



Headteacher: Mrs M. Adams MA

Littlegrove, Church Hill Road
East Barnet, Herts EN4 8SR

t: 020 8449 5856 f: 020 8440 6517
e: office.stmarysen4.barnet@lgfl.net

www.stmarysen4.barnet.lgfl.net

**St Marys
Church of England
Primary School**

Reading Policy

Mission Statement

St. Mary's School in partnership with St. Mary's Parish Church provides a safe, caring and inclusive Christian environment:

- Where self esteem and mutual respect are encouraged through positive reinforcement and support;
- Where a broad and balanced education stimulates pupils enthusiasm and enjoyment of learning;
- Where skills are developed for learning in the present, and as a foundation for the future;
- Where everyone is given the opportunity to develop their full potential.

Rationale

The reading policy at St Mary's Church of England School forms part of the overall English Policy. As reading is a complex linguistic skill which develops gradually in parallel with the spoken and written language of young children, this policy needs to be set in the broader context of developing children's speaking and listening skills and writing skills. The purpose of this policy statement is to ensure a common shared outlook and approach to teaching and developing children's reading, to aid consistency, coherence and continuity throughout the school.

Aims

We want our children to:

- Develop an enthusiasm for reading and an enjoyment of books which leads to a desire to want to read for both pleasure and for information.
- Develop the skills and competencies necessary to read, understand and respond to a variety of texts.
- Develop the skills of reading necessary for information gathering and for the purpose of study.

Principles

All children at St Mary's Church of England School are seen as readers irrespective of their level of ability. Reading should be seen as an enjoyable, rewarding activity and children should feel they are succeeding from the outset. The following principles lie behind our approach.

- Creating the desire to read is crucial if children are to develop as readers and the quality of material offered to children is an important factor in creating this.
- Any reading that takes place must involve gaining meaning from print.

- The role of the “helping adult” (teacher, classroom assistant or parent) is vital in the development of children as readers. Teaching supports children to gain meaning and pleasure from text and by appropriate interventions teach them to use an increasing range of reading strategies, so that they grow in independence.
- Knowledge of authors, illustrators and publishers will encourage children to develop opinions and develop a critical approach to reading.
- Involving children in books that illuminate their experience, enrich their language and learning and make them aware of words beyond their everyday experience is likely to make them life-long readers.

Approach

The approach we use to teaching is based on the idea that the reading process involves using a set of problem solving skills to recreate the author’s meaning.

We believe that:

- Early readers and writers first “adopt” or take ownership of a whole piece of literature.
- Children refine their reading skills and finally master them by repeated exposure to favourite texts.
- Children pick up sight words and absorb rules and patterns as they interact with text.
- There is no set logical or developmental sequence governing which patterns of rules they discover first.
- Children do not necessarily learn short sight words before long ones.
- Learning is governed by impact more than logic.
- Smaller visual or phonic units are often harder to learn.

In the early years when children are acquiring pre-reading skills, a great deal of emphasis is placed on quality “talk” about books. This includes discussion about authors, illustrator and titles and equips the children to tell a story by deriving meaning from pictures. This stage is not to be rushed and is of particular importance to children identified with SEN or second language learners.

The Letters and Sounds strategy supports the acquisition of phonic skills which in turn supports the development of a reading vocabulary.

Children usually start learning to read by relying on:

- Prior knowledge of the material being used.
- Words remembered from hearing the story read aloud.
- A personal vocabulary of memorable words recognised on sight.

Gradually they begin to add more cueing strategies:

- Use of illustration cues
- Use of context cues
- Use of context and phonic cues (first initial letter sounds)

- As phonic knowledge and knowledge about texts increases, more sophisticated combinations of cues and checks are used.

Children need access to a range of strategies for dealing with unfamiliar words:

- Concentrate on encouraging use of strategies which children can adopt independently and reliably without an adult by their side. These strategies may vary from child to child.
- Children develop strategies largely as a result of the way adults prompt. If you habitually prompt in a certain way, that is the main (probably the only) strategy children will adopt.

Use of illustration cues:

- Looking at the illustration can occasionally help a child to predict an unfamiliar word
- But, if illustrations are detailed and complex, a child may have problems in locating the relevant part. This will distract from the reading. With longer texts, the word may not in any case be represented in the illustration
- Discussion of illustrations before independent reading can add to general contextual knowledge

Use of context clues;

- When the word is well into the sentence: go back to the beginning, re-read and guess.
- When the word is near the beginning of the sentence: miss the word out, read on and guess.
 - Always check guesses by asking:
 - Does that make sense?
 - Does that sound right?
 - Does what you've said match the look of the word?
- Make sure children understand when to re-read or to read on i.e. it is the position of the word within the sentence that determines which strategy to use.

Use of context/graphic cues:

- When rereading or reading on and guessing a word, focus attention on the initial letter or letters
 - How would the word begin?
 - What's the sound of the first letter(s)?
 - Check guesses

Use of Grapho-phonic Cues:

- Look at the beginnings or ends of the words
- Look for known parts within a word, e.g. **and** in **stand**, **eam** in **stream**
- Draw attention to words which sound alike e.g. where - this word sounds like "there"
- "chunk" sounds together to make the word e.g. Scr-ee-ch > screech or split into syllables
- Remember that a child who cannot read a word will not be able to tell if it can successfully be "built up" or "sounded out". If you teach this as a strategy, make sure that children

understand that it will not work for all words encourage them to use other strategies as well

- Check by asking:
 - · Does it make sense?
 - · Does it sound and look right?

Use of self correction

- Self correction is a very positive sign. The child who understands that:
- Reading has to make sense
- Words “read” have to look and sound right
- Children need **time** to monitor what they have said and to amend it if necessary. Wait until the end of the sentence before saying something:
 - Does that make sense?
 - Something didn’t sound quite right there, did it?

Children not only need praise for their efforts they also need feedback to tell them that the strategies they are using are appropriate ones

As children become increasingly accurate and fluent in their reading they will extend their graphic and phonic knowledge to include more complex patterns and irregularities. They will consider the quality and depth of what they are reading and they will be taught to use inference and deduction.

They will also develop the higher order skills necessary to gather information, including skimming to gain the overall sense of a passage and scanning to locate particular information.

Comprehension Skills

As children become increasingly accurate and fluent they will consider the quality and depth of what they are reading and they will be taught to use inference and deduction.

They will also develop the higher order skills necessary to gather information, including skimming to gain the overall sense of a passage and scanning to locate particular information.

In order to develop their critical response to text and to develop children’s evaluative skills, children should be involved in discussions about:

Story structure, answering questions such as

- · What happened?
- · What made it happen?
- · What did _____ do?
- · What would you have done?

Setting - Answering questions like

- · Where is the story?
- · How do you know?
- · When did it take place?
- · What would be different if it was set in?
- · How is the setting different from?

Characters - Answering questions like

- Why did _____ behave like that?
- What sort of person was _____?
- What do you think _____ will be like when they grow up?
- What would you do if _____ came to your class?

Use of language. Answering questions about

- The meaning of unusual unfamiliar words
- How a particular effect or emotion is achieved
- How a descriptive passage compares with an illustration
- Use of non-standard English

Creating the Learning Environment

Each classroom has a reading area which we aim to make stimulating and attractive, so that from their earliest days in school children develop the habit of browsing amongst books and choosing for themselves books they are interested in reading. Each classroom reading area contains both fiction and non-fiction materials.

Teachers set up displays on themes and topics that include relevant books and encourage children to read and find out further information. Teachers treat the whole classroom as a reading environment and display labels, posters and captions that are interactive in style.

During the school day children will participate in shared and guided reading activities. Children will be taught to read and analyse different text types.

Classroom organisation

All children at St Mary's Church of England School participate in daily Guided Reading activities. Guided reading enables teachers to give quality time and focused "in depth" teaching of skills and strategies. It also gives opportunity for more detailed discussions about the structure of texts and for studying different genres. It gives time for children to respond to literature and to develop their critical and evaluative skills.

Teachers aim for all children to be involved in a reading activity each day. This can include:

- Reading with an adult
- Silent reading
- Browsing in the book corner
- Reading games
- Close procedures
- Making story-boards
- Highlighting memorable passages
- Writing the further adventures of a story
- Rewriting a story using captions or speech bubbles
- Writing letters to characters in stories
- Designing poster to promote a book
- Writing a favourite story from the point of view of another character

- Finding other books by the same author/ illustrator and comparing and reflecting on the authors style
- Carrying out research in all curriculum areas
- Writing book reviews

Planning

At St Mary's Church of England School we recognise that successful reading demands both word level reading and the ability to comprehend what has been read. We recognise some children have poor word recognition skills and good comprehension skills, others have good word recognition skills but poor comprehension skills so teachers plan accordingly to meet the needs of the children. Teacher's focus on the relevant key-stage programmes of study but also draw on elements from the other key stages as needs arise.

In addition Teachers ensure that reading opportunities across all areas of the curriculum

Assessment

Assessment is used to inform medium and short term plans. Assessment can take place any time children are engaged in reading activities, whatever material is being read. A note should be made of anything a child does which is new or significantly different, and/or anything which requires teaching. Individual and group reading sessions provide the main opportunities for monitoring pupil's progress and achievements in reading and for setting targets for future teaching. Monitoring should involve both the child reading and discussion.

Teachers use the Assessment Foci from Reading APP materials as a basis to assess progress and identify gaps in skills and understanding. This informs future planning. The Assessment Foci are updated each half term.

Notes are made in the group Guided Reading Record to help with the completion of the APP guideline record sheet. These can include the following behaviours:

- Evidence that the child has early concepts of print e.g. orientation of book, print is read
- Reading strategies child uses, aiming to encourage the child to use a range of strategies to decode an unknown word – context, graphic, phonic
- Level and sophistication of understanding – literal, inference and deduction
- Confidence and independence
- Response to book
- Fluency
- Intonation
- Awareness of audience

Children with Special Educational Needs

Children who are making less than expected progress with reading are identified through termly tracking meetings held between the class teacher and head teacher. Intervention programmes are put in place and progress is monitored. Where progress continues to be a concern, consideration will be given to the need for an Individual Education Plan which will be discussed with the Special Educational Needs Coordinator and parents. Progress will continue to be monitored and appropriate intervention planned and reviewed in accordance with the Special Educational Needs Policy.

Gifted & Talented Children

At St Mary's Primary School, we present a curriculum appropriate to the abilities and needs of all children. The progress of all children is monitored closely. Teaching strategies and resources are differentiated in response to the needs and abilities of individual children to ensure their ongoing progress with a wide range of reading skills.

Resources

At St Mary's we have a rich variety of resources that we use to support the children in developing reading skills. These resources include:

- The Oxford Reading Tree Scheme
- Class Libraries
- Accelerated Reader
- School Library
- Barnet School Libraries service- who provide reading materials for cross curricular topics
- Internet sites for researching different topics- particularly Education City and Espresso
- A wide selection of Guided Reading Books
- Subscriptions to First News
- Espresso materials.
- Additional reading scheme materials for additional support e.g. PM bench mark books.

Our resources are supplemented by materials from the Barnet School Library Service,

Home/ school Partnership

We see it as important that we communicate with parents our understanding of the way children learn to read and our policies on reading. We also seek to involve parents in supporting their child's reading progress. All children can choose books to take home from the school library. In Key Stage One each child has a home reading record book and reading diary. Parents are encouraged to record comments about how the child read the book.