



WHOLE SCHOOL READING POLICY

Produced by : **Coldfair Green Primary School**

Produced By:	A. Fewkes/Staff Team
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Signed:

(Chair of Governors/Committee)

Corrections to any policy document or form must be made in ink with the original entry still clearly visible.

Aims and purposes

"Young people who enjoy reading very much are nearly five times as likely to read above the expected level for their age compared with young people who do not enjoy reading at all." *Children's and Young People's Reading Today, National Literacy Trust, 2012*

At Coldfair Green Primary School we believe in building children's word-reading skills and comprehension, in addition to instilling a love of reading. We believe that every child can learn to read with the right encouragement and support. Being able to read is a key skill for children, whatever their background. Time is built in for all children to read independently, read aloud and be read to during the school day. Not all children will have had the opportunity to develop a love of reading at home, so this has to be taught and encouraged at school. Regular learning cafes engage parents and share strategies used successfully at school to progress reading.

Principles for the teaching and learning of reading

Books and reading are at the core of our curriculum. Children will have the opportunity to read a range of non-fiction texts (such as newspapers, posters, ICT based texts, leaflets and information texts) in addition to reading 'real books'. Classes use core texts that link across areas of learning.

Children are able to access reading through a range of opportunities including literacy lessons, guided reading, shared reading, one-to-one reading, independent reading, reading in lessons across the curriculum, reading at home and homework club. Reading and story cafes, as well as our annual 'Bedtime Stories' event engage parents, welcoming them in to school to share in their children's learning.

Reading for pleasure

"Reading for pleasure is more important for children's educational success than their family's socio-economic status." *OECD, 2002*

"In schools that have success with their pupils' reading, teachers read, talk with enthusiasm and recommend books, the results of which are seen not only in test results but also in an enthusiasm for reading which extends beyond the classroom." *Excellence in English, Ofsted, 2011*

A love of reading is integral to our school, promoted by staff through their enthusiasm for reading. Children recommend texts that they have enjoyed to their peers (as mentioned in the Years 5 and 6 National Curriculum).

Children are read to daily allowing them to immerse themselves in books and experience the joy of words, as well as engaging in the rhythms and structures of literature. Shared enjoyment of texts is vital for developing children as readers.

Reading Areas

Each classroom has an inviting reading area where children can read in a calm environment. Children recommend books to each other and review books that they have read. Books are rotated and refreshed to keep the area attractive and inviting. This is an area to celebrate reading. Children are able to access reading at break and lunch times as there is an outside reading area with seating and books accessible to readers of all ages. Child librarians take pride in their organisation and management of the school library, enabling their peers to access it efficiently.

Phonics

At Coldfair Green, reading is taught alongside letters and sounds initially. Teaching staff use a combination of Phonics Play, Jolly Phonics and Letters and Sounds to structure phonics. All children have daily phonics sessions in a small group, relevant to their current phonics phase. This promotes a strong and systematic emphasis on the teaching of synthetic phonics to aid the teaching and learning of reading. As part of this scheme the children are taught to:

- Discriminate between the separate sounds in words
- Learn the letters, sounds and letter combinations most commonly used to read and spell sounds
- Read words by sounding out and blending their separate parts
- Study written representations of a sound and how it looks
- Recognise on sight vocabulary identified as 'Tricky words'
- Learn to spell sounds and words learnt in phonics sessions

Guided reading

Reading is taught through guided and shared reading sessions, in addition to independent reading sessions where children can practise and consolidate skills. Guided reading supports children in applying their decoding skills and comprehension skills, whilst promoting independence. When taking part in guided reading, children's skills are developed through a combination of discussion and written answers.

The aims of guided reading are to:

- Provide children with skills to tackle texts independently
- Guide learning through open and extending questions
- Practise and consolidate learning from phonics sessions
- Model skills (such as how to apply blending skills, infer information from text cues, or back up opinions with evidence)
- Develop personal responses and give evidence to support a response
- Predict, infer and deduce
- Find relationships within and between texts
- Provide teachers with assessment information and evidence of progress

Guided reading will allow staff to introduce new texts that:

- children may not usually select independently
- link to the current literacy topic, allowing quality time to understand new text types

- cover a variety of fiction and non-fiction genres

Children who are not working in the guided reading group work independently to complete a literacy task; such as a reading comprehension, creating a word bank, creative writing, learning poetry or a follow up task from guided reading.

Parental Involvement

We encourage families to read at home with their children so that we are all working towards the same goal. The school website offers support to parents on how to support children's reading at home. Grammar, phonics and story cafes run during the year to support parents in engaging with their children's learning in school.

All children have reading journals which are to communicate progress and reading targets and allow a dialogue to evolve involving comments from children, parents and teachers. These are checked by teaching staff on a weekly basis.

Monitoring

Senior Management and the Literacy Lead will monitor the quality of reading lessons and reading progress through learning walks and observations, book scrutinies and data analysis.