

Willerby Carr Lane Primary School



READING POLICY

Introduction

The ability to read is an essential life skill, and good quality, diligent teaching of this subject must be seen as a priority throughout the school. The ability to read is necessary to ensure success in all other curriculum areas, and is a vital tool in our quest to know about and investigate the world around us. The school builds upon pre-school experience of books and reading and on the children's prior knowledge of the function of the written word. It is vital that parents and teachers work together to support, inspire and encourage pupils in their reading development.

Aims and Objectives

- To enable pupils to become fluent, confident and expressive readers.
- To enable the pupils to read for meaning and understanding.
- To equip pupils with higher level reading skills (inference, deduction, prediction etc)
- To introduce children to a wide variety of good authors through our unique 'authors' programme.
- To foster a positive attitude to reading, encouraging children to read for pleasure and enjoyment.
- To encourage all children to make a personal response to a text.
- To provide a balanced school reading programme which includes a variety of reading experiences.
- To enable pupils to locate and use facts from a range of sources including ICT.
- To provide quality resources and learning opportunities

Independent Reading

The core reading scheme is Oxford Reading Tree in both key stages, however, we now have an extensive range of texts by many different authors and publishers, available for all levels of reading ability. This caters for a wide level of interests and ensures that the children have choice and variety in their reading materials. Books are stored in each year group; they are stored in numbered boxes making selection for the children easier. Children are encouraged to read a range of genre, and they have a great choice to select for themselves, within the level at which they are currently working.

Guided Reading

Guided reading is taught in the Literacy lesson and out of it, depending on the preference of the teacher. This begins in EYFS from spring onwards, for gifted and talented children, and then in Year 1 is introduced gradually to groups of children ready for guided reading. Guided reading books are stored in the corridors. Both Key Stages now have the Rigby Star Guided



Reading Scheme, which relates to the AF criteria. The guidance accompanying this scheme is used as a planning tool by staff. The texts are graded by reading level and are colourful and interesting to the children.

We are fortunate to have parent helpers who come in to listen to readers. Learning support assistants are also used in this role. For some SEN children, reading targets form part of their GAP (Graduated approach plan).

Teachers keep class files of reading records for all children. Staff record attainment on Reading target cards, or on Development Matters tracking documents in the EYFS.

Author Programme

In order to raise attainment in reading and consequently in literacy as a whole, we have our own unique 'authors' programme. Each year group has six authors and these are introduced to the children over the course of the academic year (Y6 have 3 authors because of the length of the texts). Teachers select an author (approximately one per half-term) and read one of his/her books to the class. Other books by the same author are displayed in the classroom and are promoted to the children. Pupils then borrow these books and present verbal book reviews/recommendations/comments etc to the class on the texts they have read. This has proved to be highly successful, with children throughout the school showing an enthusiasm for reading, and a much improved rate of reading and borrowing books. Skills in narrative analysis are also improving, due to increased opportunities for dialogue about the text being studied.

Monitoring and review

The planning for guided reading, teaching, marking, assessment and differentiation are monitored by the subject leaders and head teacher. This is done by lesson observations, looking in children's follow-up task books, looking at Reading Record files and talking to the children. Termly teacher assessments are recorded on Rainbow PPT. Teachers evaluate their own class progress and set targets for those children underachieving. The subject leader tracks pupil progress in reading using Rainbow. Feedback is given to individual teachers and to the team as a whole. Issues are highlighted and addressed. A review of any monitoring is also presented to the governors.

Literacy Governor

The nominated person should liaise with the coordinators once a term.

Reading linked to Speaking and Listening

As part of our authors programme children are encouraged to present verbal book reviews/recommendations to the rest of the class. This has had a positive effect, with pupils showing enthusiasm for this task, and a keen interest in sharing with others their own thoughts on books and authors.

ICT and reading within literacy lessons

Texts to be used for shared reading exercises are displayed on interactive whiteboards during literacy lessons. The technology allows for sections of the text to be highlighted/amended/removed etc as part of the learning process.

Assessment of reading

Guided reading lessons are planned to ensure coverage of the reading A.F.s at the levels appropriate to each class. Achievement is monitored by staff as they update yellow target cards (stored in the front of the children's orange reading diaries) as part of this process. Evidence is kept where possible, although in this area of the curriculum, some evidence will come through children's answers to questions and through discussion. The information from target cards is used to inform future planning for guided reading, addressing issues or gaps in



learning as appropriate. Children who have been identified as 'behind track' in this area of the curriculum are placed in specified intervention groups for this purpose and are monitored closely by staff.

A Reciprocal Reading Approach is used throughout KS2. (NB This is aimed children who are fluent readers, who are competent at de-coding, but who struggle when reading for meaning)

Target Setting

Children's individual targets are given based on the A.F.s that they need to achieve in order to progress to the next NC level. These are indicated on each child's yellow target card. Learning objectives for each group are specified on guided reading planning documents.

Parental links and homework

Reading books are sent home each day. Children in KS1 are expected to read at home on a daily basis. KS2 pupils are encouraged to read at least 3 times per week. Books will be changed in school at least twice a week where appropriate. Children each have a homework diary and parents are encouraged to write in any comments about reading. Teaching assistants are encouraged to keep a chart showing how many times each child reads each week, with small rewards, such as extra house points, being given to children who read regularly at home. Where children do not read at home on a regular basis and are therefore giving cause for concern, contact with parents will be made to discuss this either at Parental Consultation Evenings, or by the class teacher at other times.

Inclusion

Reading is differentiated to meets the needs of every child at every level, and there are resources available within the school to meet every child's needs. Learning support assistants work closely with children with SEN to support them in their reading work. Improving attainment in reading is a priority for all children who are behind track.

Resources

There are a range of reading resources and big books in school. These are stored in year groups as appropriate to their needs.

Reading books are kept in each corridor where they are easily accessible to the children.

Guided reading books are kept in the corridors.

'Rising Stars Assessing Pupils Progress' and 'English Tasks and Tests' are used as an aid to assessment.

Staff handbooks and guides are located in the staffroom.

Teachers use a range of appropriate websites and Smart board resources.

The school library is open four times per week, at lunchtimes, for years 2-6.

