

THIRSK COMMUNITY PRIMARY SCHOOL

READING POLICY

School Vision

To develop confident young people who enjoy learning and strive to achieve the best. Together we will provide each pupil with a safe and caring school community that promotes fairness, tolerance and respect.

SEE: Success - everyone, every day

Introduction

The 2014 national Curriculum emphasises the importance of reading across the curriculum as well as the role it plays in developing pupils culturally, emotionally, intellectually, socially and spiritually. It states reading allows pupils to "acquire knowledge" and to "build on what they already know".

At Thirsk C. P. School, staff recognise that reading development is closely linked to that of writing. It is by reflecting upon and talking about the texts that they encounter that pupils develop their understanding of how writers write and to develop an awareness of the relationship between authors and their audience. At our school, we strive to make this link clear by providing learning opportunities which are based on quality texts.

Aims:

We aim to develop literate children who:

- Love reading and get excited about books
- Have the opportunity to listen to stories beyond their own reading level for enjoyment
- Are given the chance to participate in class reading sessions where literature is explored, discussed and linked to real life
- Enjoy reading at home
- Understand the sound and spelling system and use these to decode text accurately
- Read with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct
- Have an interest in a wide range of texts, reading for enjoyment and for information
- Have an interest in words and their meanings and extend their vocabulary
- Understand a range of text types and genres
- Can evaluate and justify their preferences
- Have developed their imagination and critical thinking

Objectives:

In order to develop fluent, confident readers, teachers at Thirsk C. P. School are expected:

- To follow a systematic approach to the teaching of synthetic phonics via the Letters and Sounds programme
- To teach comprehension strategies discretely through quality whole class direct teaching and guided group work
- To promote actively and foster a love of reading by reading to their own class
- To develop further children's vocabulary by collecting interesting words and phrases during English lessons, other subjects and class reader sessions
- To make the link explicit between reading and writing

Teaching Approaches

The 2014 Curriculum divides reading skills into two dimensions:

- Word reading/ decoding
- Comprehension

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We acknowledge that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary. We also understand that reading is a developmental process and part of life-long learning, so we encourage children at every stage of it.

Skills

The teaching of comprehension develops the following skills, even in our youngest children when talking about stories they have heard:

EYFS & KS1

- draw on knowledge of vocabulary to understand texts
- identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
- identify and explain the sequence of events in texts
- make inferences from the text
- predict what might happen on the basis of what has been read so far

KS2

- give / explain the meaning of words in context
- retrieve and record information / identify key details from fiction and non-fiction
- summarise main ideas from more than one paragraph
- make inferences from the text / explain and justify inferences with evidence from the text
- predict what might happen from details stated and implied
- identify / explain how information / narrative content is related and contributes to meaning as a whole
- identify / explain how meaning is enhanced through choice of words and phrases
- make comparisons within the text

Reading in School

Children at Thirsk C. P. School first learn to decode, segment and blend words through rigorous, daily phonics teaching, following the Letters and Sounds programme. Through this approach, pupils learn to read easily and fluently. Particular attention is paid towards vocabulary extension and basic comprehension strategies (see KS1 above). Once pupils have secured decoding skills, their reading teaching continues through shared and guided reading, where the above skills continue to be developed.

Regular phonics screening checks and on-going assessment ensures that teachers understand which children need extra help with phonic decoding. As a matter of priority, children who do not pass the Phonic Screening Test in year 1 receive further intervention to ensure that they can then go on to read any kind of text fluently and confidently, and to read for enjoyment.

At our school, reading is taught in its own right, as well as being used as a tool across the wider curriculum. Children read outside of English lessons for information gathering, research and for pleasure. All classes have regular opportunities to listen to and enjoy texts that are beyond their own reading ability.

Guided Reading

Guided reading is the teaching of reading, in small groups, with an emphasis on developing comprehension skills. Each group has a guided reading session each week. Teachers plan differentiated lessons covering the age related expectations for the year group. Significant observations are recorded on planning and assessment records. These inform future planning and intervention.

Reading at Home

Children take home reading books that are phonetically decodable and are a level below those in which they are reading in lessons. This is a deliberate methodology which allows pupils to celebrate their growing reading

competency with their parents, ensuring that the first home reading experiences are positive, motivating experiences. Once children have moved on from Letters and Sounds, they take home levelled reading books that have a broader range of vocabulary and expose children to fiction, traditional tales, non-fiction and poetry texts. Teachers monitor pupils' progression through the reading scheme and respond to individuals' needs. Pupils are further encouraged to read widely and for pleasure through the use of the school and class libraries and communication in children's planners allow parents to communicate the kind of texts that children are reading at home. Reading forms part of the essential homework. It is expected that all children read their reading book at home at least three times each week. Parents are encouraged to listen to their child reading at home, not only to support decoding and fluency, but also to check their understanding.

Inclusion and Equal Opportunities

The ability to read is fundamental to children's development as independent learners. We believe that all children are entitled to high quality teaching and learning and we embrace the philosophy of inclusion. All children at Thirsk C. P. School have the opportunity to read at an appropriate level through the provision of carefully planned, targeted work in their English lessons and within the wider curriculum. Intervention groups are in place to further support children with additional needs or those who have any difficulties in a particular area. As mentioned above, children who struggle to read continue to follow a phonics programme for reading until they possess the skills to move on. The needs of children on the SEN register are planned for and are detailed on individual provision maps.

Assessment

Assessment is an integral part of the teaching and learning process and is used to:

- provide the children with clear and regular feedback
- assist children and teachers in planning their next steps
- evaluate the effectiveness of teaching

Teachers use daily formative assessment strategies to ensure that all teaching is accurately levelled and challenging. Ongoing teacher assessment of reading informs individual and group reading targets. Ongoing assessment is recorded on guided reading records. Summative assessment of reading from Y2-6 takes place termly when children undertake formal reading tests. In Y1, the Phonics Screening Test is used for summative purposes. Any pupils who are deemed to be underperforming are swiftly identified and participate in booster/intervention sessions which are designed to close the gap between themselves and their peers.

Monitoring and Review

The SLT monitor and evaluate the work achieved. In consultation with the governors, the leaders identify areas for development, resource needs and moderate standards across the school.

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