



The Woodlands Community Primary School

READING POLICY

Review Date: February 2015

Next Review: February 2016

Aims

- To provide all children with the necessary decoding skills / reading strategies to access a wide range of texts
- For children to become confident and fluent readers with excellent understanding of what they read
- For children to read aloud, with expression and intonation, including reading as performance
- For children to read with enthusiasm and develop a lifelong love of books
- For children to access and understand how to effectively use a range of genres of text including narrative, non-fiction and poetry
- For children to develop competency in using electronic media for meaningful text
- For children to develop a critical appreciation of what they read
- For children to develop their own imagination, inventiveness and critical awareness
- For children to monitor and evaluate their own reading and reading experiences
- For children to develop reading and retrieval skills that allow them to use a text effectively
- For a home-school partnership that compliments and supports progression in reading

Expectations

Children will be taught decoding skills through daily, discrete systematic synthetic phonics sessions from in the Early Years Foundation Stage and Key Stage One, using the Letters and Sounds scheme of work. These sessions will continue for each child until they have achieved Phase 6 of letters and sounds. This will be followed into year 3 if children do not pass the phonic screening check and/or Phase 6 phonics.

All children will learn reading and understanding skills through focussed guided reading sessions with a teacher. All teachers will model excellent reading practice and will provide opportunities for reading throughout the curriculum. Teachers will use a range of texts including narrative, non-narrative and poetry and will incorporate understanding of text types as part of their English teaching.

Teachers will provide all children with the opportunity to access independent reading activities that will enhance their skills and nurture an enthusiasm towards reading a range of texts via a range of media. Children will have opportunities to listen frequently to stories, poems, non-fiction and other text types read aloud, including whole books and not just extracts. Class novels will be read to the children by the teacher for 10 minutes daily at 3pm.

Children will be taught the technical vocabulary linked to the curriculum to be able to discuss a text analytically and critically.

In order to ensure a consistently high profile for reading, World Book Day is celebrated at 'The Woodlands' yearly.

Children working below national expectations will be identified and intervention programmes will be delivered as necessary.

Resources and Learning Environment

Teachers will use a range of resources to support teaching and learning of reading skills, to include;

- A wide selection of fiction, non-fiction and poetry reading books
- A wide selection of guided reading books – in Early Years and Key Stage One children will read books that are phonetically decodable and linked to each child's phonic phase. These texts include; Floppy's Phonics, Oxford Reading Tree, Rigby Star and BUG CLUB. In Key Stage Two guided reading books include Project X and home readers include Oxford Reading Tree Navigators.
- Reading via electronic media including IPADS
- Computing for children to access books and reading activities via electronic media
- A selection of magazines / children's newspapers
- All classrooms will have a range of fiction, non-fiction and poetry books relevant to the age and interests of the children
- Classrooms will have dedicated reading areas that encourage the enjoyment of books and support children in their independent reading which include Assessment Focuses for reading displayed.
- A print-rich environment including labelling and displays
- All classes in which children are learning phonics through letters and sounds will have a phonics display
- Home school link diaries for use in school and at home that enable communication between parents and teachers about children's reading
- A library for children to access independently as well as timed sessions with their class teacher