**Hollinhey Primary School**

**Reading Policy**

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Hollinhey Reading Policy

Introduction

This policy outlines the purpose and management of Reading taught and learned in Hollinhey Primary School. Reading forms part of English which is a core subject within the National Curriculum.

Aims

* To allow children to develop a love of books and feel a sense of achievement
* To develop their ability to read, with fluency and understanding, a widening range of fiction, non-fiction and poetry
* To provide good quality reading material and to renew it continually
* To model good reading practices and strategies
* To regard reading as not merely decoding marks on a page but as a quest for meaning

Continuity and Progression

We aim to build upon and foster knowledge of the written word which children bring with them when they start school. We understand that children are individuals and therefore their ability as readers can vary enormously within year groups. We will take into account children’s prior skills and experience in order to ensure continuity and progression in both Key Stages. Various methods are used to teach reading as it is recognised that no single method is guaranteed to succeed. Therefore a sensibly balanced approach is used which involves a structured use of stimulating material tailored to childrens’ 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

* To listen carefully to children read on a regular basis (this may be in a guided reading session)
* Teacher making time to read to the children daily, choosing carefully from a wide range of stories, poetry and information sources
* Teachers’ own enthusiasm for books – the way a teacher handles books and reads stories is really important
* Use of picture books for understanding of story and comprehension skills
* Children making their own books
* Reading nursery rhymes and reading material with recognisable patterns, rhymes and rhythms
* Development of phonics
* Reading class stories/novels
* Retelling stories – important for characterisation and plot
* The use of big books for shared or paired reading experiences
* Labelling of displays – making a reading environment
* Use of magnetic letters and boards
* Using parental support to develop enthusiasm for reading, for example by encouraging parents to read to their children and share books with them
* Buddy Reading
* Use of ICT resources – e.g. shared texts on Interactive whiteboard

At Key Stage Two – building and reinforcing reading experiences from Key Stage One

* Finding the appropriate match of reading material
* Showing children how to obtain and record information from a text (including from ICT sources such as CDRom or Internet)
* Encouraging children to be discriminating readers
* Developing a language about literature which helps children to respond critically to texts and gain an understanding of authorial intent
* Provide time in which children can read silently and without interruption for pleasure and information
* Buddy Reading
* Enabling a child’s own writing to form part of the resources for reading
* Providing access to a range of sources of information, including books, maps, dictionaries, ICT resources, CD stories, television programmes and encyclopaedias

Organisation

Quality books are to be renewed continually and made accessible to children both in classrooms and library areas. Each classroom should have a book corner or reading area in which the children have the opportunity to enjoy books. Books of graded ability are kept in bays outside classrooms for independent/home reading.

Resources

These include an extensive selection of quality picture books, stories, poetry, plays and information books.

We make use of the Cheshire library service – both for fiction and non fiction. These books form the class libraries or topic packs to link to curriculum areas.

Pink-White guided reading books and teacher resources are kept in the Ks1 bay. Ks2 guided reading books and teacher resources are kept in the shelving area outside the Reading Room.

Guided Reading

Guided reading sessions take place within each class every week. This may be in small groups or as a whole class using frameworks such as Cracking Comprehension. The titles read and comments about individual / group progress should be recorded and kept by the classteacher.

Home Reading Systems

Children are encouraged to read at home and are given frequent opportunities to change their books in order to read a new text at home and increase their reading fluency.

(See Home Reading Structure for more information.)

Assessment, tracking, monitoring and reporting

Teacher’s reading assessment and moderation is used to inform future planning.

Teachers use assessments to track progress and assess for future learning. External moderation with our ‘Partner Schools’ are planned for to monitor teacher assessments. Outcomes of these moderations are reported back to the school. Pupil progress meetings are held every term and pupil progress is discussed and reading interventions implemented where necessary.

End of Key Stage reading and comprehension tests are completed in year 2 and year 6.

In years 1-6 Rising Stars reading assessments are used each term.

Phonics

‘Read Write Inc. Phonics’ scheme is used in The Foundation Stage – Year 1. In Years 2- 6 classes follow the new framework for spellings supported by the scheme ‘No Nonsense Spelling’. The children have spelling journals where they complete spelling tasks.

Children who require consolidation of phonics in Key Stage 2 are supported using a specifically structured spelling intervention.

Reading for pleasure opportunities

We feel it is important to provide opportunities for children to enjoy a book and read for pleasure so this is timetabled in to the school week. In addition, over the year we promote a love for reading through: Classroom Favourite 5, Mystery Readers, Story-Time sessions, The Book Fayre, Book Club, Buddie Reading, The Outdoor Library and World Book day celebrations.

Differentiation

In teaching Reading, provision will be made to ensure the specific needs of all children are met.

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 whiteboard or individual computers (e.g. Cracking Comprehension)
* Sharing texts through the interactive board
* 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