

Greens Norton C of E Primary School



The Policy Statement for Reading

Approved by

Introduction

This section of the policy outlines the purpose, nature and management of the teaching of reading in our school, and should be read in conjunction with the policies on spelling, writing and speaking and listening.

Success in reading is the key to independent learning and has a direct effect upon progress in most other areas of the curriculum. It is crucial in developing children's self-confidence and motivation.

It's vital importance means that it will be given high priority by all teaching and support staff working with children in school. It is recognised that children use a multi-strategy approach to find meaning from words. They gradually develop the ability to read with understanding a wide range of texts.

Aims

The following aims apply to all children regardless of factors such as gender, race, religion or background.

- to develop all children's reading skills so that they achieve their full potential and become fluent and expressive readers
- to give all children opportunities to read a wide range of texts
- to use reading as an essential tool in developing children's thinking and learning
- to make reading interesting and enjoyable

Implementation

The National Curriculum and the National Literacy Strategy form the basis of the school curriculum for the teaching of reading. Teachers form their learning objectives from these sources and create appropriate reading activities to meet these objectives.

Learning targets based on The National Curriculum attainment targets and the National Literacy Strategy are used to assess children's achievement and progress.

Reception Children

Reception children will be encouraged to see themselves as readers. They will share picture books and simple texts with the teacher, other adults

and with one another. They will listen to a wide range of stories and traditional tales. They will learn nursery rhymes, poems and songs and build their vocabulary and phonological awareness. They will be made aware that text carries meaning. They will be taught phonic skills and become able to recognise letter shapes and sounds. Their reading attempts will be value and built upon. They will gradually be able to develop independent reading skills.

At Key Stage 1 children should be able to:

- recognise the nature, conventions and purposes of print
- use a variety of strategies in working out unfamiliar words when reading including:
 - . spelling patterns
 - . phonic clues
 - . contextual clues
 - . syntax and grammar
- read with increasing fluency, accuracy and expression
- discuss story themes and link them to their own experiences
- read on sight the 45 words from the National Literacy Strategy Reception list and the 150 words from the National Literacy Strategy Year 1 and 2 list
- read a variety of fiction and non-fiction texts
- use a contents page and index to locate information
- know and understand the alphabetic system and be able to use simple dictionaries and word banks
- use syntactic and contextual clues to check and confirm meaning
- select books of interest to them and express opinions and preferences about what they have read

At Key Stage 2 children should be able to:

- read a range of more challenging and demanding reading material fluently, accurately and independently
- have experience of a breadth of reading material including historical fiction, fantasy, science fiction, biography, play scripts and poetry
- use reference skills to find specific information, for example use of index, contents and glossary
- use library skills to locate books
- interpret meanings beyond the literal
- ask and answer questions about a text and express opinions, supporting a view by reference to the text
- be sensitive to how a writer uses language to communicate ideas and achieve effects
- be aware of how texts are constructed and themes and images developed
- summarise the main points and relate their summary to the full text
- distinguish between more or less significant aspects of a text
- use appropriate reading strategies when seeking information, for example use of chapters, headings, skimming text

In order to ensure that children achieve these targets teachers will help and encourage children to:

- make use of all appropriate reading strategies to help them read independently and with understanding
- develop different reading styles to enable them to read a wide range of texts
- develop an awareness of audience when they are reading aloud. They will be given the opportunity to read to a variety of audiences, including younger children, their own class, adults and assemblies.

- accept advice and guidance about the books which they could choose to read
- develop reading skills through cross-curricular work
- develop their use of the library and library skills

Emphasis will be placed on building up a sense of home/school partnership through the support and encouragement of parental involvement in the reading process. Through our Reading Together initiative children will take home word packets and /or books to share and enjoy with their parents. Parents will be helped to see that they have a vital role to play in their children's reading development and they will be shown ways in which they can foster a love of reading in their children.

Reading Climate

The school aims to provide children with a school setting which values reading and promotes its improvement. This includes:

- praising children for their reading achievement
- using cross-curricular links to enhance children's interesting reading
- inviting writers and storytellers into school to work with the children
- providing children with clear reading models through literacy hour teaching during shared and guided reading
- providing teachers with the training necessary to enhance their teaching

Cross-curricular links

Reading will be taught as a specific subject and also within other subject areas, where these provide children with the opportunity to read a variety of texts and for different purposes.

Teachers will encourage children's awareness of reading principles and objectives when reading is used in another curriculum area.

Resource implications

Teachers have access to a range of resources in school including:

National Curriculum
National Literacy Strategy
Curriculum Guidance for the Foundation Stage
Special Educational Needs Code of Practice
The Standards Site
National Curriculum Tests – Implications for Teaching and Learning

Children will be provided with a range of reading material from a variety of commercial schemes including: Oxford Reading Tree, and New Way. This will enable children to practise their developing reading skills with texts which have appropriate vocabulary and sentence structure.

In addition children are able to choose from a selection of other good quality books which are colour coded to match the reading scheme. Books of varying difficulty are available for children to read for pleasure and information.

Computer software designed to promote and assist children's reading is available in school and may be used by teachers to help children's reading development.

Classes have access to tape recorders which may be used for story tapes.

More Able Child

More able children will be encouraged to further develop their reading skills against objectives and reading targets of at least the next year group.

Special Educational Needs

Children with learning difficulties in reading will be given appropriate help and support within the classroom. Materials are available to teachers to support these children's learning. Additional support and advice is available from our Special Needs Co-ordinator and specialist support is available from our IPS team. For those children encountering more severe problems, specific programmes are implemented in line with our school's special needs policy and the Code of Practice.

Intervention

Literacy Strategy intervention schemes will be used as appropriate for children whom the class teacher considers will benefit from them. These can be available in Years 1, 3, 4 and 5.

Assessment

Teachers will make on-going assessments of the individual children's reading progress.

Autumn term and Summer term assessments will be made using Salford reading test material.

Reading will be assessed in the standard assessment tasks and tests at the end of each key stage.

Bibliography

This policy was formulated by reference to the National Curriculum, National Literacy Strategy, Curriculum Guidance for the Foundation Stage, The Standards Site and National Curriculum Tests – Implications for Teaching and Learning.

The school policy for reading reflects the consensus of opinion of the whole teaching staff and has the full agreement of the governing body. This revised policy was agreed at the November 2002 meeting of the governors.