



# Reading Policy

Beam County Primary School

Approved by:

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# **1. Rationale**

It is our aim to encourage each child to derive pleasure and enjoyment from the printed word and we have a clear, consistent, whole school approach to reading. Competence in reading is the key to independent learning and is given the highest priority at Beam County Primary School, enabling the children to become enthusiastic, independent and reflective readers. Success in reading has a direct effect upon progress in all other areas of the curriculum and is crucial in developing children's self-confidence and motivation.

## **2. Aims**

The school aims to:

- Provide the children with the skills and strategies necessary to develop into competent and fluent readers
- Encourage the enjoyment of books and reading so that the children develop a life-long love of books
- Create opportunities for children to share their reading with others; parents, teachers and other children of different ages.
- Develop research skills, using library and class texts and ICT based texts.
- Develop a critical appreciation of the work of authors, poets and illustrators in order to emulate these skills in their own writing
- Encourage care and ownership of books

Our ultimate aim is for the children to become confident and independent readers with high levels of enjoyment, understanding and comprehension. To promote enjoyment of reading and the understanding that reading is a life-long skill.

## **3. Objectives**

Reading is closely linked with writing – the two activities reinforce each other.

Children become successful readers by using a range of strategies to get to the meaning of the text. At Beam County Primary School we believe that children should:

- Read with confidence, fluency, understanding
- Be taught the full range of reading strategies including:
  - Phonic knowledge
  - Grammatical knowledge
  - Word recognition
  - Contextual knowledge (Meaning)
- Have an interest in words and their meanings, developing a varied and rich vocabulary
- Read a range of genres in fiction and poetry
- Understand, use and be able to read a range of non-fiction texts
- Through reading and writing develop their own powers of imagination
- See the reading process being modelled by their teacher and take part regularly in activities with the whole class, as a member of a smaller group or individually

- Understand the sound and spelling system and use this to read and spell accurately
- Have a suitable technical vocabulary through which to understand and discuss their reading
- Be interested in books, read with enjoyment and evaluate to justify their Preferences

## **4. Teaching Strategies**

We aim to provide high levels of motivation and active participation for our children at all ages. All of the teaching, non-teaching staff and volunteers are trained to provide a deep analysis of each child's reading, and the prompts/strategies needed to support the child's next steps. The teaching of reading and the strategies used by the teachers in each year group varies as the children progress through the school.

### **4.1. Daily Letters and Sounds phonic work**

At Beam County Primary School, we follow the synthetic phonics programme using the 'Letters and Sounds' phases alongside the songs and actions of Jolly Phonics. Additional Letters and Sounds support will be given to children who require it through streamed phonic booster groups.

### **4.2. Book bag**

All children will bring a book bag into school each day and the teacher will provide a reading book and a school diary

Parents are requested to listen to their children read and discuss the text as homework, recording together the book read and commenting in their reading diary

### **4.3. Individual reading**

The teacher or teaching assistant will hear each child read 1:1 on a weekly basis; the teacher completes an individual record every time they hear the children read.

In the Class Reading Folder the teacher will have a copy of the child's last Running Record (Benchmarking) and evidence of children reading on an individual basis.

The teacher records strategies the children are using and progress being made.

### **4.4. Shared reading**

Big books, enlarged texts, inter-active white boards are used by the teacher to support reading development

### **4.5. Reading aloud**

Children will have the opportunity to share their written work by reading it aloud to the rest of the class and read sections of shared text. The children also hear stories read aloud by the teacher

### **4.6. Library**

Fiction books are exchanged fortnightly at regular timetabled slots

### **4.7. Silent reading**

The children are expected to have their current reading books in school as there are regular opportunities for silent reading

#### **4.8. Guided reading**

For guided reading the class either reads together or is divided into groups of no more than 6 children of similar reading ability. On a weekly basis the children have the opportunity to take part in a shared reading experience in a small group guided by an adult. The teacher records progress made in whole class Reading Folder and sets targets for the children based on National Curriculum Reading levels.

Specific reading skills are taught within the guided reading times and will help students develop comprehension skills and strategies as well as motivate students to read independently

#### **4.9. Structure of a Guided Reading Session**

##### *4.9.1. Book Introduction*

This provides the context for the reading. The teacher will activate children's prior knowledge and/or discuss the main themes of the text, including some prediction of the contents.

##### *4.9.2. Strategy Check*

Just prior to independent reading the teacher guides the children to focus on and apply key strategies while reading independently.

##### *4.9.3. Independent Reading*

Children will read independently while the teacher gives focused attention to support, monitor and assess individuals as they read.

##### *4.9.4. Returning to the Text*

The teacher asks questions, promotes discussion and interacts with the children to extend their thinking and develop their responses to the text.

##### *4.9.5. Follow Up*

### **5. Assessment and Record Keeping**

- The teaching assistant completes a Benchmarking Running Record (deep analysis of reading) every term. The teacher analyses the Running Records and uses it to assess appropriate book banding and strategies/prompts to ensure next steps in learning
- The children are assessed and records are kept in line with the school's assessment policy. The data from these assessments is used to:
  - Action any special needs or Gifted and Talented provision
  - Group the children
  - Identify the most able children to ensure provision on extension/enrichment work
- Through assessment and dialogue, the children are set individual reading targets to achieve. These targets are differentiated according to age and ability

### **6. The Role of the Class Teacher**

- All teaching staff are responsible for developing our whole school approach to reading

- All teaching staff will model good reading behaviour and encourage the children to care for the reading matter in our school
- All teaching staff will ensure that their classrooms are well stocked with attractive and appropriate books that reflect the topics being taught
- All teaching staff will ensure the children have access to the school library and model how to use it appropriately
- All teaching staff will set individual targets for each child, keep up to date with record keeping and assessment, and ensure all reading information is kept in their reading folders
- All teaching staff will model how good reading behaviour looks and sounds
- All teaching staff will encourage all children to learn the value of a life-long love of reading

## **7. Library**

The library was refurbished in 2012 and contains a good selection of fiction and non-fiction books. Each class is timetabled for a library session on a fortnightly basis where the children are encouraged to take books out. There are a large selection of picture books and dual language books. Fiction books are shelved in alphabetical order by the author's name and non-fiction books are catalogued using the Dewey System. Each class teacher has the opportunity to take out a large amount of books related to the topic they are teaching.

## **8. Resources**

Beam County Primary School provides a print rich environment. Home-School reading books and Guided reading books are levelled according to National Curriculum Book Banding Guidelines. All classrooms have an interesting well stocked book area which includes fiction and non-fiction books.

## **9. Monitoring and Evaluating**

The standards of teaching and learning in reading are regularly monitored and reviewed. Evidence gathered is used to form an action plan, which the Literacy Co-ordinators will implement.