

# **Policy for**

# **Reading**

# **Helmingham Community Primary School**

**Written by: .....**

**Date: .....**

**Approved by: .....**

**Date of approval: .....**

## 1. **Rationale:** (generic to all our English Policies)

We recognise the role of the English Curriculum in every strand of learning and teaching and our policy and practice support the DFES and QCA statement (reference National Curriculum Handbook, 1999) that:

“English is a vital way of communicating in school, in public life and internationally. Literature in English is rich and influential, reflecting the experience of people from many countries and times.

In studying English, pupils develop skills in speaking, listening, reading and writing. It enables them to express themselves creatively and imaginatively and to communicate with others effectively. Pupils learn to become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts.

The study of English helps pupils understand how language works by looking at patterns, structures and origins. Using this knowledge, pupils can choose and adapt what they say and write in different situations.”

## 2. **Aims:**

- To provide a rich and stimulating learning environment, where children can experience a breadth of literature, as identified in our rationale and in the National Literacy Strategy (revised).
- To promote a wide variety of books, including pupils own writing, ensuring that children at all stages develop positive attitudes to books and reading.
- To help pupils become confident and independent readers.
- To enable pupils to read with fluency, accuracy, understanding and enjoyment.
- To teach a variety of reading strategies, including phonics, word recognition, context clues and comprehension skills.
- To introduce pupils to referencing and research skills, using a range of sources, including ICT
- To help pupils make thoughtful judgements, evaluations and critical analyses of what they read.
- To introduce pupils to the works of significant writers, allowing them to make comparisons and express preferences.
- To promote home-school links, encouraging parents /carers to support their child’s reading development.

## 3. **Organisation and management at whole-school and classroom level:**

### 3.1 **The curriculum**

A rich, balanced and relevant reading programme is taught, using a wide selection of fiction, thematic and topic-related books, suitable for readers of all abilities, including a scheme.

All children should be encouraged to read at their level and there is no prerequisite for a child to read all books in sequence.

### **3.2 Resources**

Each classroom has its own stock / access to reading resources, comprising a variety of texts, story CD's, software, reference sources (including the Internet) and related learning and teaching materials. Reading books are catalogued according to the commercial scheme. The library has a large collection of non-fiction and other books, catalogued to the Dewey System; these are used to support cross-curricular learning. Big Books and Special Needs resources are also available, along with teacher resource material. Regular inventories ensure that old books are replaced and that each class has adequate and appropriate resources. Funding is allocated from several sources including school budget, "Friends" donations, fund-raising events and income from Book Fairs etc.

We currently subscribe to the School Library Service, which benefits the children in several ways: books are exchanged during the year, using the Library Bus; topic loans are borrowed each term; adviser support is available for library organisation. Pupils are encouraged to participate in local library initiatives and from time to time we invite storytellers, poets and authors to enrich the curriculum.

Our classrooms and other display areas provide a variety of written print in the form of labels, displays, instructions etc. We believe that our richly- resourced classrooms and library support pupils of all abilities, encouraging a love of the written word and the motivation to learn not only the basic skills of reading, but also an understanding of literary texts.

#### **4. Role of the Literacy Subject Leader:**

- Supporting colleagues in the reviewing the reading policy.
- Monitoring and evaluation of planning, assessment and delivery of the reading curriculum; this may include observation, sampling and discussion
- Monitoring of continuity and progression; this may include sampling of records, resources and other evidence across the school
- Monitoring and ordering resources
- Disseminating information from courses, literature and reading promotions
- Arranging staff training, including INSET and LA courses and monitoring their usefulness
- Liaising with outside agencies including LA Advisers and other schools

#### **5. Teaching and Learning strategies:**

Competence in reading gives children the opportunity to learn independently; children need a range of reading strategies to help them gain confidence and resourcefulness in their approach. The Foundation Stage Early Learning Goals and the Literacy Strategy form the basis of our reading programme, with the recognition that children learn to read in different ways and at a varying pace. Programmes of phonics, (including synthetic phonics), and whole-word recognition are taught; our pupils are given opportunities to read for a range of purposes and the necessary skills are taught,

when appropriate for each child. Higher-reading skills are introduced when a child has mastered the basic skills, with appropriately challenging literature and associated resources. Children who are very able are encouraged to widen their literary knowledge; resources and support are deployed, as necessary, with opportunities for critical analysis of texts, extended reading and research projects. We recognise the importance of children being active learners as they develop their reading skills and consider the acquisition of reading to be cross-curricular.

Children are supported in their reading development by teachers, teaching assistants and voluntary helpers; we also encourage parents / carers to read to, and with, their children regularly. Before pupils start school, their parents are invited to meet with the class teacher; they are helped to see that they have a vital role in their child's reading development.

Children who require extra help, or are reluctant readers, access appropriate support material. Software is also used to enhance the reading curriculum. In the classroom, there are opportunities for individual, paired and group reading; cross-phase shared reading, often linked to shared writing, is also organised from time to time.

### **Guided reading**

Each class uses guided reading as a method of teaching to encourage and extend independent reading skills. Through this specific reading strategies will be focussed on, determined by the needs of the children and evidence from previous sessions.

#### **6. Equal Opportunities:**

Equal opportunity is a fundamental right for all children regardless, for example, of gender, race, cultural and social backgrounds, religious beliefs, physical characteristics or educational needs. To reinforce these rights this Reading policy will actively promote the whole school policy for equal opportunities.

#### **7. Continuity and Progression:**

Continuity is achieved through our reading schemes, free-reading material and associated resources. The teaching of reading is referenced to the Foundation Stage and National Curriculum, exemplified in our long, medium and short-term planning. We facilitate progression by ensuring that all pupils have access to appropriate reading resources, suited to their stage of development. Records are made available to the new class teacher at the start of each academic year, where appropriate.

#### **8. Assessment:**

Assessment of reading is a continuous process. Assessment tools include the Foundation Stage Profile, High Frequency Reception and Year 1 / 2 words, Medium Frequency Words, Salford Reading Test, SATs and Optional SATs, at appropriate stages of a pupil's time in Primary School. Pupil's reading attainment informs target-setting for individual pupils and also supports class, Key Stage and whole-school targets. This will be recorded using 'Assessing Pupil Progress' grids.

**9. Recording and Reporting:**

Reading record books or reading diaries are maintained in each class; these form part of our home-school liaison and parent's comments are valued. Reading records are maintained by each class teacher and / or support staff. These may include daily / weekly records, end of term and end of year summaries.

Pupil progress is formally reported to parents at the end of each academic year; parents have the opportunity to make a formal appointment to discuss their child's progress 3 times a year. Any concerns are, of course, addressed as they arise. Where a child has Special Educational Needs, related to reading, this would be recorded using the appropriate paperwork. Pupils who are particularly able at reading are entered on our Able Gifted and Talented register.

**10. Monitoring and Evaluation:**

Staff work together on monitoring and evaluating the literacy curriculum, including reading; the English Subject Leader maintains an overview and leads other staff, as appropriate. Monitoring is achieved through observation, discussion, data analyses, sampling of records etc. Results of monitoring are reported to the Headteacher and discussed at staff meetings.