

## The Wickford C of E School

### READING POLICY

**Happiness** - reading is taught in a way which allows children to enjoy the pleasure of stories, poems, plays, non-fiction, instructions, talking books, e-books, labels, signs and much more. Children are given good quality literature to read and have a range of text read to them. Our library provides a variety of reading material for children to take home and engage in.

**Esteem** - the structured teaching of basic skills encourages confidence in tackling texts from the early years in school

**Achievement**- individual achievement is recognised with regular basic skills assessments, individual targets and the celebration of success.

**Respect and Responsibility**- pupils are taught the value of books from an early age and the well-kept book corners and displays of new material encourages a love and respect of books. They are taught to be responsible, look after their book bags, the reading trolleys and general areas of the school.

**Truth** - pupils are encouraged, through guided reading and individual reading, to discuss and evaluate books and reading material and give honest and evidence based assessments of what they have read.

**Spirituality** - pupils are encouraged to listen carefully and contemplate quietly when listening to stories and poems.

### AIMS

1. Children are aware of and can tackle a wide range of texts including non-fiction, poems, plays etc.
2. Parents are involved in their child's reading.
3. Progress in skills is fast.
4. Children enjoy and take pleasure in reading.
5. Links between reading, writing and speaking and listening are exploited.

### Reading in our school

The development of literacy is fundamental in all areas and therefore is given high priority in this school. The four language modes - listening, speaking, reading and writing - are interdependent and of equal importance. The purpose of language is communication, therefore the child must learn to speak clearly, listen attentively, read with comprehension and write with clarity and legibility. In order to do this, the basic skills have to be mastered and the practice of them will be consistent, progressive and balanced in line with the National Curriculum.

In Reception the Foundation Stage curriculum is followed and Literacy is taught through the Communication, Language and Literacy area of learning. Early Reading Research (or

ERR) is taught in both Reception and KS1. Children are taught to read and spell through 3 daily sessions of 12/15 minutes. **Children are taught** all 26 letter sounds, letter combinations and 100 high frequency words. It is based on a program which teaches children how to 'synthesize' i.e. put sounds together to help with reading, and to 'segment' i.e. starting with the whole word and breaking it up to help with spelling and writing. It teaches children to 'decode' phonically (by sounding out) and also by 'whole word recognition'. Within each session children practice these skills and read a wide range of fiction and non-fiction books. Children are taught on a whole class basis through a strategy known as "my turn" (where teachers model how to read), "let's do it together" (where teachers and children read together) and "your turn" (where children read on their own).

We believe that reading is an essential skill for life, used for both enjoyment and information and as such we consider it to be a major task in our teaching. Our aim is to help children to develop as independent, critical readers, who have a good understanding of books and stories and who enjoy reading for a wide range of purposes.

We teach reading using structured reading books and other relevant resources and provide children with access to a wide range of quality reading material in a variety of genres and which reflect different cultures.

#### **Our aims are achieved by**

1. Encouraging parents to support their child at home, and use the home school book for regular contact.
2. Having pleasing, attractive book corners and a school library, which the children use regularly.
3. Using literacy, drama and other lessons to encourage the use of skills across the curriculum.
4. Pupil made books that are part of class collections and valued highly.
5. A structured reading scheme is used (ORT and supplemented by Ginn 360 and Discovery World) to teach basic skills and help pupils progress using a cumulative vocabulary, sound grammatical structure and lively interesting vocabulary.
6. More able pupils are allowed to move through the scheme at a pace appropriate to them.
7. Pupils read reading scheme and library books to ensure a range of texts are used.
8. Occasional formal comprehension exercises are used also.
9. Children are taught a range of strategies to access the texts. This includes- phonic knowledge, grammatical knowledge, graphic awareness, and picture/context cues.
10. Pupils are encouraged to correct their own mistakes when reading.
11. ERR is used to supplement literacy strategy word level work in Reception, year 1 and year 2.
12. Summative and formative testing takes place in order to ensure teaching objectives are appropriate to the pupils currently being taught.
13. Big books are used for shared reading to model reading strategies.
14. ICT is used to re-enforce and teach skills.
15. Children are heard to read at least twice a week.

## Reading Frequency

### **Reading activities in school**

- ERR for all children 3 x a day (plus extra for children not meeting national expectations)
- Booster reading sessions for all children not meeting National expectations.
- 1 library session a week where children choose a book for the week.
- Each class has a book corner where children have access to a range of books.
- Literacy sessions every day in class.
- Hertfordshire reading twice a year with the Headteacher
- Library visits.
- Talks from the librarian.
- Word checks every half term and weekly in FS.
- Ongoing reading activities in all classes.
- Cross-curricular lessons where reading is involved.
- Displays in classes which support lessons
- We celebrate books with Wickford Library through the summer book challenge.
- Reading challenges which will begin at the teachers' discretion.

### **Formal reading sessions are as follows:**

- Each child will read with their class teacher once a week.
- Each child will read with their class TA once a week.
- 4 x literacy lessons a week.
- Booster sessions for those children who have been highlighted. Extension activities for children who have been highlighted
- In foundation stage books will be changed once a week and Key word checks and assessments completed weekly.
- In KS1 books will be changed a minimum of twice a week (where applicable, i.e. if the child has read the book at home and to a member of staff in school).

These are ideal expectations and there will be weeks where this cannot happen due to school trips, staff courses, staff illness, child illness, when book bag is left at home and adverse weather.

### **What parents can do to help:**

- Read at home every day.
- Practise key words on a regular basis.
- Talk about the books.
- Please do not read both books every night so that there is variety through the week
- Ask questions about the story.
- Write a short comment every time they read with their child.
- Visit the library.
- Enjoy books that are not school books at home. Please ensure that the balance is 30% school books and 70% library/own story books
- Attend workshops and induction meetings.

Ratified by Governors on

Signed by

Chair of committee

November 11