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Reading Policy

At Murdishaw West, we support children's development as they become enthusiastic and critical readers of stories, poetry, drama, non-fiction and media texts. We want children to develop a love for literature. Children will have a raised awareness of how print, pictures and visual media can all convey meaning. We strive to build upon a wide vocabulary base and develop a capacity to convey meaning through a range of high quality texts. We believe that becoming a fluent reader plays a vital role in preparing our children for the opportunities, responsibilities and experiences of adult life

Objectives:

- Children will develop a love for reading
- Staff read, talk with enthusiasm and recommend books.
- Provision for reading is planned carefully
- Children will use a range of clues, pictures, context, word shapes, and phonic knowledge to decipher new words
- Children will be able to make informed guesses and to self-correct in light of additional information
- Children will develop the habit of silent reading and enjoy it
- Children will respond to characters, plot and ideas in stories and poems
- Children will read different kinds of material in different and appropriate ways
- Children will learn how to find information in databases and books, and draw from many sources to pursue independent enquiry
- Children will learn how to use clues to reach conclusions, evaluate and predict what may happen
- Children will interpret and use organisational devices such as chapter headings, sub-heading, changes in print and typeface
- Children will be able to distinguish between fact and opinion



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Approaches to the teaching of reading

EYFS expectations

- Children read and understand simple sentences.
- They use phonic knowledge to decode words.
- They also read some common irregular words.

This is achieved by...

- Phonics being ‘taught fast and first’ each day in the Reception class, Key Stage 1, and selectively in Key Stage 2
- A balance of shared, guided and independent reading
- Adults listening regularly to pupils in small groups read and talk about their reading

As children arrive in Foundation they are given a book bag and encouraged to change their book regularly. Children have a range of story books to choose from including familiar texts and books with very repetitive texts which they can recall more easily.

The children in Foundation are also provided with guided and shared reading sessions. At this stage of learning, children are encouraged to develop an awareness of the difference between pictures and text, and to begin to point to the first word on a page. They repeat the text and begin to recognise that letters make sounds.

Reading in Key Stages One and Two

Reading in Key Stages One and Two is divided into a number of opportunities to access text. These are:

- Shared reading
- Guided reading
- Independent reading
- Phonics work
- Individual independent reading
- Home/school reading
- Paired reading
- Silent reading



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- Reading comprehensions with written answers
- Sharing a class novel

Opportunities are taken during English lessons, in reading lessons, as well as in other lessons, to teach the skills required to access a text independently.

Shared Reading

Shared reading is a whole class activity using a common text. Across the key stages, teachers will focus on comprehension of the text, the layout, purpose, structure and organisation of the text. A particular aspect of spelling or grammar and punctuation work may provide an additional focus depending on the objectives being worked on at that time.

Guided Reading

Through the process of guided reading, children are taught word recognition, reading responses, behaviours and strategies as well as knowledge and understanding of reading.

This process takes account of the fact that children need to be supported in a range of reading strategies in order to be proficient. Planning learning objectives which follow the National Curriculum and the curriculum targets for reading enables systematic attention to reading skills development.

The lesson is organised so that the teacher can sit with one group of children for approximately a 20- 40 minute period. Each child reads in a guided reading group at least once. Children work on a shared book suitable for the ability group (they should be able to read the text independently with 90% accuracy). A variety of reading approaches are used in order to share the books within the group.

Reinforcement work can be planned which continues to develop the same learning objective. This can be done without the teacher's individualised attention.

During the guided reading session, other children can be working on written comprehensions, activities related to their weekly book, other reading work, literacy skills or silently reading.

Phonics work

Throughout the Foundation Stage and Key Stage One, up until the end of Year Three, children receive daily phonics input following the Communication, Language and Literacy Development Programme. This lasts twenty minutes. Phonics uses the principles of, 'Teach, Practice and Apply'. The children are grouped according to ability across Key Stage one.



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Good phonics teaching is characterised by:

- planned structure
- fast pace
- praise and reinforcement
- active participation by all children
- evidence of progress.
- clarity about what children should have learnt by the end of each phonics session
- constant reinforcement to consolidate understanding
- consistency across groups and classes.

Pupils apply what they have learnt through reading, including reading aloud to adults, to practise their decoding skills. The diligent, concentrated and systematic teaching of phonics is central to the success of our school.

Individual Reading

Children read on an individual basis. Teachers and learning support assistants test and work with children alone to help with any difficulties. Teachers will also conference children during this time on their reading habits.

Home/ School Reading

Murdishaw West Primary School encourages a strong home/school reading partnership where parents share books at home with their children and provide valuable help and support for this area of the curriculum. Parents are encouraged to make comments in reading diaries, regarding pupil's progress. Teachers welcome these views and will discuss them with parents and pupils

Paired Reading

Children work in pairs; they may be of the same age or from different year groups. The emphasis during these sessions is on reading for enjoyment and the development of the ability to respond appropriately to a text.



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Silent Reading

It is important that children learn to read quietly. Whole class silent reading provides an environment which enables children to read independently or for an adult to provide individual reading help. Teachers spend a few minutes at the end of the session to question and evaluate the reading time.

Sharing a class novel

Each class will share a novel which will be read throughout the term. This will often be at the end of the school day and may or may be linked to the overall topic.

Assessment and Recording of Reading Progress

Assessment is a positive, regular record of pupils' progress enabling staff to plan on from concrete information.

Record of Attainment in Phonics

An annual progress tracker is completed every term, to record and monitor progress in phonics throughout the Foundation Stage. Records of the results of the phonics screening are the records sent from Year One to Year Two.

Guided Reading Records

Notes are made on the guided reading planning sheet of progress the children are making towards the learning objective.

Home School Reading Diary

Teachers and pupils record the name of the text, focus for the week and pages read, in a home school diary. Class teachers make comments in this book and sign it on a weekly basis. Parents are encouraged to comment and sign the diary when sharing books with children at home. We expect a comment weekly from home and school in the diaries.

S.A.T.s Tests

Children in Year Two and Six, will take the S.A.T.s reading paper. Results from these tests are in school at the end of the summer term. They are given to parents in the end of year report and passed onto secondary schools.

Year One Phonics Screening

During the summer term, children in Year One will take the Phonics Screening Test. This will include some made up words. Results are shared with parents. If the children do not pass the test, they will be required to take it the following year.



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Resources

At Murdishaw West Community Primary School we believe children should receive a broad and balanced reading diet. We use a variety of reading schemes that have been book banded. (Phonics Bug, Bug Club, Oxford Reading Tree). Key stage 2 children use Accelerated Reader.

Children in each class also have a class reading spine. The 'Reading Spine' is a core of books that create a living library inside a child's mind. It is a store of classics and essential reads that help children engage at a deeper level and enter the world of the story. We have provided the 'Pie Corbett Reading Spine' in our Classrooms so that children have access to these high quality texts. For more information on this please visit <https://www.scholastic.co.uk/piecorbett/resources>

The range of high quality literature for the children to use will include:

- Stories and poems with familiar settings and those based on imaginary or fantasy worlds
- Texts from a variety of cultures and traditions
- Long established fiction
- Stories, plays and poems by significant children's authors
- Classic poetry
- Retelling of traditional folk and fairy stories
- Myths and legends
- Stories, plays and poems with patterned, predictable and phonetically related language
- Stories and poems that are challenging in terms of length and vocabulary
- Multi-modal texts
- On screen texts
- Play scripts

The range of non-fiction and non-literacy texts will include:

- Print and I.C.T. based information texts, including those with continuous texts and relevant illustrations
- Dictionaries, encyclopaedias and other reference materials
- Diaries, autobiographies, biographies and letters
- Newspapers, magazines, articles, leaflets, brochures and advertisements



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Differentiation

At Murdishaw West Primary School, we recognise that all children are learning at different levels and rates. The class teacher groups pupils based on his/her own judgement of ability and needs.

Special Educational Needs

Children who have particular reading needs will be specifically identified by class teachers. Every effort will be made to obtain additional teacher support for such pupils and a work rate expectation will be set appropriate to each child's ability. Details about this extra provision (time, resources and needs) will be included on the child's Individual Education Plan.

Pupils identified as 'more able and talented' will choose suitable challenging reading resources in order to develop skills. Increasingly demanding texts will be chosen to develop pupils with higher order reading skills. Such pupils will be directed towards extended research projects.

Equal Opportunities

We endeavour to ensure that every child at Murdishaw West Primary School has access to a broad and balanced reading curriculum.

Reading material from every culture and tradition, world wide is encouraged. Staff make efforts to ensure children experience stories from many backgrounds Both boys and girls will have access to all texts. Children will not be steered to books of a particular gender bias. On screen texts will be accessible to all pupils.

A reading climate is developed in each classroom so that all pupils feel they have the ability to succeed and their opinions are valued.

Links with Computing

Children will use Information Technology wherever possible as an integral part of learning to read. A variety of reading programmes are used when available and appropriate to pupils needs. As pupils develop, their knowledge and understanding of reading activities may demand word processing, accessing information from a data base on the Internet. Children using Accelerated Reader complete termly Star Test in the online system. After each book they are also required to complete a comprehension quiz on the ipad.

Cross Curricular Issues

Reading informs everything a child does in school. Our whole school curriculum depends on pupils being able to read. Teachers ensure children have every opportunity to achieve this goal.



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The Reading Environment

To encourage a love of books, a thirst for knowledge and enthusiasm for reading an attractive and interesting reading environment is developed. This will provide a genuine learning resource for pupils and celebrate children's reading and language work throughout the school.

Library

Study skills are an important part of all pupils' learning. Children have access to both the classroom , and school library.