

# LOUDWATER COMBINED SCHOOL

## Reading Policy

### Aims and Objectives of the Subject

- To promote and encourage a lifelong love of reading.
- To develop an interest in and a love of books, encouraging children to become attentive listeners and independent and reflective readers.
- To develop reading strategies and key skills: accuracy, fluency, understanding and response to texts (including questioning the content and ideas expressed).
- To enable children to access all areas of the curriculum.
- To enable children to access, understand and begin to manage information.
- To begin to understand the meaning of what is read to them and what they read.
- To begin to understand and respond to the feelings that words can arouse in us like happiness, sadness, anger.
- To walk through doors to the past, to the future and to other worlds both real and imagined.

### Teaching and Learning Styles

- Loudwater Combined School will provide a print rich environment and a wide range of texts, including different genres and styles which are age and ability appropriate for the child.
- As a community of readers we expect all staff to model and communicate their love of reading.
- Teaching strategies aim to enhance a child's motivation and involvement in reading. These are just some ways in which this can be done:

**Shared reading sessions.** The teacher models the reading process to the whole class as an expert reader, providing a high level of support. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and high levels of collaboration. The teacher's role is that of the expert reader who models how the text is read. The children, the learner readers, join in where appropriate with the reading of the enlarged text – singly and/or chorally. The texts selected are rich and challenging, being beyond the current reading ability of the majority of the class. This happens daily in the literacy lesson and where appropriate in topic lessons.

**Guided reading sessions led by a member of staff.** The responsibility for reading shifts to the learner. The teacher structures all reading tasks with children, who are grouped by ability. They are required to read and respond to the text themselves with the teacher supporting. Texts of graded difficulty are carefully chosen and matched to the reading ability of the group. This enables the child to read the text with sufficient ease but with a limited amount of challenge. It is intended that guided reading provides a forum for children to demonstrate what they have learned about reading; the focus for the reading is concerned with reinforcing and extending strategies and/or objectives already taught in shared reading. Every child should participate in a guided reading group at least once a week. Stampers should be used to record this in the child's reading record.

**Independent reading.** During independent reading, children take responsibility for selecting and reading a variety of texts including fiction, poetry and non-fiction from library books, games, activities, book tapes, talking books, webpages, print and text around the school, etc. The child should be able to read these texts readily and comprehend them with little or no teacher or adult support. The focus for the reading is to provide practice and to develop personal response to text. There are daily opportunities for independent reading

**Story time**, including poetry. The teacher or another adult reads to the children, daily in key stage 1 and at least twice a week in key stage 2

**Library time.** This takes place on a weekly basis providing an opportunity for children to choose library books.

**Reading with individual children.** This happens at least weekly in key stage 1 and may happen more often depending on the ability of the child.

**Buddy reading.** This happens on a weekly basis between classes on a rota basis to allow for the fact that we have 7 classes. This rota is organised by the literacy co-ordinator.

**Reading at home for pleasure.** This is recorded in the children's reading records. These should be completed at least three times a week. Children should take increasing responsibility for completing their reading records as they move through the school.

- Classrooms and library areas have well stocked and attractive book areas providing both a range of fiction and non-fiction texts, reflecting cultures and gender.
- Books relevant to the topic/s being studied each term should be displayed where deemed appropriate.

### Curriculum Planning and Organisation

- Phonics is taught daily using Letters and Sounds from Foundation Stage to Year 2. Support for Spelling is the main resource used from Year 2 to Year 6. In Key Stage 2 there is a daily focus on spelling.
- In the Foundation Stage the teaching of reading is based on the area of learning - Communication, Language and Literacy (EYFS).
- In Years 1 to 6 the teaching of reading is based on the National Curriculum. Teaching objectives cover three strands:
  - Word reading skills and strategies.
  - Understanding and interpreting texts.
  - Engaging with and responding to texts.
- Staff will provide planned opportunities across the curriculum for pupils to have access to a range of genres:

Narrative and poetry:

- Stories and poems with familiar settings and those based on imaginary or fantasy worlds.
- Stories, plays and poems by significant children's authors.
- Retellings of traditional folk & fairy stories.
- Stories and poems from a range of cultures.
- Stories, plays and poems with patterned & predictable language.
- Stories and 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:

- Explanations, discussion, persuasive, instructional, non-chronological reports,

Recounts, newspaper reports:

- Print & ICT-based information texts
- Dictionaries, encyclopaedias & other reference materials
- Teachers will integrate ICT whenever appropriate into all lessons:
  - As a tool to aid the teaching of key skills; engage children, modelling and demonstration and to enhance oracy.
  - Enable children to undertake an ICT based alternative activity, directly consolidating the learning intention for that lesson.
  - To provide an activity which consolidates the lesson's learning intention, whilst at the same time embedding skills linked to ICT.
  - ICT will be used as a vehicle to engender oracy, independent, collaborative and personalised learning linked to reading.

### 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 encouraged to read, speak and listen to represent ideas.

#### Inclusion and Equal Opportunities

Provision is made for those children having special educational needs and those for whom English is an additional language.

- Children with SEN will work towards the same objectives with support/ appropriate differentiation. Those working well below the level of their peers will work on a related objective from a previous year group.
- 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 objectives.

#### Assessment for Learning

Record keeping and assessment includes:

Formative assessment. (Assessment for Learning) includes:

- Success criteria clear and explicit.
- Observation of children.
- Questioning (using questions linked to assessment focus during guided reading).
- Self assessment/peer conferencing.
- Discussing reading with a partner.
- Verbal feedback from adult linked to success criteria.

Summative assessment. (Assessment of Learning) includes:

- Individual APP grids.
- Tracking of phonics skills and high frequency words.
- Tracking through book bands.
- Teacher assessments completed each half term.
- End of year assessments.
- Individual reading targets are discussed and set with the child as and when necessary. These are assessed and reviewed with the child. Reading targets are shared with the child orally and a written copy is shared with parents.
- Teachers set end of year targets for each child and end of key stage targets are set for years 2 and 6. Each teacher has access to the targets via Target Tracker.
- Assessments take place half termly. Staff enter data onto APP database via Target Tracker.
- The progress of classes and individual pupils will be discussed at 'Pupil Progress' meetings. These will be held three times per year with the headteacher.
- Continuous assessment of the strategies employed by the child, during independent/guided reading sessions are ongoing, using the Assessment Foci (AF's) and Assessing Pupil Progress (APP) grids.
- Staff will assess children using National Curriculum levels. During the summer term staff will use a combination of teacher assessment and summative assessment (KS1 SATs, KS2 SATs and optional SATs) to complete an end of year assessment.
- There is a range of information key for reading: targets are kept by children, APP grids are kept on Target Tracker and guided reading records are kept by the teacher.

#### Resources

- Interactive white board resources – websites and software.
- Big books.
- Reading books grouped into 'book bands'. Core scheme used is Oxford Reading

Tree.

- Guided readers – eg. Rigby Star, Rigby Rockets and Project X.
- Quality novels for guided reading in upper key stage 2
- Library books organised into fiction and non-fiction.

#### Monitoring and Review

Monitoring of the standards of children's work and the quality of teaching in reading is the responsibility of the subject leader and headteacher. The work of the subject leader also involves supporting colleagues in their teaching and being informed about current developments. The subject leader and headteacher have a regular dialogue to evaluate the strengths and areas for development in the subject, indicating any areas for future development. The named governor responsible for English meets with the subject leader in order to review progress.

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