

COLLATON ST. MARY C. OF E. (V.A.) PRIMARY SCHOOL, PAIGNTON

READING POLICY

SEPTEMBER 1997

**Rationale**

Reading is the most important of the basic skills of literacy. It must therefore have the highest priority from staff, so that children acquire these skills successfully and develop a positive habit towards reading. We must ensure that they become confident, independent readers, deriving great enjoyment from literature, and possessing the necessary skills for research needs.

We acknowledge that children will develop the reading habit at different rates and that they will need different types of teaching support. Reading must also be seen as a part of the child's total language development.

**Purposes**

1. To develop awareness and appreciation of good literature from the very beginning of a child's school life, and the skills and confidence to enjoy it.
2. To develop fluency and expression when reading aloud.
3. To give the children opportunities for a very wide variety of reading, right across the curriculum e.g. newspapers, magazines, primary source material, pamphlets, etc.
4. To teach children to look closely at texts to ensure that they are always **READING FOR MEANING**. To develop their skills in sequencing, predicting, questioning and discussing so that they become **ACTIVE READERS**, appraising and comparing books they have read, and learning about the way writers structure books.
5. To develop a variety of word attack skills which the child will always be able to use to approach words he does not know.
6. To record pupil process in the light of the National Curriculum and assessment procedures and to report findings to parents.
7. To stress to parents that their role is vital in helping children to learn to read, both at home and in school, and that we value their support enormously.
8. To give children opportunities to discuss texts they are reading and develop appropriate vocabulary to describe the way these texts are organised, e.g. paragraph, heading, phrase, theme.

**Guidelines**

1. Throughout our school we use **GROUP READING** regularly. Children will be taught in groups of varying sizes where each child can see and follow the same text. This may be on the overhead projector, copies of a newspaper, photocopies, sets of identical books etc. In Key Stage one it could be the teacher scribing the children's ideas. It should include a variety of fiction, non-fiction and poetry.

This approach enables children to share strategies for tackling new words, discuss the text, characters, vocabulary, main points of a paragraph etc. It is particularly

beneficial for developing the children's use of language about language. It also demands the use of inference and deduction skills more than the practice of individual children reading aloud to the teacher.

2. As well as reading in groups each child will continue with his or her individual reading programme.

We have both the Oxford Reading Tree and the Longman Book Project in school, and the teacher will use real literature wherever possible for all children.

Children will be encouraged to choose non-fiction and poetry as well as fiction and every child will be welcome to browse in, and borrow from, the school library. Time will be provided for this.

Children will be encouraged to bring "Booktrack" books from the County Library Scheme, or their own books. to use as reading books.

To assess and encourage the children, we will hear them read individually as well as using the group reading approach.

3. Assessment will take four main forms:

- (i) Each child's reading diary. Whenever the child reads to a teacher or classroom assistant, either individually or in a group, any teaching points or assessments will be entered in the reading diary.

\*It is very important that classroom helpers do not make teaching comments in the diaries. It is sufficient for them to date the entry and write what book they shared.

The reading diary then forms a detailed record of the child's progress and continues up the school with him.

- (ii) The assessment cards for each level of the national curriculum, as prepared in the Primary English Profile, will be used to record the progress of each child.
- (iii) In years 4, 5 and 6 formal reading tests (NFER) will be carried out. In Y4 then on, the statutory SATS will be used when available.
- (iv) Age standardised scores from Y2 SATS will be used to inform teaching in Y3.

4. Great emphasis must be placed on the teaching of phonics. In KS1 phonics will be taught in a rigorous structured order following the Longman Language 1 scheme.

5. Parents are encouraged to support reading in the classroom and at home. Regular meetings to inform parents of our approach to the teaching of reading will be supplemented by books full of support and suggestions.

Parents will be encouraged to use their child's reading diary as a means of communication and reading will be set as homework on a regular basis.

6. Each classroom must be an environment in which literacy has enormous importance. Inviting, good quality books will be displayed enticingly for children to borrow, and look at, interesting labels for resources and displays, and books the children have produced themselves will all have prominence.

7. A school bookshop will be available about twice a year, and special events to promote a love of books will be presented as and when possible, e.g. Book Week, theatre visits.
  8. A close liaison for fiction material and topic books as well as INSET advice will be kept with the Schools Library Service.
  9. Stories, poetry and non fiction must be given high priority in our teaching time.
  10. Children must be encouraged to read silently and with increasing concentration, and adequate time must be set aside for this.
  11. Using modern technology and "desk top publishing" children can create their own reading material.
  12. Care must be taken in the selection of books to be made available to the children, to ensure that they reach high standards of quality, balance, variety of format, acceptable attitudes and appeal.
- \* Learning skills - reference/study/research skills are provided for in a separate policy.