



William Fletcher Primary School

Reading Policy

The Nature of Reading

At William Fletcher School we are committed to shaping lifelong learners who have a deep enjoyment for reading. We recognise that reading is a fundamental skill for accessing the curriculum and the wider world. Reading is not simply the decoding of black marks upon a page but involves the ability to read with understanding a wide range of different texts, including fiction, non-fiction, poetry, plays, real world texts such as labels, captions, lists and environmental print. Competence in reading is the key to independent learning and so the teaching of reading is given a high priority by all staff. Success in reading has a direct effect on progress in all areas of the curriculum and is crucial in developing children's self-esteem, confidence and motivation.

Aims

- Children who read for interest, information and enjoyment.
- To develop enthusiastic, confident and fluent readers who can understand a wide range of texts.
- We aim to develop reading skills in tandem with those of writing, so that our children in the future are able to function in society as literate adults and readers for life.
- Develop a critical appreciation of what they read.
- Develop research skills, using library and class texts, in conjunction with IT.
- Enable children to become informed and discerning users of the internet as an integral facet of their literacy research skills.
- Encourage care and ownership of books.

Objectives

Reading is closely linked with writing and understanding throughout the curriculum – the activities reinforce each other. Children become successful readers by using a range of strategies to get to the meaning of the text.

We believe that literate children should:

- Read with confidence, fluency, understanding
- Be taught the full range of reading strategies including:
 - ❖ phonic knowledge (visual information) □
 - ❖ grammatical knowledge (structural information) □

- ❖ word recognition and graphic knowledge (visual information)
- ❖ contextual knowledge (meaning)
- Develop through shared, guided and independent reading and have their progress in fluency, expression and progressive comprehension skills tracked
- Correct their own mistakes
- Have an interest in words and their meanings, developing a varied and rich vocabulary
- Read a range of genres in fiction and non-fiction and become familiar with different genres and their key purposes, stylistic features, vocabulary and techniques
- Use conventions of library organisation and ICT systems to access texts to locate information
- Through reading and writing, develop their own powers of imagination, inventiveness and critical awareness
- Discuss books with reference to author, illustrator, genre, theme and characters, to express personal responses with increasing fluency
- See the reading process being modelled by their teacher and take part regularly in activities with the whole class, as a member of a smaller group or individually
- Understand the sound and spelling system and use this to read and spell accurately
- Have a suitable technical vocabulary through which to understand and discuss their reading
- Be interested in books, read with enjoyment and evaluate to justify their preferences

Teaching Reading

Reading is taught through shared reading sessions, guided reading sessions and opportunities to practice and consolidate skills through independent reading. During these sessions teachers and teaching assistants will use a wide range of strategies to try and enhance the teaching of reading. Some of these are outlined below:

- Modelling and discussing the features of written texts through shared reading of texts.
- Giving direction to develop key strategies in reading
- Demonstration, e.g. how to use punctuation when reading, using a shared text.
- Explanation to clarify and discuss e.g. need for grammatical agreement when proofreading.
- Questioning – to probe children’s understanding of text.
- Investigations of ideas – to understand, expand on or generalise about themes and structures in fiction and non-fiction.
- Discussion and argument – to justify preference.
- Provision of a wide range of fiction and non-fiction genres, for the children to choose from.

Shared Reading

In shared reading the teacher's role is to make overt what good readers do. During shared reading the children are able to access a text which may be challenging to them individually. Reading skills and strategies are clearly modelled and good quality discussion helps children to have a deeper understanding of the text. Shared reading always has a specific focus, children of all abilities are included in discussion by the teacher using differentiated questions.

Guided Reading

Guided Reading takes place in small groups led by the class teacher or Teaching assistant. The children are grouped by ability and read individual copies of the same book, which matches the reading level of the group. Guided reading generally follows the format below:

Book introduction

This provides the context for the reading. The teacher will revisit the children's prior knowledge and /or discuss the main themes of the book, including some prediction of the content.

Strategy Check

The teacher guides the children to focus on and apply key strategies while reading independently.

Independent Reading

The children read independently whilst the teacher gives focussed attention to support, monitor and assess individuals as they read.

Returning to the Text

The teacher asks questions, promotes discussion with the children to extend their thinking and develop their responses to the text.

Follow up

Older children may be given the next section/ chapter of the book to read with questions to think of as they read.

Elements of the text may be used to teach a specific point related to current word or sentence work.

Phonics

Phonics in Foundation stage and key stage 1 is taught on a daily basis. This initiative promotes a strong and systematic emphasis on the teaching of synthetic phonics to aid the teaching and learning of reading. We follow the Letters and Sounds scheme. During phonic sessions children learn to:

- Discriminate between separate sounds in words
- Learn the letters and letter combinations most commonly used to spell sounds
- Read words by sounding out and blending their separate parts
- Study written representations of a sound and how it looks
- Recognise on sight vocabulary identified at "Tricky words"

Independent Reading

Children are given the opportunity and encouragement to read independently in order to build confidence, stamina and fluency, as well as develop their experience of a range of books and authors. From year 1 onwards there are timetabled opportunities for periods of quiet reading several times a week. Children keep a reading record of books which they have read. In Key stage 2 this is the child's responsibility, in key stage 1 it links in with the home/school reading record book.

In Key stage 1 and where appropriate in key stage 2, children are given a reading book at an appropriate level to take home, together with a reading record book. Children's individual reading is monitored and supported by the class teacher and teaching assistant. Each time a child reads at school or at home, a comment is written in the reading record book, this forms a good channel of communication between home and school. Where children do not read regularly at home the class teacher arranges for them to read individually at school with parent helpers and classroom assistants.

In key stage 2 children take home a book from their class library and/or the key stage 2 non-fiction library. Selecting their own choice of texts is an important part of developing independence. Selecting texts not only motivates the children it also helps to develop their skills in discussing their reading preferences.

Hearing Books Read Aloud

This is an important part of becoming a good reader. Hearing books read aloud builds enthusiasm and enjoyment, whole new worlds are opened for the children to explore together. Every class teacher ensures they always have a class story which they read aloud regularly through the week.

The Reading Environment

Classrooms and all school areas provide a print rich environment. Reading displays are evident in all classrooms and around the school – library corners, favourite book displays, book reviews, author displays and collections of book on a similar theme. The rich reading environment we provide for our children helps to develop their enthusiasm for books and their enjoyment of reading.

Additional Support

For a small number of children learning to read can be a difficult skill to master. Class teachers and the Senior Leadership Team monitor children's progress very carefully. In cases where children are experiencing difficulties or who are falling behind their peer group reading interventions are put in place. These might include one of the following: Reading Recovery, Project Code X, Reading and Thinking, Direct Phonics etc.

Children with Special Educational Needs take a full part in reading sessions both in side and outside the literacy sessions. All children with Special Educational needs will follow the same educational curriculum as their peers, differentiated where necessary to meet individual needs.

Assessment and recording

A whole school approach to assessment and record keeping is used. Individual children's word recognition of high frequency words are assessed each term until each child has learnt to read all of the word lists. In Key Stage 2 all children's reading is measured using the NFER and Salford reading test. In addition in terms 2, 4 and 6 all teachers formally record children's progress against National Curriculum objectives. At the end of every term class teachers meet with a member of the Senior Leadership Team to discuss progress, children who are not making progress or who have plateaued are monitored during these meetings and appropriate intervention put in place in order to move children on in their learning.

Parental Involvement

Co-operation and support from parents and carers is essential if a child is to become a successful and competent reader. At William Fletcher School we work hard to develop a strong partnership between home and school. During the first term when their child is in our Foundation Stage class parents and carers are invited to a meeting to learn about the school's approach to reading and how parents can support their child at home in their reading. Parents and carers are actively encouraged to read with their children at home and this continues all the way through the child's time at William Fletcher. We ask parents to contribute to their child's reading record book by writing a comment about their child's reading when they have had a reading session at home. We also actively encourage parents and carers to come into school and volunteer during the school day, this often includes supporting reading in school.

Equal opportunities

In line with the school's Equality and Inclusion policies we believe that all children are entitled to high quality teaching and learning.