

St. John Bosco RC Primary School



Reading Policy

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INTRODUCTION

At St. John Bosco School we want the children to have a love of reading. Children are helped to develop a love of reading and, in turn, to become skilful and imaginative writers. Reading is taught through interactive activities and guided groups as well as on an individual basis. Children are taught a wide range of strategies to decode and make sense of texts, including phonics. We depend on parents to support children with regular home reading.

1. AIMS AND OBJECTIVES FOR THE TEACHING OF READING

To enable children to:

- Develop positive attitudes towards reading so that it is a pleasurable and meaningful activity
- Use reading skills as an integral part of learning in all curriculum areas
- Read and respond to a variety of texts whilst gaining increased level of fluency, accuracy, independence and understanding
- Develop different strategies for approaching reading and to be able to orchestrate the full range of strategies

Pupils have access to a wide range of reading opportunities that include:

- Guided reading
- Shared reading
- Regular independent reading for pleasure
- Home/School reading
- Hearing books read aloud
- Selecting own choice of texts, including ICT texts
- Reading in other subjects, including ICT texts

Much of the Programme of Study will be taught through English lessons.

Additional time is provided on a regular basis for reading at other times. There is time set aside for independent reading, accessing the class library, listening to whole class stories and research linked to other subjects. Teachers promote and value reading as an enjoyable activity and a life skill. Teachers plan for a range of comprehension strategies that allow pupils to engage with text in a variety of ways. In shared reading, the teacher models the reading process to the whole class as an expert reader providing a high level of support.

Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and collaboration. Texts are rich and challenging, beyond the current reading ability of the majority of the class. In guided reading, texts are chosen to match the ability of the group, but still to provide an element of challenge. Guided reading provides a forum for pupils to demonstrate what they have learned about reading; the focus for the reading is concerned with extending strategies/objectives taught in shared reading.

Many other opportunities are provided for pupils to practise and extend reading in other subjects. Pupils select texts under the guidance of the teacher or additional adult for independent and home/school reading. Teachers monitor independent reading and discuss progress with individual pupils on a regular basis. Where pupils are working below age appropriate objectives, they may receive additional reading interventions to ensure rapid progress. All teachers are responsible for providing a stimulating reading environment, promoting book ownership and recommending books to pupils. Classroom and central displays are language rich and special displays should promote authors and books.

2. HOME-SCHOOL READING

Reading at home is regarded as an important part of reading development. Parents are encouraged to hear their children read regularly and respond to their child's reading in their reading record.

Reading is taught initially using two phonics programmes called 'Letters and Sounds' and 'Jolly Phonics' before moving onto our reading scheme. We use the Oxford Reading Tree programme for home-school reading books. The programme is introduced in EYFS and consolidated throughout Key Stage 1. Opportunities are also given during Key Stage 2 using Letters and Sounds approach for further consolidation of phonics and some pupils undertake specific intervention programmes such as Project X Code if they experience difficulties with reading.

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Every child from Reception to Year 6 has a reading record. The expectation is that children read at home at least weekly. The reading records should be signed by parents. At St. John Bosco, we value the importance of reading regularly at home.

3. 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.

4. GUIDED READING

All children have at least one weekly small, group, "guided" reading session in school with an emphasis on comprehension i.e. understanding what they read. In this time they read a wide range of book types with an adult, have the chance to read out loud and ask/answer questions about the text.

5. INTERVENTION

For children who are not making the expected progress, a range of intervention programmes are used to ensure pupil 'catch up' to their peers

- Small group, targeted phonics sessions with Teacher/HLTA, additional to whole-class phonics sessions
- Additional, small group guided reading sessions using the Project X Code reading scheme
- Extra reading books for home/school use
- Lunchtime peer:peer reading club
- Additional 1:1 reading in class with teacher/HLTA

6. ASSESSMENT, RECORDING AND REPORTING

Formative assessment involves spending time before and during each unit or theme time eliciting children's knowledge and understanding – Mind Mapping, discussions etc. We follow the principles of Assessment for Learning in all of our Knowledge and understanding. This involves identifying a child's progress in each area of learning, determining what each child has learned and identifying the next steps in his/her learning, linked to the learning intention and success criteria for the session. Effective tools used by our teaching staff include:

- Sharing explicit learning intentions and success criteria
- Quality questioning
- Self assessment and peer assessment against learning intentions and success criteria
- Quality marking to identify areas where the success criteria has been met and areas that need to be improved

We use APP (Assessing Pupils Progress) to assess the children's progress in reading. There are 7 assessment focuses that the children are monitored and assessed against throughout Key Stage 1 and 2. These assessment focuses are taught in class through lessons, guided reading sessions, independent reading and using past reading test papers. The literacy co-ordinator is responsible for collecting and analysing reading assessments from each class to check standards and progress.

Statutory Assessments of reading take place as follows:

EYFS: End of Foundation Stage Profile Assessment

Year 1: Phonics screening check – a short test of children's abilities to decode 40 words and non-words.

Year 2: End of KS1 SATs (2 reading papers which test children's ability to comprehend a text)

Phonics Screening Check (undertaken by pupils who did not meet the expected standard in Y1)

Year 6: End of KS2 SATs (2 reading papers which test children's ability to comprehend a text)

7. RESOURCES

There are sufficient resources for all English teaching units in the school. This allows resources to be matched to any developments in the curriculum through the teaching of key skills. The library also contains a good supply of topic books and software to support children's individual research. Audits are carried out and the needs of the subject are identified and met. This is also detailed in the school's SEF.

Identified texts can be found in individual year groups English overviews and in Foundation Stage cycles:

<http://www.stjohnboscosunderland.org.uk/curriculummaps.htm>

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8. MONITORING AND REVIEW

The coordination and planning of the English curriculum and the monitoring of the quality of teaching and standards of children's work in English is the responsibility of the Senior Leadership Team and Subject Leader. The work of the Subject Leader also involves supporting colleagues in their planning and teaching, being informed about current developments in English and providing a strategic lead and direction for this subject in the school.

Signed: _____

Designation: _____

Date: _____

Review Date: _____