



Reading Policy

Governors' Committee Responsible:	Curriculum Committee
Review Period:	Every three years

Rationale

The study of English develops children's ability to listen, speak, read and write for a wide range of purposes. As they become enthusiastic and critical readers of stories, poetry, play scripts, non-fiction and media texts, children gain an understanding of how language works. Children use their knowledge, skills and understanding in reading across a range of different situations.

'Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (ie, unskilled readers) when they start school.'

'Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.'

'All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.'

Aims

- To develop positive attitudes towards reading, a genuine love of literature and a desire to read for pleasure.
- To develop confident and independent readers.
- To develop effective strategies to self-monitor and correct.
- To read with accuracy, fluency and expression.
- To develop an understanding and enjoyment of a range of text types, media types and genres.
- To develop discriminating and critical readers, with an ability to understand layers of meaning.
- To develop enthusiastic and reflective readers through immersion in increasingly challenging and lengthy texts.
- To use reading skills as an integral tool for learning throughout the curriculum.

How will we achieve this at St John's School?

Throughout the school, we provide a stimulating reading environment and value reading as an enjoyable activity and a life skill. Our classroom and whole school displays are language rich and promote a wide range of books to reflect different cultures and traditions. Children are encouraged to read for both information and pleasure and are able to use their reading skills to improve their learning across the curriculum.

The programmes of study for reading at Key Stage 1 consist of two dimensions:

- word reading
- comprehension (both listening and reading)

As children begin to read, we focus on decoding, using phonics in addition to other strategies, eg, whole word recognition, rhyme and context. As children build fluency, comprehension skills become our focus. As early readers, children move progressively through our reading scheme books until they become 'free readers'.

Parents are encouraged to read with their child daily; either sharing a book with the child or hearing the child read. Comments can be made in the child's Reading Record to show what they have read, which strategies they have practiced, what they found tricky and any questions they may have about the book.

Pupils have access to a wide range of reading opportunities across the curriculum:

- hearing a wide variety of texts read aloud
- using high-quality texts that are rich and challenging
- regular independent reading to teachers, teaching assistants and/or adults helpers
- teachers monitor independent reading, discuss progress and reading preferences
- using class and school libraries to select own texts - guided by the teacher
- home/school reading - use of Reading Records
- shared reading - modelling reading strategies as an 'expert reader' - 'read like a writer'
- guided reading - encouraging children to ask questions about their reading
- development of phonological awareness
- recognition of grapheme combinations
- whole-word recognition
- reciprocal reading strategies - prediction, clarifying, summarising and questioning
- using context, picture, syntactic and semantic clues
- discussing character, plot, themes and style
- using inference and deduction
- comprehension activities
- offer personal and critical responses to what they read - book reviews, book talk and writer talk
- use non-fiction texts and web pages to carry out research
- reading in other subjects, including ICT texts
- promoting a wide range of texts, including ICT texts and texts from a variety of cultures and traditions
- explore meanings of text using drama
- story telling sessions and re-enacting stories
- author and illustrator visits
- Book Week and book fairs

Our Reading System

Every child will have a reading record and an individual reading book.

The class teacher will make a decision on the colour banding that each child reads after various on-going assessments.

When a child progresses onto the next stage, this will be recorded in the reading diary.

Parents are encouraged to read with their child every day and write a comment on their children's reading behaviour.

Each week your child will take part in Guided Reading with the class teacher and/or teaching assistant.

When your child has taken part in Guided Reading, this will be acknowledged in the reading diary with a stamp that will say, "I have read in a group today".

On the day that children take part in Guided Reading, the reading diaries may be kept and returned the following day.

The member of staff will place their initial inside the diary.

Every time a child is heard read in a group situation, the adult will write a comment on what s/he has done well and suggest what needs to be a focus in reading over the next few days.

The expectation is that every child will also be heard read individually within a two-week cycle. However whether this can be achieved will frequently depend on how much volunteer support the class receives each week.

Every child will also have the opportunity to take home a library book each week. (Please look on the website about your child's class to find out which day your child will bring home a library book.)

The library book will be changed once a week under the direction of the class teacher. This book will also be recorded in the reading diary.

Changing Individual Reading Books

It is the responsibility of the class teacher to assess and change the colour coded reading bands.

Reception

- In the reception class, the children change their individual reading books twice a week. They read with a teacher or teaching assistant twice a week, individually once and in a group once.
- One book that the children will bring home will have been read at school in an individual read and when the children have read in a group, the book that comes home will be new for them to read for the first time at home.
- The children may change their books more often than this if parent helpers read with children in school.
- We recommend that the children read the books several times to increase their fluency and understanding of the text.

Year 1

- Children in Year 1 change their reading books twice a week.
- Children change their individual reading books in class under the direction of the class teacher.
- Children will read with the teacher each week during a Guided Reading session. During these sessions, each group will be able to change their individual reading books.
- Each week the children will also read with a teaching assistant. The children will also be able to change their individual reading books during this time.
- The reading diary and new reading book of individual children are placed in a tray in the classroom.
- The books will be checked by a member of staff and the new book title will be entered in the diary.

Year 2

- Children change their books independently as they enter school each morning.
- The reading diary and new reading book of individual children are placed in a tray in the classroom.
- The books will be checked by a member of staff and the new book title will be entered in the diary.

Approved by the Curriculum Committee.

Date: June 2018

Last reviewed on:

Date: June 2018

Next review due by:

Date: June 2021