

Amington Heath Primary School and Nursery

Policy for Reading

Rationale

Our long term aim is that our children become fluent and thoughtful readers.

We aim to:

- Make reading important. We aim to have a variety of good quality reading material freely available, and well displayed throughout the school, and to provide a reading environment where reading is seen as informative and enjoyable. We direct children to a wide range of fiction, poetry and non-fiction, to stimulate and develop their reading.
- Invest in reading, with regular audits of classroom and library stock, purchasing new material as resources permit. Books have had a high priority in spending decisions.
- Enable each child to be interested in books, read with enjoyment and evaluate and justify their preferences.
- Help children read with confidence, fluency and understanding.
- Be able to orchestrate a full range of reading prompts, (phonic, graphic, syntactic, contextual) to monitor reading, and enable children to correct their own mistakes.
- Understand the sound and spelling system, and to use this to read and spell accurately.
- Have a suitable technical vocabulary through which to understand and discuss their reading.
- Through reading, develop their powers of imagination, inventiveness and critical awareness.
- To use texts which are studied as good examples, and models for their own writing.

Guidelines

1. A variety of books will be available in the classroom. Children are also encouraged to use the library.
2. A reading scheme is available for children who have completed Read Write Inc. and children on the scheme will take home decodable RWI books. Reference books are available at each Key Stage in the main library alongside a range of fiction.
3. Reading age is assessed from Y1 to Y6 using a published test in the autumn, spring and summer Term, with the results being recorded. Sheffield STAT is used to assess pupils progress in line with the school assessment calendar.
4. Parents are involved where possible and children are expected to read at home at least 3 times a week.
5. Each child has his/her own reading record of books read, which is an ongoing reward system. Children receive awards at the end of each section (bronze, silver, gold, platinum, ruby, emerald, sapphire and diamond.) Teachers, parents, older

siblings, relatives parent helpers and the pupils themselves, make entries in planners for reading which has taken place at home.

6. Daily reading lessons take place appropriate to ability and children are grouped accordingly. Children start off in 'Read Write Inc' groups – mostly in key stage one and then move towards the whole class reading lessons in key stage two. There can be some movement between groups depending on reading ability. The whole class reading lessons follow the principles of Read Write Inc but focus on the skills involved such as understanding, retrieval, inference, structure and studying the author's choice of language. Following peer observation, a list of non-negotiables for teaching reading has been drawn up to ensure good practice.
7. Each class has allocated library time to encourage children to enjoy reading, learn how to choose appropriate books, and have the opportunity to experience text in a variety of forms, including the Internet, CD-roms, audio stories, playscripts, games and non-fiction.
8. Children are encouraged to share what they read, discussing opinions, read self-chosen text together in groups, or with a reading partner during free reading sessions.
9. We have many book weeks and 'drop everything and read' days to encourage reading for pleasure and enjoyment throughout the year. Authors may also visit school and book fairs are brought in to expose children to new reading material.

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