

READING POLICY

The Nature of Reading

Reading is a multi-strategy approach to understanding the written word. It is not simply the decoding of black marks on the page but involves the ability to read with understanding a wide range of different texts, including fiction, non-fiction, real world texts such as labels, captions, lists and environmental print. Competence in reading is the key to independent learning and therefore the teaching of reading should be given a high priority by all staff. Success in reading has a direct effect on progress in all areas of the curriculum and is crucial in developing children's self esteem, confidence and motivation.

Aims and Objectives

General Statement

- It is our aim to develop enthusiastic and confident readers who can understand a wide range of texts.
- Children will read for interest, information and enjoyment.

Specific Aims

Children should:

- Develop the ability to read aloud fluently and with expression;
- Develop the ability to read for meaning;
- Develop the skills required for the critical reading of texts;
- Be encouraged to read a wide range of fiction, poetry and non-fiction materials;
- Be taught an orchestra full of cueing strategies for reading including:
 - Phonic (sounding the letters and blending them together) and visual (whole word recognition and analogy with known words);
 - Contextual (use of picture and background knowledge including knowledge of the world);
 - Grammatical (which words make sense following standard English grammar);These to be taught during shared and guided reading.
- Be encouraged to listen attentively;
- Gain awareness of the close links between reading and writing activities.

Curriculum Matters

Shared Reading

In shared reading the teacher's role is to make overt what good readers do. During shared reading the children can access a text which may be challenging to them individually. Reading skills and strategies should be clearly modelled, and discussion should help children to deeper understanding of the text. Shared reading should have a specific focus and all abilities should be included in discussions through the use of differentiated questions.

Shared reading should take place within the English lesson and also through the reading of information texts related to other curriculum areas.

Guided Reading

For guided reading the class is divided into groups of no more than 6 children of similar reading ability. Guided reading is planned on a termly planner using on-going and periodic assessment.

The text should be carefully selected at instructional level for the group and plans for each session should reflect a specific teaching focus appropriate to the group.

Structure of a Guided Reading Session

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 when necessary.

Strategy Check

Just prior to independent reading the teacher guides the children to focus on and apply key strategies while reading independently. Also revisiting phonics and teaching new strategies.

Independent Reading

Children will read independently while the teacher gives focused attention to support, monitor and assess individuals as they read. This will inform the assessment section of the plan and structure the next lesson plan.

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.

Follow Up

The follow up task will be closely related to the text that has been shared in Guided Reading.

Independent Reading

Children need to be given the opportunity and encouragement to read independently in order to build confidence, stamina and fluency, as well as develop their experience of a range of books and authors.

From Nursery onwards there should be timetabled opportunities for periods of whole class silent reading several times a week. (ERIC)

Children should have access to a wide range of books including fiction and non-fiction via the school library, class library and the local library.

Children will be given a reading book at an appropriate level to take home, together with a reading record. Each time a child reads, at home or at school, a comment will be written in the reading record. Where children do not read regularly at home teachers will try to facilitate support that parents may need, whilst arranging for children to read individually at school to parent helpers, the school librarian, teaching assistants and Reading Champions. Rewards will be given for regular reading at home.

Hearing Books Read Aloud

This builds enthusiasm and enjoyment. It influences independent reading and tunes children in to book language. Teachers of all age groups should find time to read aloud to their class on a regular basis. An extended novel will be read to each class over a term/half term as appropriate.

Children Reading Aloud

This will be modelled during shared and guided reading and hearing books read aloud.

Children should have the opportunity to read aloud to a variety of audiences, including their own age group, younger children and class assemblies.

Reading Environment

Classrooms and all school areas should provide a print rich environment. All classrooms have a class author display which is changed every six weeks, favourite books, book reviews, book of the week and collections of books on a similar theme will also help to develop enthusiasm.

Our approach to teaching Reading

Children will be taught to read using Phonics as the primary approach. We follow the Letters and Sounds Scheme. Children who require additional support will be given appropriate intervention.

Parental Involvement

Co-operation and support from parents is paramount if a child is to become a successful and competent reader. At E-Act Blackley Academy we strive to develop and encourage a strong partnership between home and school. It is our policy to send reading books home regularly and to encourage parents and carers to contribute to their child's reading development, welcoming comments in individual reading record book.

Parents are invited into school in the Autumn term of the year to learn about how reading at home supports children in developing good reading skills.

Parents will continue to be invited into school to be consulted about any changes with regard to reading. Parents are welcomed to work in school using reading activities as a basis. It is important that teachers and parents regard this process as a valuable means of communication.