

Thomas Willingale Primary School and Nursery Reading Policy

Reading is an essential life skill which enables children to access the wider curriculum to its full potential while at school, and take full advantage of their life opportunities as they enter the adult world. Ability to read and understand a range of texts allows children to become independent learners. Furthermore, developing an ability to engage with and respond to literature gives children the opportunity to enrich their lives at a personal level, now and in the future.

Aims:

- We aim to enable our pupils to read for enjoyment, confidently, fluently, accurately and with understanding.
- We aim to employ a full range of reading cues: phonic, graphic, syntactic, contextual, to monitor, correct and make sense of their own reading e.g. miscue analysis.
- We aim to foster an interest in words and their meanings and to gain an appreciation of books from a variety of genres, including classical texts.
- We aim to enable the children to find books interesting, to read with enjoyment and to evaluate and justify their preferences.
- We aim to develop a suitable technical vocabulary through which to understand and discuss their reading.
- We aim to develop reading skills in tandem with those of writing, so that they may function in society, as literate adults and readers for life.
- We aim to create reading opportunities across all areas of the curriculum, to make it more meaningful and relevant to the children.

Principles for the teaching and learning of reading

In order to deliver the above, we will meet the national curriculum objectives. This will ensure that all children are given opportunities to study a range of good quality and interesting fiction and non-fiction texts from a variety of genre. They will have the opportunity to read 'real' books, magazines and newspapers, big books, posters, ICT based texts, on individual computers and interactive whiteboards, large texts, information booklets, banded guided reading materials, reading schemes and literacy use of media text.

Strategies for the teaching of reading

At Thomas Willingale, reading is taught alongside Jolly Phonics and letters and sounds initially. This initiative promotes a strong and systematic emphasis on the teaching of synthetic phonics to aid the teaching and learning of reading. As part of this scheme the children will be taught to:

- Learn actions to represent letter sounds and combinations.
- Discriminate between the separate sounds in words.
- Learn the letters and letter combinations most commonly used to spell sounds.
- Read words by sounding out and blending their separate parts.
- Study written representations of a sound and how it looks.
- Recognise on sight vocabulary identified as 'Tricky words'.

Reading is taught through shared reading sessions and opportunities to practise and consolidate skills through independent reading. During these sessions, teachers and learning support assistants will use a wide range of strategies to try and enhance the teaching of reading. Some of these are outlined below:

- Modelling and discussing the features of written texts through shared reading of texts.
- Giving direction to develop key strategies in reading.
- Demonstration – e.g. how to use punctuation when reading, using a shared text.
- Explanation to clarify and discuss e.g. need for grammatical agreement when proof reading.
- Questioning – to probe pupil's understanding of text.
- Investigation of ideas – to understand, expand- on or generalise about themes and structures in fiction and non-fiction.
- Discussion and argument – to justify preference.
- Provision of a wide range of fiction and non-fiction genres, for the children to choose from.

Strategies to enhance the learning of reading

We believe that in order for children to foster an enjoyment of reading and in order for them to have an understanding of the texts they read, they must be involved in their own learning. Some of the strategies used to enhance this independent learning are outlined below:

*We are aware that all children have individual and preferred learning styles. Therefore we aim to provide children with a range of visual, kinaesthetic and auditory experiences, which will enhance and improve their reading skills.

*Children will be made aware of the learning focus of the reading session and will have a clear understanding of what the teacher / teaching assistant is looking for in their reading / analysis of the text.

*Children will be given verbal and / or written feedback about their reading, in order to help them develop specific aspects of it further, aiding progression.

*Older children will be given opportunities to self- assess their own reading. This not only promotes independence, but also assists in their reading development.

Opportunities for reading

Story Time:

Children will be read to everyday from a text above their reading level yet content appropriate so that they are listening to adults model reading with expression, fluency and understanding. This is also to foster a love of listening to stories. This should happen daily for approximately 20 minutes (ideally at the end of the day but if this is not possible, another time throughout the day). This may be the class text used for English or a separate book.

Shared Reading:

Shared Reading takes place as a whole class with a teacher and focuses on developing children's ability to become independent readers, thinkers and learners. All children are exposed to the same text. The sessions focus on key reading skills based around the VIPERS (vocabulary, inference, prediction, explanation, retrieval and summary/sequence). There is an expectation that there is at least one

piece of work in the shared reading book each week as a written response to the text.

Library Skills:

Children access the library for research purposes, when appropriate, developing skills needed to locate and effectively use information. Younger children are often read to, by their teacher, in the Library and small groups of children, from across the school will sit and read together with the school Librarian. Children are encouraged to choose a book weekly which can be taken home. This allows the children to choose their own reading book based on their interest to promote a love of reading. We encourage children to share these books with their parents/carers.

Home / School Reading:

From Reception, children take home reading books which link where possible to phonics sounds being taught (these books are often from a range of reading schemes) to read at home and in school during a 1:1 reading session with an adult.

Interventions:

Children that are falling behind the expected level for reading or do not have support from home will be a daily/regular reader. This aims to bridge the gap and give the children as much support as possible.

Reading Buddies:

Children across the school are given the opportunity to read with another child from either their own year group or from a different year group either regularly or at set times. This opportunity not only helps to develop the child's fluency and understanding of a text, but also allows them to build on their interpersonal and social skills.

The Reading Shed:

This has been opened from the Summer term 2018 for children to read in their class groups; with their teachers and to sit quietly and read during lunch breaks – supervised by Reading Shed monitors from Y5 and Y6.

Parental Involvement:

Parents are urged to share books with their children and hear their children read at home. Parents are also encouraged to regularly make relevant comments about their child's reading or understanding in their reading record book. A booklet has also been provided to Parents including tips and ideas to help your child with their reading at home. School adults regularly check to see how often children are reading at home. Stickers / letters will be sent home as a reminder to parents who are not listening to their child read 3 times a week.

Volunteer Readers:

Many classes have volunteer parental help to assist in hearing children read regularly.

Special Educational Needs (SEN):

Children with special educational needs are encouraged to take full part in reading sessions, both inside and outside the English sessions, except where disapplication is clearly indicated and fully supported by the LA. All pupils with special educational needs will follow the same educational curriculum as their peers, differentiated where necessary to meet their individual needs. Pupils, who need it, are withdrawn for short periods, to participate in individual and small group programmes, based on their provision maps / IEPs. Care is taken not to disadvantage pupils by this withdrawal.

Equal Opportunities:

In line with the Equality and Inclusion policies, and the Primary Framework Strategy, Thomas Willingale Primary School and Nursery believes all children are entitled to high quality teaching and learning, with regard to reading and we embrace the philosophy of inclusion.

Strategies to Ensure progress and Continuity:

- Long term, medium term and short term planning shows progress in knowledge, skills and understanding and ensures the continuity of and development of a range of text types.
- Children's reading development will be evaluated on an on-going basis by the teacher.
- The English Subject Leaders will monitor and evaluate the teaching and learning of reading on a regular basis across school, to ensure continuity and progress is evident, they are supported by KS Leaders.
- Oral and written targets will be set by the teacher and / or child to help children achieve their full potential in reading.

English Working Party

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