

Burnt Tree Primary School Reading Policy



Introduction

Reading is a complex skill with many components. Successful approaches to the teaching of reading should encourage children to use a variety of strategies in their pursuit of meaning. It is important to lay firm foundations in this crucial area of the curriculum and establish a consistent whole school approach to the teaching of reading.

Aims

This policy aims to:

- Develop an interest in and a love of books, encouraging children to become attentive listeners, independent and reflective readers.
- Develop reading strategies and skills, accuracy, fluency, understanding and response to texts.
- Develop the ability to use and manipulate a variety of texts, both fiction and non-fiction.
- Develop children's experiences through a variety of text including the use of libraries, ICT and other available media.

Phonics

Burnt Tree Primary School uses RML to teach phonics. All staff who lead and teach phonics are trained and supported. All children are tested regularly and move between the groups if needed.

- In Nursery, children begin learning letters and sounds daily. RML is introduced in Autumn 2 and is taught 2-3 times weekly. Daily sounds are learned and practised. From Spring, the higher ability children are set into a phonics group which takes place weekly.
- From Reception to Year 2, all children are set into RML groups. RML takes place four times weekly. Year 2 begin the Literacy and Language scheme as soon as they complete the RML scheme.
- From years 3-6, children complete spelling tasks using the RML scheme for KS2, which was introduced in September 2015. Phonics is taught as an intervention if needed, or for children who are new to the country, and have English as an additional language.

Spellings are sent home weekly and children are encouraged to learn and practise them, in line with the new expectations for each year group.

Guided Reading

In Guided Reading all children will have the opportunity to take part in a shared reading experience in a small group guided by an adult. It is a chance for children: to read independently, in pairs, as a group, to listen to other readers, listen to modelled reading and to discuss their opinions. It gives the teachers chance: to assess their decoding/phonics skills as well as their comprehension skills.

- In Nursery, children are introduced to Guided Reading in the Summer term. They sit in small groups to discuss a shared book.
- In Reception and Year 1, children have Guided Reading once weekly. In Year 1, the children also have an opportunity for an additional phonics session, which allows the children to recap and consolidate taught skills which they have learnt in the morning sessions.
- From Years 2-6, children have Guided Reading twice weekly.

Guided reading groups are differentiated- books are chosen by the teacher to suit the reading ability of the group. Teachers use either EYFS assessments or reading ladders (new September 2015) which meet the

objectives set out in the New Curriculum. All teachers provide each group with a reading objective and this is commented upon during or after the session. The assessment point is dated if the child has met the objective. In Key Stage 2, a reading team works within the classes and is timetabled to read with each class twice a week.

Shared Reading

Shared reading is a chance for the teacher/child/class to read a text together. This takes place during an English session and as such is planned within the RML Literacy and Language planning. This includes big books or texts displayed on the Interactive White Board. During this time, specific reading skills or features of differing genre will be taught. This is an opportunity to discuss the use of language and widen the children's vocabulary.

Through topic sessions, key texts (linked to individual themes) are shared and discussed with the class to support learning across other areas of the curriculum.

EYFS has a daily story time at the end of each day.

Individual Reading

Individual reading gives children a chance to read with an adult on a 1:1 basis. It encourages children to discuss misconceptions and to offer their opinions on a book. It is also a chance for children to choose a book they would like to read and share with their families at home.

- In Nursery, all children have the chance to pick a book they would like to take home and share with their families. From the Summer term, children are heard read daily.
- In Reception, every child is heard read 1-2 times weekly.
- From Years 1-6, all classes will read individually within the context of the guided and shared reading opportunities.

All children will have a home reading book, which they take home to read and return daily. Teachers advise children to read the book band which is most suitable for them. When children are ready to move to the next book band, children are informed.

All classes are timetabled to use the library once per week. This allows the children to share a book with an adult, read individually or with a friend. At the end of the session, children are able to select a book (across a range of genres) and take the book home. Children are able to change their library book on a weekly basis.

Reading Aloud

There should be opportunities planned for children to read aloud to a variety of audiences. These could be through English Work, Guided Reading or performances to audiences including whole school and parents. Higher order reading skills and reading comprehension are explicitly taught through planned literacy lessons.

Comprehension

Comprehension tasks enable children to use their decoding skills as well as their comprehension skills to answer questions about a text. During the week, children would have had the opportunity to answer comprehension skills orally through individual reading and guided reading with an adult.

- From Years 2-6, children will complete comprehension questions for half an hour.
- Each teacher also has the opportunity to plan in comprehension lessons within their English and topic lessons.

Library

The School Library contains fiction and non-fiction books. Children have the opportunity to read these books as part of their Irresistible Curriculum. There is a separate library section for home reading homes and guided reading books.

A Reading Culture

Creating a positive reading culture is essential to children's learning of reading.

- From EYFS-Year 2, RML speed letters and sounds posters are displayed and referred to. Green and read words are displayed around this display.
- From Years 3-6, key vocabulary is displayed and referred to in lessons.
- Each class has a reading corner which contains a range of fiction and non-fiction books which are available to read when given free reading time. This reading corner is made visually attractive and noticeable to the children.
- All adults are good roles for reading in both modelling reading aloud and silent reading.
- A reading display is completed in the corridor which is made visually attractive.

This policy was written in consultation with the staff and will be revisited each year.

A full review will take place every three years.

The policy was agreed by the Governing Body.

Signed.....

Date.....