

Dove Bank Primary School
READING POLICY
Dec 2016

Signed _____(Headteacher)

Signed _____(Link Governor)

Person responsible: S. Fraser

Review Date: Sept 17

At Dove Bank, we believe that the ability to read is fundamental to pupils' development as independent learners, during their time at school and beyond. Reading is central to our ability to understand, interpret and communicate with each other and the world around us. Success in reading has a direct effect upon progress in all areas of the curriculum; therefore reading is given a high priority at Dove Bank Primary School, enabling the children to become enthusiastic, independent and reflective readers across a wide range and types of literature, including different text types and genres, books, posters, magazines, signs and newspapers.

Our aim is for the children is for them

- To read for pleasure;
- Understand how we are constantly reading and the value of it, whether it be reading signs, sports pages, match reports, reviews, recipes, ingredients, calories or novels.
- Become fluent, confident and expressive readers;
- Read and respond to a wide range of different types of literature;
- Understand the layout and how to use different genres and text types;

- Understand and apply their knowledge of phonics and spelling patterns and use this to decode words with accuracy;
- Build their bank of sight words to enable fluent reading;
- Have an interest in words and their meanings, developing a rich and varied vocabulary;
- Understand and respond to literature drawn from a range of cultures and literary heritage.
- To find reading fun

We aim to develop, through our teaching of reading, the following attitudes:

- Curiosity and interest;
- Pleasure and thoughtfulness;
- Critical appraisal;
- Independence;
- Confidence;
- Perseverance;
- Respect for other views and cultures;
- Reflection.

Reading at Dove Bank Primary School is taught and celebrated in a range of ways. Some of these are generic across the whole school, whilst others are specific to key stages. In addition to the support the children receive from the teaching staff, we have ... (volunteers)

Curriculum Matters

Shared Reading

In shared reading the teacher's role is to make overt what good readers do. During shared reading the children can access a text which may be challenging to them individually. Reading skills and strategies should be clearly modelled, and discussion should help children to deeper

understanding of the text. Shared reading should have a specific focus and all abilities should be included in discussions by differentiated questions.

Shared reading should take place within the English lesson and also through the reading of information texts related to other curriculum areas.

Guided Reading

For guided reading, the class is divided into groups of no more than seven children of similar reading ability. Guided reading should be shown on weekly plans. Lower ability groups should have a least one guided reading session each week which may be inside or outside the English lesson.

The text should be carefully selected at instructional level for the group with plans for each session reflecting a specific teaching focus appropriate to the group.

Structure of a Guided Reading Session

Book Introduction

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

Strategy Check

Just prior to independent reading the teacher guides the children to focus on and apply key strategies while reading independently.

Independent Reading

Children will read independently while the teacher gives focused attention to supporting, monitoring and assessing individuals as they read. This will inform the target tracker.

Returning to the Text

Teachers should ask questions, promote discussion and interact with the children to extend their thinking and develop their responses to the text.

Follow Up

(May be developed as a separate session during next English lesson).

An element of the text is used to teach a specific point related to current word or sentence level work.

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

Independent Reading (continued)

Children need to be 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 2 onwards there should be timetabled opportunities for periods of silent reading several times a week. Children should be encouraged to keep a reading record of books which they have read. In KS2 this will be the child's responsibility. In KS1, it will link in with the home/school reading record.

Children should have access to a wide range of books including fiction and non-fiction via the school library.

Children in KS2 should be encouraged to take home a book from the school library. Children should be encouraged to select their own choice of text as it is an important part of developing independence. Selecting texts motivates readers and helps children to develop and discuss their reading preferences.

In KS1 and, where appropriate in KS2, children will be given a reading book at an appropriate level to take home, together with a reading record. Children's individual reading will be monitored by staff and supported by classroom assistants. Each time a child reads, at home or at school, a comment will be written in the reading record. Where children do not read

regularly at home, teachers will arrange for them to read individually at school to parent helpers, classroom assistants or older children. (Currently Yr1 read with Y6 on a weekly basis).

Reading should not be seen as just a 'school activity'. Wider family involvement supports reading and ensures children have access to reading materials at home.

Hearing Books Read Aloud

This builds enthusiasm and enjoyment. It influences independent reading and tunes children in to book language. Teachers of all age groups should find time to read aloud to their class on a regular basis.

Children Reading Aloud

This will be modelled by the teacher during shared and guided reading. We encourage both reading aloud and hearing reading aloud.

Children should have the opportunity to read aloud to a variety of audiences, including their own age group, younger children and class assemblies.

Reading Environment

Classrooms and all school areas should provide a print rich environment. Reading displays should form a part of that environment - library corners, favourite books, book reviews, book of the week, author displays and collections of books on a similar theme will help to develop enthusiasm. In these reading areas, we should endeavour to provide a variety of reading sources such as newspapers, magazines, leaflets, flyers, posters and web pages.

Foundation Stage

Reading opportunities are given on a daily basis. A wide range of approaches are used to provide first hand experiences for the children who should be taught in a stimulating environment that is rich in written print. There are focused periods within the day when small groups of children share books in

a more structured way - i.e. guided reading. The class teacher shares big books with the class and regularly reads stories and rhymes.

Phonics is taught daily. It covers all the pre requisite skills for reading such as sound identification, sequencing, reproduction and discrimination.

The children are given an individual reading book to take home when they are ready. This includes children in the Nursery. The teacher reads with the child and encourages reading to take place at home.

Key Stage 1

Daily phonics work takes place in the English lesson. Phonics activities are practical and fun, to encourage learning. During shared and guided reading, phonics work is reinforced in the context of real texts.

The new framework provides a wide range of text types. Writing activities follow on from shared reading with a balance of reading and writing over a period of one or two weeks.

It is expected that children in KS1 re-read the same book several times until teaching staff are satisfied they have full comprehension of that book.

Key Stage 2

Careful study of the reading genre over several days leads to children attempting writing in that same genre. This is usually during a unit of work lasting several weeks. Over the unit there will be a balance of shared reading and writing activities.

Extra Support

Consultation with the SENCO is essential to ensure children are placed on programmes appropriate to their needs.

Assessment and Recording

A whole school approach to assessment and record keeping is used.

Parental Involvement

Co-operation and support from parents is paramount if a child is to become a successful and competent reader. At Dove Bank Primary we strive to develop and encourage a strong partnership between home and school. It is our policy to send reading books home regularly and to encourage parents and carers to contribute to their child's reading development, welcoming comments in individual reading record books.

Parents are invited into school in the autumn term of the Reception year to learn about how reading is taught and developed. Parents will continue to be invited into school to be consulted about any changes with regard to reading. Parents are welcomed to work in school using reading activities as a basis. It is important that teachers and parents regard this process as a valuable means of communication.