



ST. MARY'S

# Reading Policy

**St Mary's CE (A) Primary School**

2017-2018

Reading is the medium through which children explore, communicate and learn and is given due prominence in our curriculum at St Mary's.

All children come to school with some background experience of reading. We seek to build upon this by providing opportunities to develop their reading through enjoyable and challenging activities.

We value the role of parents as the first educators and believe in developing this good practice through the parent school partnership.

### **AIMS**

- To enable children to become active, independent, responsive readers.
- To read for enjoyment, interest and understanding.
- To apply reading skills to the full range of National Curriculum demands including the use of Information and Communications Technology.
- To develop an enquiring approach to reading.
- To experience a wide range of literature, including fiction, non-fiction, classic novels and stories from other cultures.
- To develop a life-long love of books.
- To involve parents in their children's reading.

### **OBJECTIVES**

Through these aims we expect children to: -

- Develop a positive attitude to books and literature.
- Use phonics as the only route to decode unfamiliar words.
- Develop personal choices in their selection of reading material.
- Respond and discuss books with reference to authors, style and to justify their choice using appropriate terminology.
- Understand and draw meaning from texts beyond the literal, to infer, predict and deduce meaning.
- Respond to a range of higher order questions.

**We work with due regard to the equality act 2010 to make sure that all our pupils regardless of ethnicity, ability, home language and special educational needs are included and are able to access Reading across the school.**

### **IMPLEMENTATION**

At St Mary's Primary School we encourage reading through: -

- **Focused guided/sharing reading sessions**

*(All children are involved in guided or group reading sessions. These are when a group of approximately six or seven children work with a teacher or Teaching Assistant. They read, discuss and interrogate a book that the whole group shares as well as working towards specific targets they have been set.)*

- **Effective use of parental support in school, book fairs, book week, visits to libraries, Book Quest, use of the library after school all promote a positive reading experience for children**
- **A structured published reading scheme which encourages the application of phonics.**
- **Book baskets of non-scheme books graded to match levels of the children.**
- **An effective home-school reading diary with reading comprehension activities and book reviews.**
- **An extensive range of quality sets of fiction and non-fiction books.**
- **The provision of a rich stimulating book environment in each classroom.**
- **The setting up of a school library that is timetabled for each class to use every week. Every child in the school will be able to borrow books at lunchtimes and after school. Children in Year 5 and 6 are also trained as school librarians to help children check in books after school.**
- **Providing a range of book focus activities, story times and language games.**
- **An emphasis on the role of I.C.T. as a communication tool.**
- **Use of volunteers readers across the school**
- **Beanstalk Readers**

### **CORE SKILLS**

During the Foundation Stage and Key Stage 1 great emphasis is placed on developing early reading skills. An understanding of phonological awareness provides a firm foundation for developing these skills. Phonological awareness refers to children's awareness of letter/sound correspondence leading to breaking a word into its constituent sounds-syllables phonemes onset rhyme. In Foundation Stage this begins with music songs, Jolly Phonics, Letters and Sounds and rhymes.

### **S.E.N. / ABLE, GIFTED AND TALENTED PUPILS**

Children with Special Educational Needs have specific reading targets from their I.E.P. or targets on the provision map. They receive more individual work with their teacher or another adult. They receive all the support and encouragement they need, work more closely on short readable books and our structured reading scheme. They consolidate basic language skills through games and extra phonic activities.

In Key Stage 2 trained Teaching assistants produce daily phonic support to year. In Year 6 there are weekly Booster groups where there is a large emphasis on developing reading. These are regularly assessed and the outcome discussed with class teachers- this usually forms the basis for that child's targets in reading.

Children that are working significantly above their expected ability for Reading are given specific targets to work towards. These may also involve attending workshops at other schools to extend their ability further and to offer them wider discussions opportunities.

### **ASSESSMENT/MONITORING**

Assertive Mentoring is the school's chosen assessment tool across Key Stage 1 and Key Stage 2. Every child is assessed half termly using the Assertive Mentoring Reading Assessment. Teachers use the results of the analysis of these scores to formulate Guided Reading Planning and targets set for the next half term. All assertive mentoring grids identify the next steps in learning. Children who not performing in line with half termly expectations are placed onto the RAP plan. These children are identified and barriers to learning are discussed and their performance is closely monitored.

### **MONITORING AND EVALUATION**

The monitoring and evaluation of the Reading policy is the responsibility of the Literacy Co-ordinator who is responsible to the Governors for the development of Reading throughout the school. This is to be achieved in a variety of ways:

- regular discussions with staff concerning progress of groups and individuals;
- involvement in long and medium term planning across the school in Reading and highlighting links to other curriculum areas.
- regular classroom observations and working alongside teachers and teaching assistants to help identify strengths and weaknesses and to provide support to individual staff as appropriate;
- regular monitoring of resources and updating where necessary;
- reviewing of assessment outcomes and data (i.e. individual trackers) to evaluate the quality of learning in Reading throughout the school;
- checking that within a key stage there is coverage of the full national curriculum requirements for reading and the Early Learning Goals.
- checking that appropriate opportunities to raise multicultural and gender issues are created and taken;
- ensuring that the time spent on the teaching of Reading is in line with national recommendations.
- Ensuring that Able, gifted and talented children are given the opportunity to extend their reading abilities
- Ensuring that children with SEN are provided support in class with their reading in order to develop their phonological awareness and understanding of phonics.

**Signed:** *Sonia Oxford* **Chair of Governors**

**Policy Date: July 2017**