upper end of the school, multiple copies of a class novel are used.

Children are encouraged to read independently at various times. This may be, for example, during the register, in a timetabled period, or as one of a carousel of regular reading activities.

Children reading one to one to an adult in school, is an aspect of learning to read which we encourage whenever possible. This will not always be their class teacher: Teaching Assistant time is

often given to this activity. In addition, we are introducing volunteer adults to work regularly in school.

The shared experience of an adult reading to the class in an activity which is recognised as very supportive of children's reading development. It gives opportunities to introduce more demanding texts, discuss ideas and share opinions and enthusiasms.

Many other opportunities for reading are built into the curriculum:

- ◆ Using ICT texts (e.g. websites, CD ROMs, multi-modal texts)
- ◆ Accessing different types of text in foundation subjects such as history and geography
- ◆ Reading their own writing back in class
- ◆ Preparing for productions and reading the scripts, including songs
- ◆ Listening to taped stories, often with a copy of the text
- ◆ Homework projects

## 5. Resources

Children have access to a wide range of resources to support and extend their reading development.

Every class has access to a wide range of books, both fiction, which is already in the classroom, and non-fiction books that are stored in the Library. Each year group is provided with books relevant to the termly of half termly topics they are covering. These provide a regular injection of fresh material into the choice of book available to the children.

The library in school is a valuable resource which is used by teachers and pupils to find a range of books regarding cross-curricular topics, to encourage reading for pleasure.

## 6. Reading at Home

Many children come to school with experiences of being read to and enjoying books at home. Some have started to learn to read. Others, however, have little or no experience of books and for these children it is particularly important that teachers make links with parents and encourage them to share books with their children. Our results show clearly that children who have regular support at home with their reading are likely to achieve a high standard by the end of Year 6, whereas those who do not receive interest and encouragement at home are least likely to do well. This finding is mirrored at the national level.

Children are therefore encouraged to take books home regularly. Throughout the school, a reading record book is supplied to support home-school liaison and parents are encouraged to make comments and record the child's progress.

The systems for taking books home and returning them are discussed at the parent's meetings at the beginning of the school year.

Pupils are also encouraged to take story books home for parents to read them.

## **7. Record Keeping and Assessment**

Adults reading with groups usually complete a guided reading record sheet with individual or group comments.

Other records are often kept, for example to indicate a child's progress in reading high frequency words on sight or phonic recognition.

## **8. Conclusion**

The ability to read fluently, confidently and with enjoyment provides a crucial step towards achieving success not only at school but also in later life. Through our varied approach to the teaching of reading and regular re-assessment of our materials and methods, we aim to give Greenmount Primary School children the best possible start to secondary school and beyond.