

RIVERSDALE PRIMARY SCHOOL

Reading Policy

Date:

Review Date:

Signed: _____ (Governor)

Signed: _____ (Headteacher)



WHAT IS READING?

Reading is much more than the decoding of black marks upon a page; it is the quest for meaning and one which requires the reader to be an active participant'. Cox, 1991:133

Beyond testing, when children are interested in books, the benefits are immeasurable. Getting into a narrative encourages children to be creative, to imagine worlds and other lives, and to explore knowledge. When a child is enthusiastic about a story or character and they can't wait to find out what happens next, it's a wonderful feeling. It's wonderful both for them and for those around them when they tell us about it.

- We want our children to be able to read independently.
- We want them to read for pleasure.
- We want children to comprehend what they read.

AS TEACHERS OF READING WE AIM TO USE:

- **Phonics** – the systematic teaching of synthetic phonics / high frequency words and common exception words; enabling children to blend and segment words independently. We also use the teaching of spelling patterns.
- **High quality texts** so reading is taught within meaningful contexts. Children will have access to picture books, classical fiction, poetry and non-fiction texts that are cross curricular and linked where possible. Challenge is built into reading as texts get harder and difficulty is introduced through more complex syntax or deeper themes.
- **Modelled** methods for decoding i.e. use of phonics, sight recognition, using contextual clues, the relationship between illustrations and text and using grammatical cues.

STRATEGIES TAUGHT TO CREATE SUCCESSFUL READERS

- **7 important reading skills:** predicting, clarifying vocabulary, questioning, summarising, noting text structure, thinking aloud, visualising.
- **Questioning focus (3 levels of questioning):**
 1. Looking questions: addressing literal comprehension first, in order to expose children's understanding of the actions in the whole story e.g. asking, 'What happened?' Children also locate information in the text to answer questions (retrieval).
 2. Clue questions: seeking evidence from the text and making text-based inferences, deductions and connections which may also include recognising literary features e.g. metaphors, similes, puns etc.
 3. Thinking questions: application of children's background knowledge, experiences and making links to other texts. Themes and ideas are unpacked here. Children's knowledge and experience is related back to the text.
- **Teaching concepts about print** e.g. open front cover, turn pages appropriately, understand that left page comes before right, understand that we read print from left to right and match spoken word to printed word (one-to-one correspondence).
- **Decoding and blending & knowledge of the alphabetic code** - Sound talk words - Identify known graphemes - Break words into chunks.
- **Self-monitoring and self-correction** - Stop if it doesn't make sense / sound right / look right - The adult should not intervene too quickly when an error is made but allow time for the child to self-monitor.
- **Rereading** - Reread a phrase or sentence to check, confirm, problem solve or self-correct. Have a 'run up' to a tricky word, get mouth ready and think about what would make sense.
- **Phrasing and fluency** - When children are first learning to read, they need to have control over one to one matching therefore pointing to the words is useful. However, this can slow reading down and children begin

to think that 'reading' means 'word reading'. As soon as one to one matching is secure, children should be encouraged to speed up and stop pointing. We should not accept slow, staccato, word-by-word reading. When this becomes a habit, it is very hard to break. **An expectation to make the reading 'sound good' is fundamental. If reading is fluent, phrases and carried out with intonation, comprehension is easier, which allows meaning and structure to be used for problem solving.**

- **Authorial awareness** (point of view, linguistic choices, structural choices, context of text)

TYPES OF READING AT RIVERSDALE

- Reciprocal reading – have a daily 35-minute reading lesson each morning consisting of 15 minutes of reading in mixed ability pairs followed by 15 minutes of discussion and tasks designed to engage the children in what has been read e.g. summarizing, questioning, predicting, clarifying etc. Each child records these tasks in a reading journal. During this time the teacher and TA can read with smaller guided groups. During morning reading, teachers model reading, children read aloud to the class and in pairs.
- Echo reading
- Shared mixed ability reading across the curriculum
- One to one reading – children read with teacher / TA / reading volunteers
- Independent / silent reading
- Reading recovery / Rapid read
- Peer reading
- Rainbow reading – a reading golden time when children indulge their love of reading with texts of their choice from home and school

CLASSROOM PROCEDURES

Children take a reading book home every day. Teachers and TAs monitor this to ensure children are choosing appropriate books with adequate challenge for the children's ability and age. Children bring their PACT folder, reading book and 'home school diary' to school every day so they can read to adults in school, participate in silent reading or have their books changed. Parents are asked to read with their children every day and write a daily comment in their child's home/school diary. From Year 2 onwards, children are encouraged to take more responsibility for recording their own comments when they read at home and only need a parent signature to accompany their own comment. Home school diaries are checked daily. Reading sticker questions / tasks are sent home in home school diaries to help children focus on reading skills that are taught in class.

BOOK CORNERS

All classrooms should have an attractive, comfortable and inviting book area. There should be a range of books, fiction and non-fiction, in a variety of genres and styles and reflecting both genders and the diverse culture of our children.

CHILDREN WILL

- be exposed to a range of high-quality texts at school;
- take reading books home and have access to books online via the 'Reading Eggs' website;
- read for at least 15 minutes at home daily and produce a reading comment or sticker response in the 'home school diary' which is checked daily by Teachers / TAs;
- have opportunities to read for an audience during morning reading lessons and assemblies;
- have opportunities to read with children from another year group (Peer reading);
- have a fortnightly library visit to Southfields library;
- be aware of their reading targets and how to improve their reading;
- be assessed in comprehension and decoding competence;
- share their opinions about texts in a range of ways;
- Y2-Y6 complete a written comprehension at least fortnightly.

TEACHER'S RESPONSIBILITIES

- promote the enjoyment of reading and scaffold progress by match reading tasks and text to children's abilities and providing necessary challenge;
- provide an enriching and challenging reading curriculum, ensuring high quality texts are available in all curriculum areas and that reading is a skill that is applied, modeled and promoted across all subjects;
- teach reading through a range of strategies (phonics, sight reading, grammatical cues, picture cues, contextual cues to develop comprehension);
- assess and record pupil reading using year group objectives;
- set half termly reading targets and share them with pupils;
- read a range of texts to the class which are at a higher level than the children can access independently;
- encourage children to talk about their favourite parts/characters from texts;
- teach pupils how to scan for information;
- explain the meaning of new and unfamiliar words (clarifying vocabulary) and encourage their use for a broader vocabulary;
- discuss the effectiveness of language used;
- revisit familiar/key words;
- identify onset and rhyme;
- discuss real life experiences and relate them to themes and ideas found in texts;
- model, teach and regularly require children use the important reading skills cited above (predicting, clarifying vocabulary, questioning, summarising, noting text structure, thinking aloud, visualising).

"There is no friend as loyal as a book." — Ernest Hemingway