



1. INTRODUCTION

This policy document is written after consultation with the teaching staff and the Governor with responsibility for Literacy and is presented to the Local Education Authority and the Governing Body in the Spring term 2004.

It is a working document, which reflects the ethos and practice within the school in relation to the teaching of Reading. It has been written with due regard to the requirements of the National Literacy Strategy schemes of work and the National Curriculum and it will be monitored and evaluated according to changes within these documents as and when they arise.

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2. FUNDAMENTAL PRINCIPLES

The whole ethos of Molescroft Primary School is to provide every child with a happy, caring, learning environment in which he or she can develop their full potential - whatever their needs and irrespective of ability, race or gender.

Molescroft Primary school believes that reading is central to a child's understanding of the school curriculum and is of vital importance in life. Fluent readers can access a full range of life experiences and can enjoy an amazing breadth of genres and writers. In Molescroft Primary School, we aim to develop a love and appreciation of reading which will stay with children for life. We hope to achieve this through careful planning and teaching using up-to-date strategies. We aim to use good reading materials and resources within Literacy lessons and Guided Reading sessions and to provide a breadth and range of reading material in school.

AIMS.

The aims of Molescroft Primary School are to allow children the opportunity:

- To experience reading in a variety of situations so that it becomes a pleasurable and productive experience.
- To access a wide range of print materials, including all genres of fiction, non-fiction, poetry, plays, pupils own writing and a variety of print material.
- To progress to becoming selective in their choice of reading materials.
- To be knowledgeable about the purpose and organisation of books.
- To nurture a love of reading.
- To learn to read through a variety of methods.

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- To read to themselves or to others (peers and adults)
- To read to a variety of audiences and to hear adults and children read to them.
- To read regularly and to develop a respect for books.
- To use appropriate reading strategies
- To receive reading provision and support appropriate to individual ability.
- To become aware of the link between reading and writing.
- To be taught appropriate research skills in order to develop knowledge of non-fiction subjects.
- To use ICT to further the development and love of reading.

3. ROLES AND RESPONSIBILITIES

The governing body should, in cooperation with the Headteacher, determine the school's general policy and approach to reading at Molescroft Primary School.

The Literacy coordinators should advise the Headteacher, staff and Governors of the current and changing practice in reading at Molescroft Primary School and keep them up to date with new initiatives put forward by the Government and LEA.

The Teaching Staff should in cooperation with the Headteacher and Literacy coordinator, plan and deliver effective literacy lessons which teach the strategies needed to become fluent readers.

The SENCO should, in cooperation with the Headteacher, Literacy Coordinator and teaching staff provide support and additional reading resources for children with Special Educational Needs.

4. PRACTICE

THE CLASSROOM ENVIRONMENT.

As part of the Accelerated Learning process, each teacher is dedicated to providing stimulating displays which can be interactive in nature. There is always plenty of varied material for children to read within the classroom. These displays may be interactive, informative or celebratory but they all aim to ensure that the child has an active part in the classroom environment whether it is reading alone; showing work to friends or celebrating achievements with parents.

In each classroom, there is also a variety of class books which the children can choose and read from during independent reading times. There are non-fiction books but they are mainly fiction. The children in KS2 can take these books home to read with parents if they wish.



As a school, we are committed to continuously expanding the class libraries so that they provide a wealth and breadth of reading material which includes fiction, non-fiction, genres and authors. We are also committed to expanding our choice of multi-cultural books and books which may appeal to different genders and reluctant readers.

DEVELOPING READING.

Molescroft Primary School believes that successful reading depends upon learning to use a range of strategies. The reader uses these as 'cues' to get the meaning by predicting the text, checking and cross-checking, identifying and correcting errors. We believe that reading is not a passive process and aim to produce interactive lessons where children are involved in the learning process: this may involve searching, problem-solving, active prediction, and an ability to bring past knowledge and experience to bear.

Within KS1 and KS2, our aim is to follow the Reading Searchlight model in order to equip children with the necessary reading skill to tackle any unfamiliar text.

This model consists of:

- Phonics (sounds and spelling)
- Grammatical knowledge
- Word recognition and graphic knowledge
- Knowledge of context

These 'searchlights' are taught within lessons so that children can become independent readers. (See appendix 1)

THE TEACHING OF READING.

In Molescroft Primary School, we follow the National Literacy Strategy and deliver the reading objectives specific to each class or set. We believe that children do not learn to distinguish between the different sounds of words by merely being exposed to books. Therefore, we aim to teach the reading and phonics skills needed to become independent readers.

In KS1, we aim to teach the children a range of strategies (as demonstrated in the searchlights model) that they can use as "cues" when they are reading to help them understand and decode texts.

In KS2, we aim to provide more complex and extended texts once the searchlight skills are secure. As the pupils gain fluency, our teaching shifts to emphasise the advanced reading and comprehension skills at text level.



Phonics

In the Foundation Stage and KS1, there is a strong and consistent emphasis on the teaching of phonics and other words skills. Our pupils are taught to:

- Discriminate between the separate sounds in words
- Learn the letters and letter combinations most commonly used to represent these sounds
- Read words by sounding out and blending their separate parts
- Write words by segmenting the phonemes and using their knowledge of letter-sound correspondence to represent the sounds.

The progression in phonics skills and knowledge are taught using the Jolly Phonics scheme in the Foundation Year and Year1 and follow the steps outlined in the Dfes Progression in Phonics Handbook.

The children in the Foundation stage progress rapidly through the Jolly Phonics scheme within the first term of entering school.(see appendix 2 Timetable for first term with Jolly Phonics)

It is an expectation that most children in the Foundation Year unless on the SEN register will have achieved Step 4 in the Progression in Phonics skills before entering Year1. For the summer intake this expectation is extended to the end of the first half term in Year1. It is an expectation that all children in Year1 unless on the SEN register will have achieved step7 in the Progression of Phonics skills before entering Year2.

This ensures that the essential skills, knowledge and understanding in phonics is established by the start of Year2 enabling teachers in Year2 to move children rapidly into independent reading and writing. In Year2 some of the alternative vowel phoneme spellings may need consolidation.

READING ROUTINES IN KEY STAGE 1 AND 2.

Shared Reading.

All teachers plan **units** of work in Literacy which are usually 2 weeks long. The first week is devoted to Shared Reading activities in which the class uses a common text or texts.

At Key Stage 1, the teachers use Shared Reading to read with the class, focusing on comprehension and word-building and spelling patterns. The teachers also teach how to use the searchlight reading cues to check for meaning and self-correct errors.

At Key Stage 2, shared reading is used to extend reading skills in line with the text level objectives. We also use this part of the hour to reinforce grammar, punctuation and vocabulary work (Word and Sentence level objectives)

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At both Key Stages, because the teacher is supporting the reading, we believe that the texts can be beyond their independent reading skills. We feel that this is particularly valuable for less able readers who gain access to texts of greater richness and complexity than they would be able to read independently. We hope this gives children the confidence to tackle texts and learn advanced skills which they can then use in their independent reading.

The amount of times Shared Reading is covered and the specific objectives, activities and text-types are written on our weekly Literacy plans. The reading materials which are used to cover specific genres and text-types can be found in individual classrooms.

Guided Reading

We believe that Guided Reading is a valuable counterpart to Shared Reading where the teacher can focus on independent reading.

Guided Reading takes place outside of the Literacy Hour so that reading and reading activities are the sole objective of that time. The Guided Reading sessions occur either before or after the Literacy Hour every day for approximately twenty minutes.

The Guided Reading sessions have in effect taken the place of individualised reading programmes for the majority of children in the school although an independent reading scheme is still used for home reading. We believe that we gain more sustained teaching time from carefully structured group activities than from hearing 'individual readers.'

In KS1, the teachers introduce the text to the group, reinforcing the searchlight cues and phonics teaching that has taken place throughout the literacy lessons. The teacher helps the children to tackle unfamiliar words before reading the text. The pupils then read independently while the teacher assesses and supports each child in the group.

In KS2, the teachers also reinforce reading objectives covered within the Literacy lessons but there is more silent reading with questions to direct and challenge their reading ability.

All Guided Reading groups are ability-set and the texts are carefully chosen to suit the reading ability of each group.

There is usually Guided Reading follow-up work which is used as an assessment of the child's understanding of the text read. The objectives for each session and the specific activities are written on our Guided Reading plans.

Guided Reading Books.

In KS1, the guided reading scheme is organised and colour-coded according to the book band levels. The Ginn Lighthouse scheme provides the main structure but is supplemented at each level by "real" books carefully chosen using the book bands

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structure. The guided reading scheme for KS1 is located on bookshelves outside the Year 1 area. (See appendix 3: KS1 Guided Reading scheme)

In KS2, each year group has sets of Literacy Web Guided Reading books which can only be used by their year group. This is to ensure that the children are not re-reading material when they move up to the next year. These books are located in individual classrooms.

In order to match the reading levels to the ability groups, we have Support and Extension Guided Reading material. This consists of the Rigby Navigator Guided Reading scheme and is located on labelled bookshelves outside the KS2 ICT suite. There are sets of 'real' books in the bookcase which can also be used as Guided Reading books.

This material can be used by all KS2 teachers in order to gain support material for lower ability groups and extension material for higher ability groups.

Independent Reading Scheme.

In KS1, the Oxford Literacy Web and Oxford reading tree schemes are used as the independent reading scheme.

These books are taken home by the children and are read with parents or carers. Each child is given a Reading Record which allows the adult to write a comment about their child's reading at home.

In school, teaching assistants and volunteers hear the children read their independent reading books. Class teachers and Teaching Assistants monitor the progress of the children on the reading scheme, recording children's progress in the Independent Reading Record booklet. (see appendix 4:Independent Reading Record Booklet)

In KS2, there are several systems in place to suit the needs of all reading abilities.

Oxford Reading Tree.

For those children who still need a structured reading support system in place, particularly children in Year 3/4, we have the Oxford Reading Tree scheme which continues from the material in KS1 up to Stage 11. The books are located on labelled bookshelves outside the KS2 ICT suite. The aim is to continue the support from KS1 but to locate the books in a separate place to KS1 books. This avoids children having to go to KS1 for reading books which may damage their self-confidence as readers.

These books are taken home by the children and are read with parents or carers. The books read are written in the child's Reading Record.

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When the teacher feels that the child is independent in reading and does not need a structured reading programme, the child is then able to choose from the classroom library or bring in a book that they are reading at home. Every book that is read by the child should be logged in the Reading Record as evidence of the quality and quantity of reading material the child is reading. The Reading Records are monitored at appropriate times by the child's literacy teacher (See appendix 5: Year 3/4 and 5/6 Reading Record)

Reluctant Readers.

If after monitoring the reading ability of the class, the teacher feels that a child is reluctant to read any material, it may be appropriate to give the child extra reading time which is usually monitored by a Teaching Assistant. The Wolf Hill Reading scheme is used to try to engage reluctant readers in texts that are structured but also interesting and challenging. If a child is placed on the Wolf Hill scheme, they have a Wolf Hill Reading record in order to monitor the books read. (See appendix 6: Wolf Hill Reading Record)

Use of the School Library.

The library is used by KS1 and KS2 children. There is opportunity on Monday and Tuesday lunchtime to use the library between 12:30 and 1:15pm. A specific Year group is chosen and the session is supervised by a Teaching Assistant. Four Year 6 children are appointed as library monitors and are trained to use the Dewey Decimal Classification system. The children are able to use the library for their own specific research or to just enjoy the books available. The library contains Non-fiction books and a selection of Poetry. There are specific instructions on how to use the library on the walls.

The library is also used during the day by individual classes. The books in the library are not taken home.

READING AND ASSESSMENT.

Standardised Testing of Reading.

In Year 2 and KS2, children are tested every July using the NFER Reading system. This consists of a cloze procedure from which we receive a Reading quotient.

- Year 2 sit Paper A or B
- Year 3/4 sit Paper A or B.
- Year 5 sit Paper C or D
- Year 6 sit Paper X or Y

This information is used to assess how much each child has progressed in that year and to set targets for the following year.

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In Year 2 and Year 6, the children take National Reading SATs test in May from which each child receives a National Curriculum level for reading. The Year 2 SATs test results are used to inform Year 3 teachers about the reading levels of the children. The Year 6 SATs test results are used to inform relevant Secondary Schools about the reading levels of the children.

In Year 3, 4 and 5, the children sit Optional SATs tests in May from which each child is given a National Curriculum level for reading. Again, these results are used to set individual targets for reading. They also inform the next teacher about the reading level of each child.

All these results are analysed to inform the Pupil Data Tracking System which children need extra support in reading the following year. This may consist of giving the children specific IEP reading targets if they are on the register or targeting the group in Literacy lessons for more focused teaching, if not. Some children may also be taken out to read by Teaching Assistants and/or reading organisations and volunteer helpers. These children may also be chosen to be part of the Literacy Support programmes such as ELS, ALS and FLS.

Classroom Monitoring of Reading.

Guided Reading Records.

Each teacher keeps records of Guided Reading groups. These consist of A4 sheets of paper in a file or separate cards for each group. Both systems contain the same information: the Objective, the Activity and Comments/Evaluation. The teacher may decide to write down every individual response to the activity or specific responses i.e children that excelled or struggled. These records inform the teacher of the progress of that particular group and which Illustrative Reading targets have been successfully covered.

Reading Records

In KS1, each child is given an Independent Reading Record Booklet which records the scheme level that the child is on and the books that the child has read with any relevant comments about reading behaviour.

This Reading Record transfers to KS2 and is continued until the child is independent enough to choose his/her own reading book.

The child is then given another Reading Record in which the title/Author/Genre is noted. There is a section which can be filled in by parent/carers and children to write their comments on the book read. This is monitored by the Literacy teacher when appropriate.

HOMEWORK AND READING

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In KS1, Independent reading scheme books and other reading related activities (eg sound books, wordboxes, tricky words) are given as weekly homework. In Year 1 and Year 2 reading tasks may also be given as part of Literacy Homework and are relevant to the objectives covered in lessons.

In KS2, specific reading tasks may be given as part of the Literacy Homework and are usually relevant to the objectives covered in the lessons.

Reading to a parent/carer is encouraged as much as possible in both Key Stages and the frequency of reading and choice of book is recorded in the child's Reading Record.

5. DOCUMENTATION

- Year Group objectives for the teaching of reading can be found in the National Literacy Strategy.
- The National Literacy Strategy-Progression in Phonics
- The Jolly Phonics Teachers Handbook and video
- The Ginn Lighthouse Guided Reading Scheme-Year Group handbooks

6. SPECIAL EDUCATIONAL NEEDS

There are several ways in which we identify the reading needs of children in the school.

- The pupil data tracking system is used to identify which children have low quotients in reading and may need specific reading targets.
- Children on the SEN register sit either Boehms tests for Foundation and Year 1 or Youngs Group Reading test for Year 2 to 6.
- Specific reading targets are written on I.E.Ps and are used to inform Literacy teachers and Teaching Assistants of the focussed needs of the child. The IEPs are officially reviewed twice yearly but the targets are monitored more frequently.
- I.E.P targets are written to ensure that they are manageable steps which correspond with the end of year reading targets from P-scales to levels. The aim is that once the child has achieved the reading targets on the IEP, he or she will have worked towards the next Curriculum Level for reading.
- Teaching Assistants support children with specific reading needs within the classroom as much as possible. Children are withdrawn only if necessary.
- There are specific Reading support materials in use in the school such as Spar Spelling, P.A.T, Clicker and Word Wasp. These are identified on specific IEPs if used with the child.

7. INSET

The Literacy coordinators will attend reading courses organised by the Literacy advisers and inspector in the Borough. The Literacy coordinators will deliver INSET on changes to National and East Riding policy on reading.



8. APPENDICES

Appendix 1: Searchlights Model

Appendix 2: Timetable for first term with Jolly Phonics

Appendix 3: KS1 Guided Reading Scheme

Appendix 4: Independent Reading Record

Appendix 5: Independent Reading Record Year 3/4 and 5/6.

Appendix 6: Wolf Hill Reading Record for reluctant readers.

I. USEFUL PUBLICATIONS

DfES/QCA, *The National Curriculum: Handbook for primary teachers in England*, HMSO, London, 1999

DfES *The National Literacy Strategy-Framework for Teaching*, DfES, London 1998

DfES *The National Literacy Strategy- Developing Early Writing*, DfES, London 2001

DfES *The National Literacy Strategy-Progression in Phonics*, DfES, London 1999