



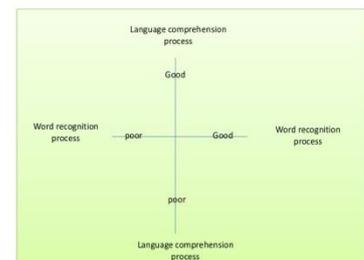
Policy Statement - Reading

Rationale

Reading is a basic skill acquired through a partnership between home and school. Reading provides access to all areas of the curriculum and at West Denton Primary School every opportunity is made to encourage all children to become skilled readers. Success in reading has a direct effect on the progress made in most areas of the curriculum; therefore it is crucial that we help children to develop their independence, self-confidence and motivation in reading. We aim to create “readers for life” – children who develop a love of books, who enjoy reading and read for pleasure.

Purposes

1. To give children essential literacy skills. To teach a range of strategies for reading, aimed to complement each other and enable children to become fluent readers:
 - *Phonic strategies – letter/ spelling pattern sounds.
 - *Graphic strategies – word shape / size.
 - *Contextual strategies – picture and knowledge of text.
 - *Grammatical awareness – syntax.
2. To foster a love and appreciation of texts and their importance throughout life. Help every child to become a “reader for life”
3. To make reading a pleasurable experience whilst making children aware of the importance of this key life skill. Enable children to read fluently and with expression. Develop imagination.
4. Encourage children to be selective in terms of choice.
5. To give children access to a range and variety of texts for a variety of purposes.
6. To teach children to respond sensitively and critically to a wide range of texts, enabling them to reflect on meaning, analyse and discuss texts.
7. To use reference materials with confidence for a range of purposes across the curriculum.
8. To develop information retrieval skills in a variety of contexts, e.g. timetables, charts, lists, etc.
9. To develop information literacy skills and enable children to become responsible, independent learners.



10. To develop confidence in reading and provide children with essential transferable reading skills to access different reading tasks from decoding, skimming and scanning; as well as reading for meaning.
11. To use reading skills to access different cultures and to explore different social and moral issues. Help children to develop insights into the lives of others. Explore a range of emotions within the safe parameters of a story. Offer children the framework within which they can organise their experiences, sequence their ideas and communicate them to others.

Practice

1. Children will develop auditory skills in Nursery to support pre-reading skills through listening to stories and nursery rhymes as well as by being exposed to different sounds and symbols.
2. A synthetic phonic programme is introduced in Reception (Read Write Inc). The children will be taught daily at their own level and the children will continue on the programme in ability groups across KS1 and 2 whilst necessary.
3. Every child will have a home/school reading diary. Reception and KS1 teaching staff will make an entry once a week. Key stage 2 children will be heard reading individually and in groups regularly throughout the year. Children will be encouraged to comment on their own reading as they progress through KS2. Staff will comment on a needs basis.
4. To encourage parents to participate and share in their child's reading. Comments in reading diaries from parents/ carers and children will be encouraged and valued.
5. Children will be taught to read for different purposes, e.g. reading for pleasure and research, having access to a wide range of reading opportunities that include:
 - guided reading
 - shared reading
 - regular independent reading
 - home/school reading
 - hearing books read aloud regularly
 - selecting own choice of texts including ICT texts
 - reading in other subjects
6. A reading target will be set for each child and these will be discussed during parent/teacher meetings.
7. Summative assessment will take place at designated times throughout the year. To identify individual needs. To provide individual children with support to help develop their confidence and independence.
8. Teachers will extend children's reading choices by introducing them to a range of good quality literature. To provide a rich and stimulating environment in which

children have access to a wide range of books presented in an attractive and inviting way. Teachers to share with children their own enthusiasm and love of books.

9. Home readers will be varied and of good quality, suitable for the age and ability of the children.
10. To ensure there is a structured approach to the teaching of reading; including a systematic skills based approach to guided reading. A variety of strategies will be taught to enable children to become confident, fluent and expressive readers.
11. Each week one child per class will be awarded 'Reader of the Week' certificate.
12. Children will regularly be given reading related tasks for homework.

Inclusion

Inclusion Provision is made for all children including any specific learning issues such as SEN, More Able, gender, language and ethnicity. Additional support is given where appropriate and differentiation is applied when planning and resourcing activities. More Able to be challenged with more advanced texts and higher level questioning.

Conclusion

We aim to promote a culture where reading is valued as a pleasurable and purposeful activity. Our approach to the teaching of reading is based on the teaching, investigating and application of a wide range of strategies. We encourage confident, independent readers.

Person Responsible: Full Staff

Date: October 2019

Policy Review: October 2022