

St Cyprian's Greek Orthodox Primary Academy



Reading Policy

Devised: July 2014

Reviewed and ratified by Full Academy Trust:

Date: 10/7/14

Signed: *A Tallis*

Name: A Tallis

Position: Chair of Education

Our Mission Statement:

'The aim of St. Cyprian's Greek Orthodox Primary Academy is to provide its children with primary education of the highest quality in a supportive learning environment through the National Curriculum in the core subjects, enriched by the progressive teaching of the Greek language and Christian Orthodox religion

The children will be equipped with the knowledge, skills and spirituality to enable them to achieve their full potential and prepare them for transition to secondary education and to contribute positively to the challenges of a diverse multicultural society.'

Purpose of Reading Policy

The purpose of this policy is to ensure that staff, parents/carers, governors and other stakeholders are aware of our aims to assist in the development of children's reading at St. Cyprian's Greek Orthodox Primary Academy.

Reading is a vital way of communicating in Academy, in public life and internationally. Literature in English is rich and influential, reflecting the experience of people from many countries and past times. It enables pupils to express themselves creatively and imaginatively and to communicate with others effectively. Pupils learn to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts. Success in reading has a direct effect on progress in all areas of the curriculum and is crucial in developing children's self esteem, confidence and motivation.

Aims of Teaching Reading

The teaching of reading at St. Cyprian's Greek Orthodox Primary Academy is geared towards enabling each pupil to develop within their capabilities; not only the reading skills and enthusiasm required for later life, but also an enthusiasm and fascination for all types of books and reading.

We aim to increase pupil confidence in, and enthusiasm for, reading so that they are able to read a wide genre of books with assurance, fluency, independence, enjoyment, excitement and satisfaction.

We aim to aid pupils to develop good comprehension skills which can be used for both pleasure and study skills, and to incorporate reading into all areas of the curriculum through meaningful activities.

We also aim to prepare children for life in the adult world where reading is a basic skill of modern life.

We are continually aiming to raise the standards of achievement of the pupils at St. Cyprian's Greek Orthodox Primary Academy.

Equal Opportunities

The teaching of reading will follow the teaching approaches laid out in our Equalities & Communication Policy. In our Academy library we have a selection of Greek and dual-language books available to children, for use in class and on an individual reading basis.

Children with Special Educational Needs

Children that have been identified by the class teacher as having SEN will need to be provided with appropriate tasks/activities, reading implements such as coloured overlays and resources. Certain difficulties may need the additional attention of other professional such as the Educational Psychologist (EP), Special Educational Needs co-ordinator (SENCO) or Speech and Language therapist. This is further addressed in the Special Educational Needs (SEN) Policy.

Information and Communication Technology

ICT will be used to support the teaching and learning in Reading by:

- the use of interactive teaching tools delivered via the interactive whiteboards or individual computers
- sharing texts through the interactive whiteboard
- the presentation of children's own work to contribute to displays or resources for reading
- to assist with the teaching and development of phonics
- to provide another source of information for reading e.g. information from the internet

Continuity and Progression

We aim to build upon and foster knowledge of the written word which children bring with them when they start Academy. We understand that children are individuals and, therefore, their ability as readers can vary enormously within year groups. We will take into account each child's prior skills and experience in order to ensure continuity and progression in both Key Stages. Challenging reading objectives are chosen to drive children's progress and these are taught in both whole class and group sessions. Therefore a sensibly balanced approach is used which involves a structured use of stimulating material tailored to children's needs.

Teaching and Learning

Some of these practices are specific to either Foundation and Key Stage One or Key Stage Two; others lend themselves to both Key Stages.

At Foundation and Key Stage One, adults and teachers in Academy will:

- listen carefully to children read regularly and individually
- show how a book works
- make time to read to the children daily, choosing carefully from a wide range of stories, poetry and information sources
- model enthusiastic approach to books and reading – the way a teacher handles books and reads stories is really important
- use picture books to aid understanding of stories and to develop comprehension skills
- provide opportunities for the children to make their own books
- read nursery rhymes and reading material with recognisable patterns, rhymes and rhythms
- ensure children are taught phonic knowledge in a structured and developmental approach
- read class stories
- retell stories – important for characterisation and plot

- use of Big Books for shared and paired reading experiences
- clearly labelled displays – making a reading environment
- use magnetic letter and boards to model different ways to read
- use parental support to develop enthusiasm for reading, for example by encouraging parents to read to their children and share books with them
- use of ICT resources – e.g. shared texts on interactive whiteboards
- bright comfortable book corners (inside very classroom)
- role play areas inside and outside
- story sacks. listening tapes/CDs

At Key Stage Two –building and reinforcing reading experiences from Key Stage One; adults and teachers will:

- find the appropriate match of reading material for each child’s individual level of reading ability, development and interest
- show children how to obtain and record information from a text (including ICT sources such as CD rom or internet)
- encourage children to be confident readers
- develop a shared language about literature with the children, which helps children to respond critically to texts and enables them to gain an understanding of authorial intent
- provide time in which children can read silently and without interruption for pleasure and information
- provide opportunities when a child’s own writing will form part of the resources for reading
- provide access to a range of sources of information, including books, maps, dictionaries, ICT resources, taped stories, television programmes and encyclopaedias

Reading Environment

Classrooms and all Academy areas should provide a print rich environment. Reading displays should form a part of that environment – library corners, favourite books, book reviews, book of the week, author displays and collections of books on a similar theme will help to develop enthusiasm.

Resources

These include an extensive selection of quality picture books, stories, poetry, plays and information books. We also use role play and retelling items to develop speaking and listening when reading.

Resources for the delivery of the reading curriculum are stored in classrooms, each year base and in a central store. Guided reading books are stored in the shared area near Reception and additional Guided Reading books are in the cupboards in the Year 3 corridor. These are set in levelled trays or bags which will be matched to the groups’ individual needs. We use a variety of schemes including Alpha Kids, Alpha World, Oxford Reading Tree and Tri-Star reading schemes.

Home reading books are stored centrally in the Key Stage 1 & 2 classrooms and corridors, in labelled baskets. Additionally, there are books that can be used as home reading books. We have a variety of genres, authors and text types.

Big books can be found in the Nursery and Reception area and the Library.

We also have a large collection of fiction and non fiction books within the library area. The books are to be renewed continually and made accessible to children using this area.

Children Reading Aloud

It is important for children to read aloud because it helps them acquire the information and skills they need in life, such as:

- knowledge of printed letters and words, and the relationship between sound and print
- the meaning of many words
- how book work, and a variety of writing styles
- the world in which they live
- the difference between written language and everyday conversation
- the pleasure of reading

This will be modelled during shared and guided reading and hearing books read aloud and during class assemblies. By doing this it will aid and facilitate fluency and understanding for the children when they are reading to an audience.

Children should have the opportunity to read aloud to a variety of audiences, including their own age group, younger children and class assemblies.

Supporting Below-Age-Related children in Reading

Data which identifies children who are performing at below age related expectations in reading will be targeted to be read with every day with an adult. There may be the possibility of parents being invited into Academy to support with additional provision.

Reading One-to-One

Children need to be given the opportunity and encouragement to read independently in order to build confidence, stamina and fluency, as well as develop their experience of a range books and authors.

The comments the adult makes during these sessions will be recorded onto an individual record sheet. The book that the children read with an adult should be the book that they take home. If the book they are reading has not been returned on the day they are due to read, then a book must be selected suited to the level that the children are reading. These comments should also be recorded in the children's yellow home reading books at least once a week. This is to ensure that parents are able to see comments from teachers in the child's record book. If there are issues with children not returning home reading books then a letter (format to be uploaded onto the system) can be used as a reminder to send home to parents. Alternatively the teacher can ask the children to have their books in their blue Academy bags each day so when it is their turn to read the book is in Academy.

The purpose of these sessions is so the child has an allocated time with an adult in the classroom who will hear them read on a one-to-one basis.

Reading Records

The books the children take home should be changed as and when the children finish the books. Independent readers may need longer. These must be recorded on their individual record sheet, the dates and title of the books; the comments which are written should reflect the next step the child needs to take in order to develop the next steps in reading fluency.

Shared Reading

In shared reading the teacher's role is to make overtly obvious to the child the skills that good readers use. During shared reading the children can access a text which may be challenging to them individually. Reading skills and strategies should be clearly modelled, and discussion should help children to deeper understanding of the text. Shared reading should have a specific focus and all abilities should be included in discussion by differentiated questions.

Shared reading should take place within the Literacy lesson and also through the reading of information texts related to other curriculum areas.

Guided reading Year 3, 4, 5 & 6

Guided reading is an instructional approach that involves the teacher working with a small group of children who demonstrate similar reading behaviours and are of similar levels. Guided reading gives children the chance to apply the strategies they already know to new text. It is assessed using Guided Reading next step sheets. These are reviewed half termly by the teacher.

The purpose of the reading assessment and next steps sheets are: to provide clear criteria for level 1-5 of the new primary curriculum 2014, so that we can make informed, 'best fit' judgements about where a child is in her/his learning to plan next steps in learning. (To be reviewed when new guidelines on assessment are produced).

These sessions are organised in to 15-20 minute, 5 sessions over the week, where the teacher works with a group of no more than 6 children of similar reading ability.

The texts are carefully selected at instructional level for the group and plans for each session reflect a specific teaching focus appropriate to the group.

Suggested Structure of a Guided Reading Session

1. Book Introduction

This provides the context for the reading. The teacher will activate children's prior knowledge and/or discuss the main themes of the text, including some prediction of the contents.

2. Strategy Check

Just prior to independent reading the teacher guides the children to focus on and apply key strategies while reading independently. These have been chosen through teacher knowledge and prior assessment.

3. Independent Reading

Children will read independently while the teacher gives focused attention to support, monitor and assess individuals as they read. This will inform the target tracker.

4. Returning to the Text

The teacher asks questions, promotes discussion and interacts with the children to extend their thinking and develop their responses to the text.

5. Follow up

(may be developed as a separate session during Literacy Hour silent reading)

An element of the text is used to teach a specific point related to current word or sentence level work.

Older children may be given the next section/chapter of the book to read with questions to think of as they read.

Extra Support

We use the Read Write Inc Programme to provide phonetic support and skills the children can transfer to their reading. These are used as appropriate, and are dependent upon suitably trained and available adults.

Assessment and Recording

Each child is assessed using the Reading Assessment sheets (to be reviewed when new assessment levels are published) and they are teacher assessed from observations made in class from observations made by the teacher, and any other adult who has supported the child.

Our Assessment of a child's overall reading ability is guided by:

- Children's individual reading records
- Individual/group records from guided reading sessions with objectives achieved and dates
- SAT reading tests
 - in year 6
 - statutory teacher assessments in Years 2

Home Reading & Parental Involvement

Co-operation and support from parents is paramount if a child is to become a successful and competent reader. At St. Cyprian's Greek Orthodox Primary Academy we strive to develop and encourage a strong partnership between home and Academy. It is our policy to send reading books home regularly and to encourage parents and carers to contribute to their child's reading development, welcoming comments in individual record book.

Reading should not be seen as just a 'Academy activity'. Wider family involvement supports reading and ensures children have access to reading materials at home.

Reporting (Progress)

All parents receive an annual written report on which there is a summary of their child's effort and progress in Reading over the year. This progress is also discussed as part of the parent's evening that are held twice a year.

Useful Reading Websites

www.standards.dfes.gov.uk/primaryframework

www.encompassculture.com

www.literacytrust.org.uk

www.readon.org.uk

www.readingconnects.org.uk

www.bbc.co.uk/Academys

www.woodlands-junior.kent.sch.uk

Next date of review: September 2016