
Reading Policy

Spring 2017

Summary

The aim of this policy is to outline the procedures for teaching reading at Fieldhead Carr Primary School.

Author's Role	English Lead
Date	Spring 2017
Internal Review Date	Spring 2018
Official Review Date	As changes

Rationale

The ability to read and interpret the written language is a fundamental skill for accessing all other areas of the curriculum and is an essential life-long skill.

Aims

- This policy supports and works in conjunction with the phonics, SPAG and literacy policy.
- To encourage children to read independently
- To heighten motivation to read by providing an environment conducive to pleasurable reading
- To ensure that all pupils have access to the reading programme
- To raise pupils levels of attainment and achievement in reading throughout the school
- To support pupils in interpreting an author's language, meaning, thoughts and feelings.
- To enable the pupil to obtain and use relevant information
- To appreciate, through reading, the feelings and cultural experiences of others.
- To enable the pupil to reflect on the content.
- To develop awareness of different types of texts.
- To understand the language terms used in the structure of the English Language.
- To have attained a S or S+ in reading on leaving each year.

Teaching and Learning

In order that these aims are realised, in Fieldhead Carr Primary:

- Pupils will read a selection of texts through our Novel Study approach.
- The pupils will be trained in reading for information skills and taking notes on what they have found out.
- The pupils will have access to a variety of different materials, fiction and non-fiction, poetry, plays, and material other than text books e.g. 'real life' texts, picture books and journalistic reports.
- The pupils will learn the basic skills through a systematic and progressive reading programme. This is based on 'Letters and Sounds' and 'Jolly Phonics' in Foundation Stage and Letters and Sounds in KS1.
- Phonic skills and high order skills such as scanning and skimming will be taught in a progressive way through the school using the synthetic programs mentioned. We take a multi-sensory approach to phonics.
- The pupils will be encouraged to read for enjoyment - it should be seen as a pleasurable activity, not a chore.
- The pupils will be taught skills to help them analyse an authors' craft.
- Books will be displayed attractively in comfortable surroundings and should be given a high profile, books should be valued.
- Reading will have a purpose that is clear to both the pupil and teacher.
- Reading material will match the pupil's interest, knowledge and level of maturity wherever possible.

Early Reading Skills

Many of the necessary early reading skills will be introduced in FS1 and continue into FS2 and KS1. This will include the following:

- Playing listening games

- Keeping rhythms/beats in music
- Listening to high & low, soft & loud sounds
- Listening to sounds around us
- Listening to repeating poems, rhymes and songs.
- Listening to stories
- Listening to and responding to simple instructions.
- Recalling short events in sequential order, e.g. ordering personal events, putting pictures in order.

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Reading Schemes

We use Oxford Reading Tree and Songbirds (for phonic decoding), in Foundation Stage and KS1. Colour coded books supplement our reading scheme books at the same reading stage to allow a breadth of reading within that stage.

Reading Resources

Apart from our Reading Schemes we have a broad range of resources to support our Reading Policy. We have a well-stocked library with current stock on loan to us from Leeds School Library Services. All classes receive topic book boxes from School Library Services on a termly basis (See Library Policy). The internet and computer software provide a wealth of reading resources that can be accessed by all pupils. We will ensure that our reading material is monitored to ensure that there are no stereotypical images of gender, culture and race and is representative of today's multi-ethnic, cultural society. We have reading volunteers that work with targeted children within the school.

Novel Study

Reading is also taught using our Novel Study approach. Each year group will read at least three high quality texts in full (see English policy) as a class, individually and in small groups.

Reading Assessment

Children undergo a reading test when they have reached the end of a level or when the teacher feels it is necessary; this assesses whether the child is able to move up to the next reading book level. All staff use the spreadsheet for assessing reading to judge if a child is at ARE. The Inclusion Manager provides advice for dealing with children who have specific difficulties and developmental delays.