

The Rookeries Carleton J, I  
& N School

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Reading Policy



**Date Reviewed: November 2019**

**Next Review Date: November 2020**

## **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 other subjects of the curriculum is dependent upon learning to read well.

The teaching of reading is one of the most important aspects of education for the children at The Rookeries. We understand that being able to read provides children with access to the world around them and supports their ability to learn and develop in all other areas. However, reading also brings a joy and a sense of astonishment that cannot be achieved in any other way; children can discover new worlds, reflect on the past and explore emotions from the point of view of people like them and those who are very different. The children will have the opportunity throughout the day to read for pleasure, purpose and productivity.

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.

## Reading Policy

To ensure that Reading is at the heart of learning at the Rookeries, the children are immersed through a three-strand reading system. Reading for Pleasure, Reading for Purpose and Reading for Productivity

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 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.

As part of our immersive curriculum, we ensure that classrooms are rich with reading materials to support the learning across the curriculum and that these are available for the children to access to support their learning.

### Individual reading – Reading for pleasure

Embedded within the daily routine is reading for pleasure. This morning routine enables and encourages children to share their love of books, discuss their books and immerse themselves for their own enjoyment.

### Whole class reading – Reading for purpose

Reading for Purpose teaches next step reading skills, including higher level skills such as using inference and deduction to understand meaning. These 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 Reading for purpose sessions are fully planned and inference, retrieval and vocabulary questions are devised beforehand
- All Reading for purpose have a learning objective/intention which is shared with the class at the beginning and revisited throughout the session
- During the end of the session make links to next session and across the curriculum to deepen their understanding

### Whole class reading linked to the curriculum learning – Reading for Productivity

Reading for Productivity develops their knowledge in an immersive curriculum. This strategy enables teachers to cross fertilise literacy skills across the curriculum as well as deepening the children's knowledge and understanding of the subject taught. Each reading for productivity text is selected purposefully to enhance the children's learning.

## **Reading Policy**

### **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. 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.

Intervention groups are organised when appropriate to ensure children are accessing the curriculum and making progress. These groups are identified through AFL and assessments; they are routinely monitored for their effectiveness. These groups include: Ticking texts, Rainbow words, No Nonsense Spelling and Touch typing.