

Castleton&Glaisdale Federation

Reading Policy Statement

June 2015

Introduction

Language and Literacy are central to our ability to understand, interpret, and communicate about the world and with each other and as such reading has a vital role to play in every child's learning.

Reading is a thoughtful process which requires the reader to contribute his or her own experiences and thoughts to the comprehension of the written word. The ability to read is fundamental to many aspects of life, and is central to developing understanding in a wide range of areas of the curriculum.

Reading helps children to make connections with other people and to walk through doors to the past, to the future and to other worlds both real and imagined. Happy, confident, independent and curious readers can look forward to a lifelong enjoyment and pleasure in reading

Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Communication, Language and Literacy section of the Curriculum Guidance for the Early Years Foundation Stage (2013).

Foundation Stage:

In the Foundation Stage children should be given opportunities to be immersed in an environment rich in print and possibilities for communication. They use communication, language and literacy in Every part of the curriculum, and they are given opportunities to speak and listen and represent ideas in their activities.

Key Stage 1:

In Key Stage One, Children should begin to read independently and with enthusiasm.

Key Stage 2:

In Key Stage Two, children should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

(See appendix 1)

All children should be provided with opportunities to access a wide range of literature including stories, poems, plays, picture books, and reading their own writing to themselves, others and teachers. A wide range of information sources should be provided including ICT based, dictionaries, encyclopaedias, fictional sources.

Rationale for teaching

Reading is a multi-sensory approach to getting at meaning. It is not simply the decoding of black marks on the page but involves the ability to read, with understanding, a wide range of different types of texts including fiction, non-fiction, real world texts such as labels, captions and lists, and print in the environment.

Competence in reading is the key to independent learning and therefore the teaching of reading is to be given a high priority by all staff. Success in reading has a direct effect upon progress in most other areas of the curriculum.

Reading is taught to provide motivation and enjoyment for children and to develop imagination and enthusiasm for reading. Reading with fluency, accuracy and understanding will enable children to meet their future reading needs as adults.

Reading is a complex skill with many components and for children to develop as effective readers they need to be taught particular skills. Effective and successful approaches to the teaching of reading encourage children to use a variety of strategies in their pursuit of meaning. It must be remembered, however, that progression in reading, as in any subject area, is never strictly linear and children will demonstrate different aspects of progression within one year or even one activity.

The Use of ICT in English

ICT makes a valuable contribution towards the development of language skills and its use is incorporated into the teaching of specific reading skills and activities. Many programs allow teachers to tailor the reading to suit individual needs and to accommodate all ability levels thereby improving SEN access.

The use of ICT engages children in reading a range of text types for a range of purposes whilst the use of the Internet provides another source of information across all curriculum areas.

Computer programs support individual and group learning by providing a wide range of interactive activities and opportunities. For example: group word processing enables children to help each other with the reading involved and promotes development of vocabulary; simulations and database programs provide sense of purpose for reading as well as providing immediate results; on screen editing helps eliminate frustration and the time associated with editing by hand.

Cross-curricula Literacy Opportunities

The skills that children develop in reading are linked to, and applied in, every subject of our curriculum. The children's skills in reading enable them to communicate and express themselves in all areas of their work in school thus acting as a facilitator to other curriculum areas.

Children are encouraged to read and interpret a range of text types across all areas of the curriculum, allowing their knowledge and vocabulary to be developed and extended further.

The teaching of reading develops skills through which our children can give critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts brings them into contact with their own literacy heritage and texts from other cultures. The organisation of lessons will allow children to work together and provide them with a chance to discuss their ideas and results.

Teaching Approaches and Organisation

The teaching and learning of reading runs across the entire curriculum. A rich reading environment is provided throughout the school to encourage the development reading skills. A variety of teaching strategies are employed in both classes to enhance children's motivation and involvement in reading. These include:

- Reading with other children
- Reading with an adult
- Shared Reading
- Guided Reading
- Reading aloud
- Independent reading
- Questioning, investigations, debates
- Building phonic skills
- Developing vocabulary
- Understanding of sentence structure and punctuation
- Comprehension, inference and implication
- Ability to skim
- Understand persuasive writing
- Instructions
- Story/character/plot/setting
- Idea of an audience
- Reading and interpreting dictionaries, index, glossary, contents
- Developing critical skills
- Participating in play reading
- Performance of poetry, song etc.

In the Foundation Stage the teaching of reading is based on the area of learning Communication, Language and Literacy in The Early Years and Foundation Stage (EYFS). In Key Stages 1 and 2 the teaching of reading is based on the National Curriculum for English and what we know and believe is successful about teaching children to read.

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- Word reading
- Comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

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 (i.e. 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.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Children are taught the knowledge, skills and understanding needed to become confident, independent readers through the following ranges:

Literature:

- Stories & poems with familiar settings & those based on imaginary or fantasy worlds
- Stories, plays & poems by significant children's authors
- Retellings of traditional folk & fairy stories
- Stories & poems from a range of cultures
- Stories, plays & poems with patterned & predictable language
- Stories & poems which are challenging, in terms of length and vocabulary
- Texts where the use of language benefits from being read aloud and reread

Non-fiction and non-literary texts:

- Print & ICT-based information texts
- Dictionaries, encyclopaedias & other reference materials

Texts

- Interactive white board resources, software and websites
- Big books
- Reading books grouped into coloured book bands and relating to NC attainment levels - core scheme Oxford Reading Tree
- Guided readers
- Library books organised into fiction and non-fiction

Teaching and learning aims to develop children's ability in the following key skills:

- Phonics (alliteration, sound patterns, rhymes, syllables, initial and final sounds, blends, digraphs, patterns)
- Graphics (plurals spelling patterns in verb endings, suffices, prefixes, root words and derivatives)
- Word recognition (sight vocabulary, alternative meanings of words and phrases)
- Grammar (how language is ordered and organised and how to use this to check for meaning and accuracy)
- Context (knowledge of book conventions, story structure, language patterns and presentation to help make sense of what is read, distinguishing between fact and fiction, sharing ideas about books)
- Comprehension (the use of inference and deduction, whole class group / individual discussions about books, drama, puppets to re-enact stories)

Children read from a variety of texts including own choice, group reading books, information books, books from the school library and home, newspapers, magazines and reference books.

Children read to a teacher at least twice a week either as individuals or as part of a group. Reading groups are based on ability levels and texts are selected to match these levels.

Regular silent reading sessions are planned when children may select their own reading material and library sessions are used to teach reference skills.

Assessment and recording

Informal assessment is continuous and based on structured observations by the teachers which focus on strategies and skills the child has and where they need to go next. Informal assessment involves: observations of children; questioning; children's self-assessment; paired discussions; verbal feedback linked to success criteria

On-going formative and diagnostic assessment of the skills needed for reading and the ability to read aloud occurs daily within all curriculum areas. In addition, many on-going teacher assessments will be made in reading conferences, through careful observation and home/school diaries. Miscue analysis may be used to identify the particular learning needs of some children. Teachers keep evidence of children's competencies in reading, their attitudes to reading and their experience of reading a range of different types of text.

Formative assessment occurs via activities to assess particular skills such as using an index page, finding info and answering questions, finding main idea, distinguishing between fact and opinion. Regular comprehension activities are also undertaken, orally or written, to assess children's understanding and skills at finding information.

Summative reading assessment in the form of Standard Assessment Tasks occur at the end of Key Stage 1 and 2 and all children aged 6 and above complete a termly NFER reading test to ascertain children's current reading ages. Summative assessment of the Foundation Stage forms part of the Communication, Language and Literacy section of the Foundation Stage Profile completed termly. Results from these tests are tracked throughout the school.

Formal assessment of reading not only focuses upon strategies and skills but also looks at children's growing confidence and independence as readers, the way in which they read aloud, information retrieval strategies and their personal and critical responses to the text. The reading scheme of work is helpful in identifying the level at which the child is operating and what the teacher needs to do next to help the child progress.

Parents are informed about their child's progress in their annual report, and also reading test results or assessments are provided for parents in July.

Expectations for children's achievement in reading

(See Appendix 2, reading progression grid and appendix 3, genre progression)

Equal Opportunities

All children have equal access to the reading curriculum regardless of race, gender, class, religion or ability.

Teachers acknowledge and value the variety of different experiences, interests, social and cultural backgrounds of children, and use such differences constructively to raise confidence and self-esteem. They ensure personalised learning through differentiated teaching and learning strategies, providing appropriate learning opportunities for children from all social backgrounds, ethnic groups and those that are disabled.

Children with SEN, and/or learning difficulties or disabilities work towards the same objectives with support. Those working well below the level of their peers may work on a related objective from an earlier year group. Children not yet reaching the expected rate of progress with phonic and reading skills may receive intervention support in the form of a structured programme of work to facilitate their reading development.

Children who are gifted and talented will work to deepen or broaden their understanding of the objective which may sometimes be from a later year.

Children learning English as an additional language (EAL) will receive appropriate support to enable them to access the objective.

The Governing Body

Regular reports are made to the literacy governor and the full governing body on the progress of reading provision in the school. The Reading policy is reviewed every three years or in the light of changes to legal requirements.

Role of the Co-ordinator

The subject co-ordinator is responsible for improving standards of teaching and learning in literacy. This involves:

- Monitoring and evaluating progress and standards of attainment in both key stages
- Producing an annual action plan identifying targets for the year
- Developing and reviewing the reading policy
- Developing guidelines for the teaching of reading
- Providing support and advice for colleagues
- Attending reading courses to update knowledge of the subject and cascading this information to staff
- Reporting to the governors on the development of reading within the school
- Ordering and organising resources for supporting reading development
- Reviewing and updating reading books and reference books
- Ensuring the provision of a quality learning environment

Literacy Co-ordinators: Jane Douglass, Hayley Webster, Rachel Grace **Review June 2018**