



Norman Street Primary School

Reading Policy

Reading is an essential life skill which enables children to access the wider curriculum to its full potential while at school, and take full advantage of their life opportunities as they enter the adult world. Ability to read and understand a range of texts allows children to become independent learners. Furthermore, developing an ability to engage with and respond to literature gives children the opportunity to enrich their lives at a personal level, now and in the future.

Aims

To enable children to:

- develop positive attitudes towards reading so that it is a pleasurable and meaningful activity;
- learn to read easily and fluently through the use of phonological awareness to decode and encode words
- use reading skills as an integral part of learning throughout the curriculum;
- read and respond to a variety of texts whilst gaining increased level of fluency, accuracy, independence and understanding
- develop different strategies for approaching reading and be able to orchestrate the full range of strategies

Entitlement

Pupils have access to a wide range of reading opportunities that include:

- guided reading
- shared reading
- regular independent reading
- home/school reading
- hearing books read aloud
- selecting own choice of texts including ICT texts
- reading in other subjects including ICT texts
- Access to the school library

Teaching and Learning

Teachers promote and value reading as an enjoyable activity and a life skill. Teachers plan for a range of comprehension strategies that allow pupils to engage with text in a variety of ways to suit different learning styles.

In shared reading the teacher models the reading process to the whole class as an expert reader providing a high level of support. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and collaboration. Texts are rich and challenging, beyond the current reading ability of the majority of the class.

In guided reading texts are chosen to match the ability of the group but still provide an element of challenge. Guided reading provides a forum for pupils to demonstrate what they have learned about reading; the focus for the reading is concerned with extending strategies/objectives taught in shared reading. Teachers follow the structure of sharing the book, introducing the text, teaching a skill, practicing the skill and returning to the text for discussion.

Teachers plan for independent activities linked to reading skills during guided reading sessions and throughout the teaching of English.

Many other opportunities are provided for pupils to practise and extend reading in other subjects. Pupils select texts under the guidance of the teacher for independent and home/school reading. Teachers monitor independent reading and discuss progress with individual pupils on a regular basis.

All teachers are responsible for providing a stimulating reading environment, promoting book ownership and recommending books to pupils. Classroom and central displays are language rich and should encourage the children to read.

Reading at home is regarded as an important part of reading development. Parents are encouraged to hear their children read regularly and respond to their child's reading through Home-School Link Books.

Reading Frequency

All teachers are responsible for hearing children read at least once per week and TAs hear children read weekly where possible. This should ensure that all children are heard read by an adult weekly, although this may be more frequent depending on need of the child.