



MICKLEOVER PRIMARY SCHOOL

Name of Policy: Reading

Date of Policy: May 2018

Member of Staff responsible: Mrs H Wildsmith & Mrs R Hilton

Review date: May 2021

Signature: _____ **Chair of Governors**

Date Approved: _____

At Mickleover Primary School

We are:

Motivated to learn

Proud of our achievements

Successful and skilled for life



Reading Policy

INTRODUCTION

....Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

National Curriculum in England: English Programmes of Study

AIMS AND OBJECTIVES

At Mickleover Primary School our aims are:

- To create a stimulating environment in which children are actively encouraged to enjoy books, and are motivated to want to read by themselves.
- To teach pupils to read efficiently and effectively for a variety of purposes.
- To teach the rules governing the structure of language.
- To provide children with an effective phonics program in Key Stage one that meets the requirements of the Rose Review.

TEACHING AND LEARNING

FOUNDATION STAGE

Children will be taught to read in the Foundation stage using the Letters and Sounds resource from the DFES. Children will be rapidly introduced to phonemes (Phases 1-4) in the Autumn term and throughout the rest of the year, which will give them good foundations for learning to read. The 'tricky' and 'decodable' words from each phase will be introduced alongside reading books for children to develop a good sight vocabulary. Children will be introduced to a rich and wide selection of books, and reading will be modelled on a daily basis.

By the end of the foundation stage most children should demonstrate the following skills:

Read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

KEY STAGE ONE

In Key Stage 1 teachers will continue to build on the children's reading skills further by sharing books together and continuing to model good reading. As well as teaching the remaining phases 4-6 from the Letters and Sounds document. During whole-class lessons, children will be taught and encouraged to use the specific reading skills of Decode, Explain, Retrieve and Interpret. In addition, they will have the opportunity to do 'guided reading' where teachers can target ability groups for reading and teach specific skills. Children will be introduced to a range of text types including; multicultural stories, poems, rhymes, fairy tales, traditional tales, encyclopaedias, dictionaries, non-fiction texts, picture books, stories by significant authors. Children will be taught how to read for meaning and answer questions about texts looking at characterisation and plot.



For children in key stage one who are struggling to read there is a scheme of books that these children can use and take home as their reading books. They can then be moved back onto the core reading scheme when they are ready. Some children may require intervention with extra phonics teaching to accelerate their progress.

KEY STAGE TWO

In Key Stage 2 teachers are responsible for continuing the phonics program with children who need extra support in reading. Teachers will use 'whole-class' sessions to teach, and further develop reading skills (Decode, Explain, Retrieve, Interpret and explain author's Choice of language and their intent) and make assessments. A range of genres will be introduced to older children including auto biographies, letters, diaries, short stories, poems and play scripts. Children will be taught how to analyse texts and comment on author creativity. Children should have regular opportunities to read aloud to teachers and peers. From this the teacher can monitor mastery of sight vocabulary, application of phonics, development of fluency and expression, knowledge of the structure of language and audience awareness.

Teachers will keep records of their pupil's progress in reading and will report to parents regularly throughout the year. Reading achievements will be entered on the whole school tracking system.

READING SCHEMES

The core reading scheme is Oxford Reading Tree. This will be supplemented by other schemes to develop children's reading skills. Books will be chosen at the appropriate level for children. The reading books will be banded into colours depending on the difficulty of the text. Children will have to be fluent at one level before moving onto the next. Children will have the opportunity to read a range of books including stories, poetry, plays and non-fiction. Children will regularly read to their class teacher and comments on the children's progress will be noted in a home-school diary.

LIBRARY

Choosing and reading books from the library is seen as very important in the development of independent reading. We aim for the library to be attractive and to provide a range of literature suitable for all age ranges and abilities. Children will visit the school library once a week to select a book, they will use the Junior Librarian System to issue their books and return them. The library will be used to research class topics and support learning in the classroom.

ICT

ICT will play an important role in developing the children's reading at school. Many internet sites are available to support the teaching of phonics with interactive games. Children can access the school's Learning Platform at home and follow links to reading games specific to their year group.



ASSESSMENT AND MONITORING OF READING

The monitoring of reading at Mickleover Primary is carried out in the following ways;

- Staff meetings to update teachers on new initiatives.
- Drop-ins and discussions with teachers across the school
- Co-ordinators to monitor planning and feedback to staff.
- Ensuring good quality reading books in all key stages for children to choose from.
- All children working within phases 2-6 in phonics will be regularly assessed and this information is passed onto the next teacher at the end of the year.
- Termly assessment of reading in KS1 & 2 recorded on the school's tracking system.
- Year 1 National Phonics Reading Check in the summer term.
- End of key stage SATs tests in reading comprehension