

Long Lawford Reading Policy

Reading opens the door to everything. Fluent, confident readers, who enjoy and take delight in books, experience success in school and throughout their lives. As teachers at Long Lawford Primary school we have a huge responsibility in developing pupils' love of books.

Foundation Stage:

At our nursery and in the Reception class pupils continue the journey towards independent reading that has started in many homes

We:

- Teach book skills
- Foster a love of learning
- Share stories, poems, traditional rhymes and fun with words
- Teach knowledge of initial and final sounds and short vowel sounds in words
- Develop pupils' recognition of the 45 key words for reading

At Key Stage 1:

We build on the early learning goals and pupils experiences as readers outside school.

We:

Expect that all pupils will be confident and independent readers in and out of school by the end of Year 2

- Offer a range of fiction and non-fiction texts
- Teach pupils to read with fluency, accuracy and enjoyment
- Teach a range of decoding strategies**
- Begin to focus on textual structure through knowledge of word, sentence and text
- Develop pupils' ability to evaluate their reading in a simple way

At Key Stage 2:

We build on pupils' attainment in reading at Key Stage 1. We acknowledge the need to continue the teaching of reading in order to develop pupils' higher order reading skills.

We:

- Encourage pupils' enthusiasm and interest in reading

- Develop their ability to understand and respond to the meaning of texts
- Encourage the skills of reflection, evaluation and analysis
- Develop pupils' reading "stamina"
- Offer increasingly challenging texts

How we teach reading:

We use the recommended National *Literacy* Strategy pedagogy, namely – Shared, guided and independent reading. We follow the *NLS* teaching objectives as reorganised in our Medium and Short-term planning.

Shared reading enables us to explicitly teach word level skills, and to demonstrate how to 'orchestrate' the four reading "Searchlights**": phonic knowledge; word and graphic knowledge (high frequency words as listed in the *NLS* appendices); knowledge of context; grammatical knowledge. We recognise the need for pupils to use all four strategies in order to be proficient, confident readers.

We need to continue and extend pupils' reading skills in order that they can read and comprehend the range of texts, both narrative and non-narrative. As children become confident de-coders, text level work becomes an increasing focus. Teachers should be aware of the need to challenge all pupils with texts that offer opportunity for in-depth study and for developing inferential reading skills.

Guided reading has the same aims as shared reading, but using texts that are matched to the ability of the group. Nonetheless depending on the ability of the child, emphasis should be on developing the skills outlined below, rather than simply decoding the text.

Independent (of the teacher) ***reading*** at school takes place during Literacy Hours when pupils practise, consolidate and extend their skills, gained in Guided and Shared sessions. They might use **DARTs** (Directed Activities Related to Texts) that have been explored with the whole class; eg using text highlighting to find key words in information texts, evidence to support opinions about a poem or a character in a novel. They might read plays together in small groups or poems individually.

Reading skills include:

Skimming and scanning, comparing, analysing and evaluating, commenting critically, justifying opinions, developing pupils as inferential readers, who can read ‘between and beyond the lines’. The aim at the end of Key Stage 2 should be for all pupils to attain at or beyond level 4 – not simply to satisfy government targets – but because we know that pupils at this level of development can successfully access the secondary curriculum.

The ‘reading culture’ of the school:

- Teachers are encouraged to display books and other reading matter around the classroom and the school in order to encourage children to value reading and to select appropriately.
- Scholastic Book Clubs are organised once each term and all pupils are given a copy of the relevant brochure to take home and share with their parent/ carer. The school receives commission on any sales and this is used to improve resources throughout the school.
- The school is aware of the need to give time to children’s reading for pleasure. Teachers continue to read a novel aloud to the class.

Home-school partnership:

Children take home a book each week and are expected to read with a parent/carer. The class teacher and teaching assistant monitor the choice of book and its appropriateness. There is a wide range of reading material available throughout the school for this purpose.

Links with the rest of the curriculum:

Children are expected to read widely in other subject areas, and teachers use the same strategies for supporting information retrieval, analysis and evaluation of texts as the *NLS* recommends.

(DL Module 6 – ***Reading and Writing for Information*** underpins this)

ICT

The school has Internet access and a variety of software to support the curriculum. Children from Year 2 onwards are timetabled to use the

computer suite at least once a week and literacy/ICT skills in reading are explicitly taught.

Equal opportunities:

Texts are chosen to represent the full range of cultures, and to appeal to the interests of both boys and girls.

SEN pupils and English:

SEN pupils are supported in the classroom with reading throughout the school at School Action and above. Some Key Stage 2 S.E.N. pupils use the Wellington Square Reading Scheme and relevant support materials. These children are identified by L.A.B.S.S. in liaison with the S.E.N.C.O. and the class teacher.

Additional Literacy Initiatives:

Pupils in Year 1 are screened during the second half of the Autumn term to receive E.L.S.(Early Literacy Support). This support begins in the Spring term.

Those pupils receiving ALS (Additional Literacy Support) which is normally begun in year 3 are identified by poor achievement in Key Stage 1 SATs.

Pupils in Year 5 are screened during the second half of the Autumn term to receive F.L.S.(Further Literacy Support). This support begins in the Spring term.

The individual class teacher is responsible for the implementation of the relevant Literacy Support Programme.

Able pupils and English

Able pupils are identified by individual teachers and are on a school register. Extension opportunities are offered through questioning directed at able pupils in Shared sessions and through Guided reading sessions and through challenging texts.

Assessment and target-setting:

- Formative assessment is through guided reading and through one-to-one sessions with the teacher.

- All children are tested in the final week of the first half of the Autumn term. The following tests are used:

Reception- The Larrs Emergent Literacy test

Year 1-Baseline Reading Progress test

Year 2- Year 1 Reading Progress test

Year 3- Year 2 Reading Progress test

Year 4- Year 3 Reading Progress test

Year 5- Year 4 Reading Progress test

Year 6- Year 5 Reading progress test

The results are collated by the class teacher and passed to the Administration Officer who then enters the results into Assessment Manager. Copies of all the results are given to the Headteacher, the Literacy Co-ordinator and The Special Needs Co-ordinator. The results are then analysed and any necessary action taken.

- Summative assessment is through use of the Optional tests.
- Target setting for reading is done termly and is negotiated with the pupils.

Monitoring:

- Children should be heard read at least once a week. This can be done as a group or individually. Any child with special needs must be heard as often as possible. (Refer to Reading Records Linked To Reading Scheme)

Resources:

- Reading Scheme: Soundstart followed by the Oxford Reading Tree (A copy of the complete Reading Scheme is given to each teacher). Support materials are available to consolidate reading skills linked to the above schemes.

Wellington Square Reading Scheme and support materials are available for designated pupils.

- Big Books (Big Book Catalogue given to each class teacher)
- Group readers – for use in Guided Reading
- Class collections of fiction, poetry and plays – for reading in school and at home
- Thrass (The Teaching of Handwriting, Reading and Spelling Skills). Refer to Manual.

- The Infant Library
- The Junior Library

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