

BLACK HORSE HILL INFANT SCHOOL



READING POLICY

22nd October 2019

Approved by Committee _____

28th November 2019

Approved by Full Governing Body _____

Signed _____(Chair)

Signed _____(Headteacher)

Reading Policy

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1. Aims

The school aims to help each child become a successful reader who can interpret texts and enjoy reading and sharing all forms of literature both individually and with peers and adults alike. Reading is not only a vital life skill but also one that can continue to give pleasure throughout our lives. We aim to engender a life- long love of reading. As children we need to learn to read in order to be able to read to learn.

2. Books online books and resources

We see reading as an active process and we aim to provide a literate environment throughout the school and involving all areas of the curriculum and school life. This can be achieved in a great variety of ways including:

i. Signs, symbols, notices and messages within the school environment.

- A Functional print such as name labels, working walls etc.
- B Instructions for tasks.
- C Explanatory print such as labels on displays.
- D Lists of highlighted words such as high frequency words and subject related vocabulary.

In addition to adult written and computer generated environmental print, children should be given opportunities to create their own labels, posters, lists and stories for others to read.

ii. Books, online books and reading material

Each classroom will provide a good range of age appropriate fiction and non-fiction texts. They will meet the range of abilities within the class and will challenge and interest the readers. They will be regularly checked to ensure that they are appealing and in good condition. They will be selected to give a balanced and non-stereotyped view of gender, race and class. They will include:

- a. Stories and poems with familiar settings and those based on imaginary, fantasy worlds
- b. Stories, plays and poems by significant children's authors
- c. Traditional folk and fairy tales
- d. Stories and poems from a range of traditions and cultures
- e. Non-fiction books on a wide range of subjects
- f. Factual reference books and encyclopaedias
- g. Dictionaries

In addition to classroom collections, children will have access to school library books. There will also be a selection of Home Practice Reading Books. These are levelled to correspond to support the teaching of reading and individuals reading levels. The children are also provided

with online books to read at home; these books are read in school first by the children and are then submitted online to a child's personal reading account.

3. Use of Books in the Teaching of Reading

Reading Scheme Books: The Bug Club online reading scheme provides a range of child friendly decodable and non-decodable, fiction and non-fictional books as well as poetry books. The Bug Club books are used by the teachers for the teaching of reading.

The Home Practice Books consist primarily of a range of Oxford Reading Tree and Usborne books. Titles were selected carefully to ensure that they incorporated children's interests while also reflecting the diverse nature of our world. Children are encouraged to select a Home Practice Reading book from the class selection to take home to share with their families. In Years 1 and 2, children change their own books, from a designated book band colour. In Foundation 2 the teacher chooses an appropriate book for the child on a weekly basis.

Big Books: These large format books are used for shared reading sessions when the skills of reading are taught and practised. Teachers plan their use carefully to ensure that a range of reading skills are covered including decoding words, word recognition, comprehension, phonic awareness, fluency, use of punctuation and expression.

Library Books: Children at Black Horse Hill are given the opportunity to use the school library. Teachers may also use the school library to supplement their own reading areas or for use of a particular topic.

4. Home School Communication

Each child has a Home Practice Reading Record, which is kept in his/her reading bag. This provides a two-way dialogue between parents/carers and teachers on the child's progress in reading. The booklet also provides useful prompts to aid parents to help their child. Teachers should use this to provide useful information on the skills covered in the session and/or a target if appropriate.

5. Homework

Each year group sets Homework once a week. Homework tasks are often related to the work that has gone on during that week's literacy or English sessions and are intended to reinforce aspects of work covered. This provides a good opportunity for teachers to inform parents about what is being taught in school. In Key Stage 1 a reading homework and an English homework are set.

6. Records

Every child should read at least once a week with their teacher. The teacher keeps a daily reading record of all of the children in the class. It will provide a record of the class reading groups, the titles and book band colour/phase of the books read, the dates each child reads with the teacher and an acknowledgement of if the teacher has written in the child's home communication book. In the early stages the children learn reading and book knowledge skills in the whole class shared reading sessions. They also read individually or in pairs with the teacher. As they become more fluent they join larger guided reading groups.

Additional reads will be provided for some children and may take place with the teacher, TA, or parent helper. A record of additional reads will be kept and the class teacher is responsible for this.

7. Assessment / Reporting

Assessments are daily and will be both formative and cumulative. Evidence is drawn from four main areas:

- a) Fluency and accuracy of decoding.
- b) Responses to and reflection on texts read.
- c) Comprehension
- d) Study skill and the ability to locate information.

At the end of each half term the teacher will add each child's individual progress in the Update File. These are monitored and analysed by the Headteacher. Each year group will measure their children's progress to ensure the children are working at the right level and challenged appropriately.

At the end of each year staff in all year groups will provide written reports to parents about the child's progress. At the end of Key Stage 1 the results of the statutory assessments are reported to parents.

Over the course of the year the literacy/English subject leaders will work with individual children from all year groups to monitor and moderate standards.

8. Pupils with Special Educational Needs

Children experiencing greater difficulties than their peers will read more frequently and teachers will develop individual programmes to meet their needs. When necessary they will be placed at School Action on the Special Needs register and will be provided with Individual Education Plans. Parents will be encouraged to support their child and will work with the school to build up confidence and self-esteem. If deemed necessary extra support will be sought from the Special Needs team. Successful Reading Partnership (SRP) is used at Key Stage 1 and has proved thus far to be highly successful. It is aimed at children who are considered to be under performing and not reaching their potential.

9. Parent/Carer Support.

Parents and carers are encouraged to be active partners in their child's reading by reading with them at home on a daily basis. Some parents and carers volunteer to spend time in school listening to other children read. Curriculum evenings, "welcome days", parent/teacher meetings, "book share breakfast" and World Book Day are opportunities to communicate the school's approach to the teaching of reading to parents and carers.

10. Risk Assessments

Risk assessments are written for any activity where it is considered that there is a possibility of risk to children's health and safety in line with authority procedure.

11. Inclusion/Equal Opportunities

The school values all members of its community equally and believes that all members should have equal access to all areas of the curriculum and school life regardless of gender, race or religion.

12. The Role of the Literacy/English Subject Leaders

The literacy/English subject leaders will be responsible for all day-to-day literacy/reading matters. The role will involve:

- a) Attending and disseminating relevant INSET training.
- b) Providing support to both teaching and support staff.
- c) Maintaining and renewing resources.
- d) Monitoring, evaluating and setting targets for standards of pupil performance.
- e) Arranging Literacy events e.g. World Book Week, Visits from Authors/Poets,
- f) Coordinating links with West Kirby Library e.g. Summer Reading Challenge and Visits.
- g) Organising the school library.

The Literacy/English Subject Leaders will receive some Leadership and Management time each half term to fulfil their duties.

13. Links with other Subjects

Reading is used in all areas of the curriculum including ICT.

Mrs Jessica Eccles and Miss Tracy Murphy
September 2019