

Folville Junior School

Reading Policy

Active encouragement of reading should be the core part of every child's educational entitlement, whatever their background or attainment, as extensive reading and exposure to a wide range of texts makes a huge contribution to pupils' educational achievement. This policy is separate from the school's Writing Policy and sets out the ways in which our school promotes and encourages children to be active readers who read for pleasure.

INTENTION

Our aim is to provide experiences and learning which will enable children to:

- To explicitly teach and develop the key strategies good readers use.
- To provide children with a rich curriculum, which encourages extensive reading of whole books and other kinds of texts.
- To give children access to a wide range of texts in different formats and genres whilst gaining an increased level of fluency, intonation, accuracy, independence and understanding.
- To develop positive attitudes towards books so that reading is a pleasurable activity both in school and at home.
- To ensure that children use their reading skills as an integral part of their learning throughout the entire curriculum.

IMPLEMENTATION

- At Folville, the teaching of reading is taught through whole class shared reading sessions and follow on guided reading sessions. Guided reading is taught in small, targeted groups.
- In shared reading lessons, children are taught the 11 'Good Reader' skills (see appendix 1).
- Each child will take part in at least 1 guided reading session every 2 weeks. These sessions are used to build on the 'Good Reader' skills taught in shared reading lessons.
- Whole class comprehension lessons are taught in addition to shared reading lessons. However, comprehension lessons are used to build upon the skills taught in shared reading and are used to help children understand how these skills can be used to help with wider reading skills.
- The skills taught in shared reading are directly linked to help children achieve the objectives outlined in The National Curriculum.
- At Folville, reading lessons are taught at between 3-5 times a week (including guided reading sessions).

In addition to taught reading lessons:

- Children will be encouraged to value books and show an interest in them.
- The school will provide an attractive and imaginative environment through literacy displays including various types of books, labels, captions, instructions and questions.
- Teachers will highlight the specific links between reading and writing.

- The school will actively and consistently encourage reading for pleasure, both in and out of school.
- The school will maintain reading as a valued, high profile activity which accesses the whole of the curriculum.
- The school will maintain a varied library area and introduce children to a wider range of fiction books through the library system using the Accelerated Reader programme to assess understanding.
- The teachers will ensure texts for each key stage are maintained and supplemented appropriately and kept up to date texts using the Accelerated Reader programme.

IMPACT

Regular, ongoing and accurate assessment is essential to inform planning and ensure that all children make progress. We use a variety of ways to assess children's reading. We understand the importance of children understanding and using a range of skills in order to read for meaning.

The PM Benchmarking kit, along with Pupil Profiling is used to monitor the teaching and learning from shared and guided reading sessions. With these, we are able to identify pupils' areas for development and areas of particular strength.

Rising Stars tests for reading are administered 3 times throughout the year. These help to inform teacher assessments for reading. These tests are also used to inform teacher's planning.

Teachers can also assess children's reading ability using the Star Reading Programme on Accelerated Reader.

With these methods of assessment, and the help of The National Curriculum objectives, we are able see to build a clear picture of children's reading at Folville.

INCLUSION

Folville Junior School recognises the need to actively encourage a positive attitude to reading with all children regardless of gender, ability or background. Provision of resources, teaching time and the organisation of the library will endeavour to provide all children with equality of opportunity.

ROLE OF THE READING LEADER

Monitoring of the teaching and learning of reading takes place through various means:

1. Observations of shared and guided reading.
2. Monitoring of planning and record keeping.
3. One to one reading where the Literacy Leader or other Senior Leader listens to a child read to establish the accuracy of the reading level awarded and the suitability of the reading material. The child is also asked questions about their reading at this stage.
4. Learning walks to establish whether reading has been given a high profile within each classroom (displays, reading bookmarks to encourage home reading, book corners).

Evidence gathered is used to form an action plan for reading, including training requirements, support needs and resourcing.

Appendix 1:
Reading skills taught in shared reading lessons.

Good comprehenders:

