



# White Hall

Academy

## Reading Policy

## **Rationale**

Reading is a multi-sensory approach to getting at meaning. It is not simply the decoding of marks on the page but involves the ability to read, with understanding, a wide range of texts for enjoyment, information and to facilitate everyday life.

Competence in reading is the key to independent learning and therefore, the teaching of reading is given high priority by all staff. Furthermore, success in reading has a direct effect upon progress in most other areas of the curriculum and is crucial in developing children's self-confidence and motivation.

## **Our aims for reading are:**

- To develop confident, independent readers through an appropriate focus on word, sentence and text level skills and knowledge.
- To develop reflective readers through exposure to a range of texts – some of which may be challenging and/or lengthy (as appropriate for the age and ability of the pupils).
- To begin a life-long appreciation and enjoyment of reading.

## **Planning for reading:**

Each literacy unit is planned to include at least one reading week followed by at least one writing week. The reading week engages the children with the genre and teaches analysis skills. The children are supported to identify the features of the genre and to generate their own success criteria for writing for this particular style and purpose.

## **Shared reading**

During the introduction to literacy lessons the teacher will lead shared reading sessions in which they model how to examine the text and to explore its features.

## **Guided Reading**

Guided reading sessions may take place within the middle section of a literacy lesson or be removed from the context of the lesson and placed at another time in the day. Every child must participate in a guided reading session at least once a week. In these sessions an adult leads a group to read and examine a particular section or feature of a differentiated text. The objective for the session is based on the teacher's ongoing assessment for learning and is explicitly discussed with the children during the session. The rest of the class are engaged in highly purposeful literacy activities such as the use of listening stations, computer research, or topic research with a specific focus. The school has a range of guided reading materials for these sessions but teachers also select texts linked to their thematic work and real life texts such as leaflets and brochures. Each child's progress is recorded at the end of the session and this should form part of the record that parents share in the home/school book. More detailed notes or analysis can be kept separately and added to through assessments and when the child is heard to read one to one.

## **Individual reading**

If a child has an IEP target for reading they should have daily one to one sessions with an adult. The class teacher is responsible for organising this and monitoring the impact.

All lower ability readers will be listened to on a one to one basis by an adult at least once a week, more frequently when possible. These sessions should support decoding and comprehension skills. The rest of the class should be heard to read (for diagnostic and monitoring purposes) during guided sessions once a week. Books can be selected from the reading scheme and need to be changed regularly. These books are sent home in the child's book bag to form part of the child's homework. Alongside the reading scheme book, the child may choose a free reading book to read alongside their parent or to have read to them at home. This may be fiction or non-fiction.

Teachers are responsible for ensuring there is a range of quality free reading texts in the classroom which can be obtained through topic loans and book exchanges.

## **Phonics**

Phonics are taught through the Letters and Sounds programme. In Foundation, KS1 and for less able readers in KS2, teachers need a system in place to assess the sounds and words children can read (including digraphs and trigraphs) and the 300 high frequency words if they are in phase 2-6 of Letters and Sounds.

### **Library sessions**

Library sessions can be booked on the appropriate timetable. The library provides a calm and positive environment in which children can browse, read silently, engage in paired reading, learn research skills or be read to.

### **ICT and cross curricular reading**

ICT forms an important strand of the reading resources available, both to teach skills and to provide another context for reading. It is also vital that reading skills are deployed across the whole curriculum and that the range of reading opportunities in thematic work is rich and varied.

### **Reading Schemes**

To help children become fluent readers, children are guided to select from a band of reading scheme books:

- Project X (Oxford)
- Phonics Bug (Pearsons)
- Treetops (Oxford)
- Oxford Reading Tree (Oxford)

### **Other reading resources**

The school has a range of quality reading resources:

- Phonics materials and activities
- Quality library books that are regularly refreshed



### Assessment

Reading is assessed in the following ways:

- Baseline and end of year reading age assessments (more frequent for children with IEPs)
- Ongoing AFL during literacy lessons and guided reading –recorded in notes and translated onto APP.
- Diagnostic miscue analysis for children identified with particular reading needs
- Letters and Sounds ongoing phonics records
- QCA tests/SATs at end of year to help inform end of year teacher assessments
- Termly summative assessment of reading levels entered onto Target Tracker

### Monitoring of policy

Monitoring of the policy is the responsibility of the headteacher and members of the SLT to whom the responsibility may be delegated.

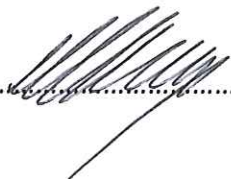
### Date of policy

December 2011

### Review

December 2013

*This policy was approved by Governing Body on 25<sup>th</sup> April 2013*

Signed:  .....