

The Rookeries Carleton J, I  
&N School

# The Rookeries Carleton J, I & N School

Reading Policy



**Date Reviewed: October 2018**

**Next Review Date: October 2019**

**Signed Chair of Governors:**

**Date:**

## **Reading Policy**

### **Reading Policy**

The teaching of reading and children's acquisition of reading skills is the bedrock of our English curriculum. Becoming an effective and proficient reader is the gateway to learning for our children, and success in most other subjects of the curriculum is dependent upon learning to read well.

Children begin to develop pre-reading skills involving, for example, the ability to visually focus, to concentrate for increasingly sustained periods, to distinguish between visual shapes and to notice similarities, and to begin to understand that pictures, symbols and print can convey meaning, from the very youngest age.

In the Early Years Foundation Stage, we aim to give children continuous experience of the medium of print and text through all their learning experiences and in all the Areas of Learning in the EYFS curriculum. The environment is rich with appropriate text: labels, captions, simple instructions, names, alphabet prompts and children's own mark-making.

Adults continuously model reading in the learning environment, embedding in children's understanding the idea that print conveys meaning and is invaluable to us in our lives. Children are taught from the youngest age to value and care for books, to understand their structure, to handle them appropriately and to enjoy sharing them with each other.

We believe that an understanding and knowledge of phonics, the relationship between graphemes (letters or groups of letters) and phonemes (the 44 constituent sounds of spoken English) is essential as children learn to read. Children's ability to phonetically 'decode' letters and words into oral sounds is continuously assessed throughout the EYFS and Key Stage 1, in order that the next steps in children's knowledge of phonics can be effectively planned and taught. All children in these key stages have a daily phonic session to support their development of both reading and writing skills, following national guidance on teaching a programme of progressive, structured phonics.

However, children cannot learn to be skilled readers through phonics alone. We teach children to use a wide range of clues in tackling unfamiliar words and phrases in their reading: whole word recognition, picture clues, contextual clues based on the meaning of the text and grammatical correctness.

We do not use one single structured 'reading scheme' in our school, but believe in guiding and supporting children to read 'real books' with text of an appropriate level of difficulty. For this reason, many of our books, fiction and non-fiction are colour-coded to indicate their level of difficulty, in the EYFS, Key Stage 1 and lower Key Stage 2. Alongside ensuring that children read books of progressive difficulty, we do not deny children access to books which interest them but which may be too difficult for them to read independently.

Children become avid readers through developing a love of books and through reading being made fun by teachers and other adults, providing excitement and inspiring the imagination. Parents and carers have a key role to play in helping to promote a love of books and reading at home, and we regard sharing books and support for reading to be one of the most important aspects of 'help with homework' which parents can provide.

All our classrooms have dedicated reading areas, which we aim to make comfortable and inviting, and in which teachers ensure there is a range of stimulating and attractive books and other reading material. We display and promote books throughout our school, including in our small library and learning support area to which all children have

## Reading Policy

frequent and regular access, both for free choice of reading material and to do book-based research in order to support their learning across the curriculum. We also value and promote computer-based reading resources and the internet to support children's reading. We have recently invested in 'Bug Club'. Bug Club is a powerful guided and independent reading programme that is proven to raise attainment in reading and spelling. It combines a library of stunning books with an incredible online reading world that will help you develop confident young readers.

Reading pervades the curriculum and children have continuous opportunities to develop their reading skills, whatever the area of learning. However, throughout the school, classes have daily sessions of group and guided reading, during which they engage collaboratively in purposeful reading activities or exercises, or are taught directly by the teacher or a teaching assistant.

### Guided reading

Guided reading sessions follow the Reciprocal Reading format which focuses on the four strategies of predicting, questioning, clarifying and summarising. During guided reading sessions, the teacher can read text at an appropriate level with a group of children, or sometimes with the whole class, teaching next step reading skills, including higher level skills such as using inference and deduction to understand meaning. Guided reading sessions are teachers' key opportunity to assess children's reading and to plan which skills they need to develop next. In this planning, the school uses the reading objectives in the New National Curriculum for reading.

To ensure this happens we ask that:

- All Guided Reading sessions are fully planned and inference, retrieval and vocabulary questions are devised beforehand
- All Guided Reading sessions to have a learning objective/intention which is shared with the group at the beginning and revisited throughout the session
- During the end of the session make links to next session.
- Ensure that while Guided Reading is taking place the rest of the class are undertaking purposeful reading activities.
- A Guided Reading session must not last longer than 30 minutes.

### Individual reading

We believe that well-planned group and guided reading activities are more effective in developing children's reading skills than simply ensuring that every child reads aloud from a 'reading book' every day. We do, however, give all children the opportunity to read aloud regularly, to an adult, and encourage parents and carers to support this activity at home. In KS1 we send home a reading record book with tips for supporting children with reading and with space for parents to comment on home reading. In KS2 the reading record is aimed at the pupils themselves completing a log of their individual reading and encouraging them to write a short review and comment on the books they have read.

### Additional Support

We offer pupils who need additional support opportunities to receive 1:1 reading whenever possible (Red Readers). The school have invested heavily in providing age appropriate reading materials to interest lower ability higher age pupils. We also use resources from the X-code Reading Programme to target support through guided reading, phonics, spelling and grammar work for children in KS2 who need additional support with their reading. When children need such extra support, we liaise closely with parents and carers and seek to work in partnership with them to ensure that all children make the expected progress in reading.