

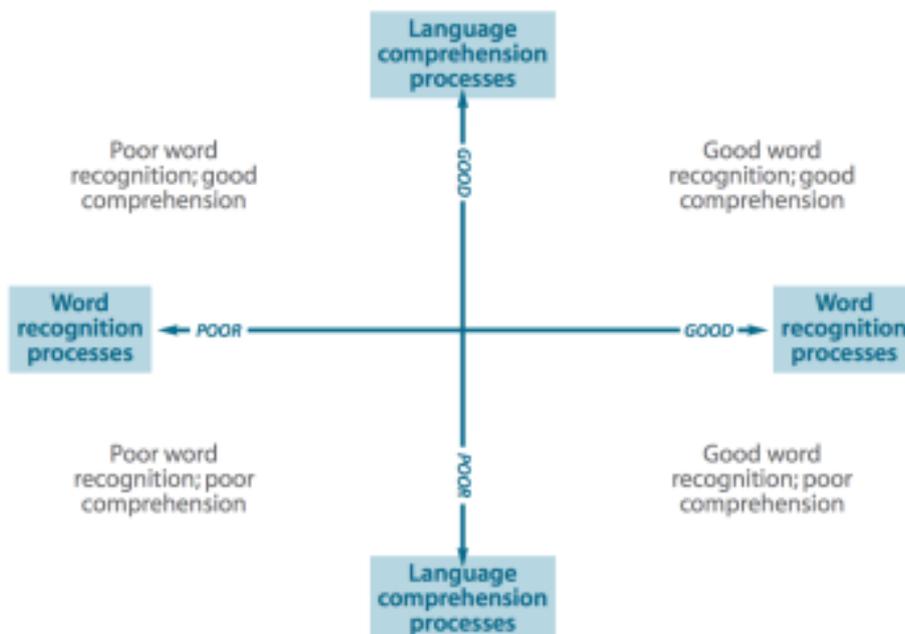


Reading policy

Introduction

Reading is a complex skill with many components. At Watermill school we believe that successful teaching of reading should encourage children to use a variety of strategies in their pursuit of meaning, and that when planning the development of reading skills individual needs must be taken into account. As a school we focus on the importance of laying firm foundations in this crucial area of the curriculum and apply a consistent, whole school and cross curricular approach to the teaching of reading.

We recognise the work of Jim Rose (2006) and his Simple view of reading, understanding that both reading comprehension and decoding is essential if pupils are to develop as good readers. The reading curriculum at Watermill is designed to support pupils' development in both of these key skills.



Simple view of reading (2006)

Aims

The school aims.

- To develop happy, healthy and curious learners who read confidently and independently.
- To begin to develop lifelong enjoyment and pleasure in reading.
- To enable children to access all areas of the curriculum.
- To enable children to access, understand and begin to manage information.
- To begin to understand the meaning of what is read to them and what they read.
- To begin to respond to what they read; saying whether they like or don't like it and why.
- To begin to understand and respond to the feelings that words can arouse in us like happiness, sadness, anger.
- To link on object to an experience or familiar place.
- To experience objects related to texts, stories and poems.

Where appropriate every week each child will be engaged in:

- Planned speaking, listening, reading and writing activities which allow them to explore and practice their pre reading skills, phonic knowledge, blending and segmenting skills.
- Opportunities to develop pre reading and reading skills independently.
- An interactive multi-sensory phonics session based upon the Letters and Sounds order of teaching phonics.
- Shared reading/guided reading and/or writing led by the teacher to demonstrate reading and writing strategies in a meaningful way.

Range

Pupils are given the opportunities to develop knowledge, skills and understanding through the following.

Literature:

- stories and poems with familiar settings and those based on imaginary or fantasy worlds
- stories, plays and poems by significant children's authors
- retellings of traditional folk & fairy stories
- stories and poems from a range of cultures
- stories, plays and poems with patterned & predictable language
- stories and poems which are challenging, in terms of length and vocabulary
- texts where the use of language benefits from being read aloud and reread.

Non-fiction and non-literary texts:

- print and ICT-based information texts;
- dictionaries, encyclopaedias & other reference materials.

Text:

- interactive white board resources; software and websites
- big books
- newspapers and magazines

- reading books grouped into 'book bands': core scheme Rapid Reading and Phonics books, supplemented with RWI reading books (for a specific sound).
- library books organised into fiction and non-fiction
- class reading area books.

Reading Schemes

At Watermill School we use a variety of reading schemes, with the primary schemes being Rapid Reading alongside Rapid Phonics. We no longer use Read Write Inc. as the main phonics scheme, this scheme is now used just for the teaching of handwriting and for the provision of extra phonics based books to read. Watermill staff utilise a range of reading strategies including reading for meaning, blending and segmenting and the teaching of sight vocabulary. We aim to provide reading materials for all levels of ability and to suit the specific needs of our individual learners.

At Watermill we appreciate that pupils will develop skills at different rates so have addressed this need by ensuring there are a wide variety of books within each reading band. Where it is appropriate, reading books are sent home with some pupils so that parents can hear them read.

Contexts for Reading

Print in the Environment

Pupils should be encouraged to note print around them. Classroom notices should be discussed and produced together. These should generally take the form of the most appropriate approach for the class group taking into account their reading ability for example pictures, symbols, phrases, sentences and individual words. Key vocabulary should be displayed in the classroom using text and symbols from Communicate in Print.

All classrooms for pupils with SLD/MLD should have designated reading areas. Class libraries should be well organised with a wide selection of fiction, non-fiction and poetry books. Classes should also have letter displays and high frequency word-walls where this is appropriate.

All classes should have key vocabulary for lessons across the curriculum on display; using Communicate in Print and images where appropriate. These 'Golden Words' will be chosen by the class lead depending on the pupils' needs and abilities. They will then be explored and referred to every lesson for individual subjects.

Reading in the Early Years

The phonics in the early years is based around multi-sensory phonics and the Letter and Sounds order of teaching.

Children working within the range birth-16 months are taught sensory phonics, linked with songs related to one specific letter sound, leading to play with adult support reinforcing the letter sounds as the children explore.

Children working within the range 16-22 months are taught as above but they also have the letter cards and children are encouraged to find pictures with the initial sound on the whiteboard followed by the sensory activities and matching of sound to letter.

Children working at 22 months – (Early learning goals) will have the above session plus a daily 1:1 phonics session in a quiet area. They will be identifying letter sounds in a fun way. As they develop their sound knowledge they then can begin to blend.

Reading is taught in KS1-KS4 using a variety of pupil centred teaching methods, these include:

- Shared Reading, using a big book or text on the interactive whiteboard, with small groups or the whole class.
- Guided Reading of the same text in small groups, including teaching a range of reading strategies and comprehension.
- Daily reading on a 1:1 basis, for those children who need to 'catch-up' with their peers.
- Rapid Reading/ Rapid Phonics, including online reading books, carefully selected to match the reading abilities of each child.
- Regular synthetic phonics lessons, using the Letters and Sounds document or Rapid Phonics. Phonics Play, Mr Thorne does phonics and Read Write Inc. (only for handwriting development), can be used to supplement phonics lessons.
- Blending and segmenting games and active phonics.
- Letters and Sounds phonics sessions where pupils will have the opportunity to revisit, learn, practise and apply phonemes.
- Comprehension activities for higher level readers.
- Reading of texts linked to topic work.
- Daily story time in all classes, in which the class teacher or TA reads to the class.
- Library visits, including the school library and local libraries.
- Visits from the local librarian and mini library van.
- Children's Book Week and World Book Day involving local authors, booksellers, poets, storytellers and a range of book related activities.
- Regular word level, spellings and phonics work, as a whole class or in small groups for those who need it.
- Reading of texts and exploration of new vocabulary linked to topic work.
- Reading for pleasure opportunities.

Assessment:

There is a series of assessments linked to Rapid Phonics and benchmarking reading test in Rapid Reading that teachers should use to plan a pupil's reading progression. For younger or lower ability Pathway classes, Letters and Sounds assessments will be used. Assessments will take place to initially group pupils and assist classroom staff identify when they have achieved all elements of one phase and are ready to move on to the next phase. Rapid Reading/ Phonics or Letters and Sounds assessments will be carried out termly and results will be kept in the child's individual reading record. This record will also include recordings and evidence of phonics / reading sessions, and Clifton EMag descriptors for reading. It is the responsibility of the class teacher to manage the reading folders and complete ongoing Clifton EMag assessments for each child.

Reading age standardised tests are undertaken twice yearly by a designated TA, who is trained to use the tests. The test used is the Salford reading age test, this provides a comprehension and decoding age. This data is recorded in individual pupil reading folders and is the responsibility of class teachers to refer to this when planning and delivery sequences of reading and phonics sessions. This is monitored by the English lead.

The Role of the Co-ordinator:

The English lead is responsible for co-ordinating reading throughout the school; they will collect data on reading ages and progression and offer advice on any pupils who fail to make expected progress in their reading.

Role of the Class Teacher

- To aim to develop reading skills with pupils.
- To plan differentiated reading/ phonics sessions.
- To develop and update skills, knowledge and understanding of reading.
- To identify CPD needs in reading and take advantage of training opportunities.
- To keep appropriate on-going records relevant to the abilities of the pupils, including individual pupil reading records.
- To plan effectively for reading, liaising with the English co-ordinator and or SLT when necessary.
- To inform parents of pupils' progress, achievements and attainment.
- To analyse progress data in conjunction with English co-ordinator and suggest interventions where appropriate.

Key stage 4 teachers will deliver guided reading sessions appropriate for the abilities of the cohort. They will liaise closely with other teachers and organise reading 1-1 sessions for pupils in 'tutor time'.