

Brize Norton Primary School

ENGLISH POLICY 3 - READING

This policy was adopted by the Governing Body on 26th January 2012.

Review Date Planned	Review Date	Date adopted by Governing Body
26th January 2015		

Philosophy

The ability to read is fundamental to pupils' development as independent learners. In order to read across the curriculum with fluency, accuracy, understanding and enjoyment pupils need to orchestrate the range of strategies:

- Phonic knowledge & skills;
- Contextual knowledge;
- Grammatical understanding;
- Word decoding and recognition;
- Language comprehension.

Reading development is closely related to that of writing, for it is by reflecting upon and talking about the texts they encounter that pupils come to understand how writers write and the special relationship which exists between author and reader. It is through their critical and imaginative engagement with texts that pupils' reading of fiction, poetry and non-fiction texts enables them to make sense of the world and their place in it.

Aims and objectives

- To develop positive attitudes to reading; children who read for pleasure;
- To develop confident independent readers through an appropriate focus on word, sentence and text-level knowledge;
- To encourage children to become enthusiastic and reflective readers through contact with varied text types;
- To enable children to become more critical of what they read and to form judgments based on evidence from a text;
- To enable children to apply their knowledge of texts to their own writing;
- To give children the confidence to discuss and question what they read.

Planning

The National Curriculum Programme of Study for reading (En 2) and the Primary Framework are very closely related. The Renewed Framework provides a detailed basis for implementing the statutory requirements for reading. Each teacher uses the objectives within the Renewed Framework units and plans guided reading sessions using the progression outlined in the Assessing Pupil Progress guidelines. This method of assessment is designed to help teachers assess the strengths and areas for development that a child may display. The texts chosen by the teacher for guided reading sessions reflect the areas for development that have been identified through questioning the children on the seven areas identified as necessary skills in the Assessing Pupil Progress grids.

Teaching and Learning

The Renewed Framework reflects the principles of the Rose Report and forms the basic structure for the teaching of reading.

The role of the teacher is:

- to follow the school's policy with the aim of helping pupils to become independent readers;
- to model the act of reading through shared reading and to provide focused support through guided reading;
- to assess the pupil's progress as a reader and provide explicit guidance for their development;
- to use reading as a means of locating information that pupils need to learn;
- to foster a love of reading as an enjoyable, stimulating and worthwhile activity;
- to create a supportive environment for reading.

Shared Reading

In shared reading the teacher models the reading process to the whole class as an expert reader, providing a high level of support. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and high levels of collaboration. The pupils, the learner readers, join in where appropriate with the reading of the enlarged text - singly and/or chorally. The texts selected are rich and challenging (instructional level).

Guided Reading

In guided reading, the responsibility for reading shifts to the learner. The teacher structures all reading tasks with pupils, who grouped by ability, are required to read and respond to the text themselves with the teacher supporting. Texts of graded difficulty are carefully chosen and matched to the reading ability of the group. This enables pupils to read the text with sufficient ease but with a limited amount of challenge. It is intended that guided reading provides a forum for pupils to demonstrate what they have learned about reading; the focus for the reading is concerned with reinforcing and extending strategies and/or objectives already taught in shared reading.

Under the new Assessing Pupil Progress guidelines, the teacher will refer to during planning the guided reading sessions, and assess children against the Assessment Foci that each child most requires in order to enable the children to become better readers. In Key Stage 1 this may focus on the surface features of a text, be it fiction or non-fiction, moving towards an ability to recognise and comment on the writer's purpose, intent, viewpoint and use of language in upper Key Stage 2.

Independent Reading

During the independent reading time, pupils take responsibility for selecting and reading a variety of texts including fiction, poetry and non-fiction from guided and shared reading, library books, games, activities, book tapes, talking books, web pages, print and text around the school, etc. The pupils should be able to read these texts readily and comprehend them with little or no teacher or adult support. The focus for the reading is to provide practice and to develop personal response to text.

In Foundation Stage to Year 2 the children will be reading books at home and in school that are graded in level of difficulty. Teachers assess children at the start and throughout the year to ascertain the level at which a child should be reading based on their decoding of the text and comprehension skills.

Reading is not restricted to English lessons. Many opportunities are provided for pupils to practise and extend their reading in other subjects. Reading for pleasure and enjoyment is given a high priority and sufficient time is set aside for this. On a regular basis the children will be interviewed individually about their private reading and their progress and points for further development noted in their reading journals. Monitoring ensures that there is sufficient breadth and challenge in the range of reading that pupils undertake.

Additional adults, including educational support assistants and parent or community volunteers, are used to provide further support.

Foundation Stage

In Foundation Stage the children are exposed to as much written input as possible around the school and in the classroom. This allows them to begin to make connections between the spoken language and its written form and how we interpret the meaning of the written form by using reading skills. The children spend the first part of the morning experiencing explicit reading teaching through our scheme 'Read Write Inc'. In Foundation Stage this takes the form of interactive activities in which the children are asked to count sounds (phonemes) on fingers and on 'Freddy's Fingers' and then to make connections with the sounds and their written forms (graphemes). Homophones (sounds that have different written forms) are emphasized through explicit teaching, and the children will then write their own words which include the graphemes and phonemes being learned in a particular, and a course of lessons. The children also learn the difference between 'green' words, those which can be 'sounded out, and 'red words', those which appear not to follow any given rules and which have to be learned through repetition. Children undertake paired reading several times a week with an adult using graded books that reinforce the phonics teaching that week. Home reading material is graded to suit the individual child's ability and needs and is reviewed by class teachers on a regular basis.

Key Stage 1 and 2

Children in Year 1 and 2 are given a reading book which is colour banded to match their reading ability which is assessed each term. Parents are encouraged to help children change their books. In addition children take home books from the fiction shelves in the classroom and non-fiction books from the library.

As the children move up the school, and have learned the core phonics, the emphasis on reading instruction is independence and paired work in which the children begin to take more control over their reading targets. They discuss with adults their own needs and books are chosen by both children and adults which will stimulate and challenge them and which may not always be the children's natural choice of reading material. A range of fiction and non-fiction is provided which connects not only to topics being learned at the time but to the reading targets of the children as individuals. It is hoped that the children enjoy reading and can also feel confident with material that they would not usually come across in their daily lives.

The older children, particularly those in Years 5 and 6, are expected to answer questions about their reading which are related to their own targets and these questions are reinforced through guided reading sessions where the emphasis is much more on skills and discussion about texts.

Homework

All children are expected to read, share or discuss books at home with an adult. In Foundation Stage and Key Stage 1 children have a reading record book which we ask parents to write in each time the children read at home. Adults in school will also use this to record when the children have been heard read individually or as a group. We expect the children to read at home most nights (see homework policy).

In Years 3 – 6 we expect children to read every weeknight evening. They are asked to make a comment in their reading record/homework book. This may be a record of what they have read or in response to a question that an adult has posed. In Year 3/4 there should be a balance between children's and parents' comments in the books over the week.

Assessment

Children's progress is monitored in a variety of ways:

- Through monitoring of home reading (quantitative and qualitative)
- Through class activities such as discussion, questioning, writing, drama and art
- Through individual reading interviews

- Through guided reading sessions and homework

Strengths and areas for development are assessed using questioning during guided reading sessions and the teacher uses their evaluations to plan, choose appropriate texts and tasks for the children and assess the children's development against the criteria outlined in Assessing Pupil Progress (reading) guidelines. The children should be told explicitly what they are being asked to do, the reasons for this and that they need to focus on a specific area in all that they read. They should know which areas for development are specific to them as an individual.

Targets

Children receive reading targets each term, at which point they also receive feedback on their attainment of the previous target. These targets are devised from the Assessing Pupil Progress document and focus on a specific comprehension skill, such as decoding, or inference and deduction, depending on the child.

Resources

Each class has a range of reading materials for individual reading which cover a range of reading levels. Classes also have a collection of poetry and non-fiction titles. The library contains all non-fiction books organised using the Dewey system and has an electronic catalogued system. Children visit the school library each week.

The school has a range of individual reading books graded using book bands. These are stored in Class 1 and outside Class 2. Teachers are responsible for ensuring that these resources are maintained.

Guided reading books are kept in sets either in classrooms or in a central store. Teachers are expected to ensure that a full set of each book (6) is maintained.

Big books are kept either in classrooms or in the library. Many electronic texts are also used from the Internet.

The school is visited by the Oxfordshire mobile library every three weeks. All children are members of the library and are expected to visit with their class and choose a book to take home.

Related Policies

The speaking and listening policy should be read in conjunction with the following policies,

- Overview English Policy
- Speaking and Listening Policy
- Writing Policy
- Spelling Policy
- Handwriting Policy

Review and Evaluation

This policy was drawn up by the English coordinator in consultation with the staff. It will be reviewed in-line with curriculum developments by the coordinator.

January 2012.