

St Martin's C of E Primary and Nursery School



Our Policy for Learning to Read and Reading for Pleasure

Introduction

To learn to read is to light a fire; every syllable that is spelled out is a spark.

Victor Hugo, Les Miserables

There is more treasure in books than in all the pirate's loot on Treasure Island.

Walt Disney

This policy was created by members of the staff team at St Martin's Primary and Nursery School on Friday 26th October 2012 during an inset day. The policy is reviewed and adapted every year to ensure that practice is aligned to policy as our school grows and develops. As part of the process of developing this policy we consulted the assessment criteria to reflect the raised expectations within the new curriculum. We also consulted the DfE's 'Encouraging Reading For Pleasure' and the Ofsted publications, "Principles of the Reading Curriculum' and 'Moving English Forward – Actions To Raise Standards in English'. We also shared our own favourite children's books with each other, analysed what we did in our individual classes to teach reading and develop a love of reading. We looked at a variety of quotes linked to reading choosing several to include in this policy to inspire us when supporting with our children to learn to read and to develop their love of reading. The school recognises the close links between reading and writing and aims to give children opportunities to engage with stories and to read and write daily. We recognise the success in reading has a direct impact on progress and opens up a world of knowledge and skills, which supports children to become life long, independent learners. The school also recognises that it is vital to promote speaking and listening skills and to develop an experience of books and story, particularly for those children who do not gain a rich literary experience from birth and in their homes as they grow up.

The stories we love best do live in us forever.

J K Rowling

Aims for Reading Policy

The school aims to develop literate children who:

- Love reading and who get excited about the potential offered by books.
- Encourage and support parents as crucial partners in their child's reading journey. Reading is the gateway to learning and we want parents to understand that reading with their child is one of the most important ways in which they can support their child's learning.
- Have the opportunity to listen to stories every day (read and oral) and can understand the relevance of story within their lives.
- Are able to recognise the choices that authors make and the impact that these have on the reader.
- Regardless of economic circumstances have the opportunity to access an enriching and exciting curriculum.
- Have an early experience of being successful readers which provides them with a firm foundation with which to build upon.
- Enjoy sharing their reading with their parents/carers.
- Read with confidence, fluency and understanding, orchestrating a range of independent strategies to self monitor and correct.
- Understand the sound and spelling system and use this to read accurately.
- Have an interest in a wide range of texts and read for enjoyment and information.
- Have an interest in words and their meaning.
- Understand a range of text types and genres.
- Evaluate and justify their preferences.
- Develop powers of imagination, inventiveness and critical awareness.
- Have accessed a range of texts including IT based resources (Bug Club)
- Know how to access and enjoy our well-stocked library
- Enjoy and benefit from the school's use of 'Talk for Writing' which is based within

story telling

- Use the Accelerated Reader (KS2) approach to promote enthusiasm and aspiration

In order to achieve this the school uses a systematic and developmental approach to teaching reading as shown on the continuum below:

Alongside teaching children to acquire the skills they need in order to read the school will also aim to develop children's understanding of what they are reading through:-

- Recall and literal understanding
- Developing inference skills
- Ensuring children can make connections when reading
- Encouraging reading in order to learn

Approaches To Reading at St Martin's

In addition and alongside the systematic approach outlined above the school develops children's ability to read and to develop a love of reading through a combination of approaches and these can be broadly identified as direct teaching, modelling and promotion.

Approach	Direct Teaching	Modelling	Promotion
Using 'Talk For Writing' approaches to enable oral and written story telling	✓	✓	
Encouraging book talk	✓	✓	
Introducing writers as role models	✓	✓	
Sharing books together as a whole class or in groups			✓
Locating reading in the wider curriculum			✓
Guided and shared reading in groups with teachers and TAs	✓		
Individual reading	✓		
Having a 'book corner' in each classroom			✓
Promoting the use of the school library, which is at the heart of the school, amongst children, parents, teachers and the wider school community			✓
Having an outdoor book box for the FS outside area and during lunchtime play			✓
Supporting parents and encourage them to read to and with their children at home			✓

All adults in school modeling and/or encouraging positive attitudes to reading		✓	
Developing children's library skills	✓	✓	
Use of Accelerated Reader		✓	✓

See Appendix 1 – 'Developing Learning To Read and A Love of Reading Throughout the School'

Reading aloud with children is known to be the single most important activity for building the knowledge and skills they will eventually require for learning to read.

Marilyn Jager Adams

Progression

The school uses EYFS, assessment criteria, book banding and reading levels from Accelerated Reader (Year 3 upwards). These provide guidance for teachers in understanding how their children will progress through their years at the three stages of the primary curriculum (Foundation Stage, KS1, KS2). Teachers assess children against these frameworks to determine starting points and targets for each ability group in their class.

Any child who is working either below or above the normal range of the class will be identified and placed on either the SEN record or the gifted and talented record. For children who are not making the expected progress, one to one or small group support is put in place to ensure children 'catch-up' to their peers.

The more that you read, the more things you will know. The more you learn, the more places you'll go.

Dr Seuss

Assessment

- The Bug Club and Accelerated Reader assessments are used to track children's progress on a daily basis.
- The EYFS profile and assessment criteria are used to assess progress periodically and set targets across the school.
- School Pupil Tracker Online (SPTO) is used to record progress and to carry out an analysis of strengths and areas for development across the school.

Links with parents

Children are made readers on the laps of their parents.

Emily Buchwald

- Parents have an induction meeting when children start in Nursery and Reception to outline assessment approaches to teaching reading.
- Practical leaflets provided for parents to support reading at home.
- Reading targets are sent home at the beginning of every half-term in Phase 1 and enable parents to track their child's progress.
- Recommendations are given to parents if requested.
- Parent volunteers support the school in providing additional reading opportunities for children.
- Reading material is sent home with the child.
- Children are given a several e-books (Bug Club) or one book at a time from the Accelerated Reader scheme and also a library book to take home every day. All children are able to take their Accelerated Reader Quiz within 48 hours of completing the book. If children do not have access to the internet their parents are able to share e-books with them in school or the school will provide hard copies of the book band books.
- The school actively promotes the importance of parental engagement by supporting parents with helping their child to read and to develop a love of reading and by regularly reporting to parents on the progress their child is making and by encouraging parents to read to their children.

It occurred to me that the only reason I was here was because of reading; it was the reason I began to climb. There is something about reading which takes you beyond the constrictions of space and time, frees you from the limitations of social interaction and allows you to escape. Whoever you encounter within the pages of a book, whatever life you vicariously live with them can affect you deeply – entertain you briefly, change your view of the world, open your eyes to a wholly different concept of living and the value of life. Books can be the immortality that some seek; thoughts and words left for future generations to hear from beyond the grave and awaken a memory of another's life.

Joe Simpson – the Beckoning Silence

POLICY REVIEW

Review Term: Annual

Policy created: 26th October 2012

Policy adopted by the Governing Board: 20th November 2012

**Dates Policy Reviewed by Lead Governor for School Improvement
Planning: November 2013, January 2015, 15th November 2016, 6th
November 2017**

Appendix 1

Developing Learning To Read and A Love of Reading Throughout the School

Phase 1

Developing a Love of Reading

- ✓ Model enjoyment of reading
- ✓ Use of the puppet theatre to engage children in story
- ✓ Books and story CDs available and attractive
- ✓ Learning phonic sounds through music
- ✓ Learning nursery rhymes
- ✓ Learning songs
- ✓ Celebrating World Book Day
- ✓ Bringing books alive through art, music and dance
- ✓ Use of expression when reading to children
- ✓ Stories in the forest and in the outdoor area
- ✓ Telling and reading stories every day
- ✓ Engaging children in the pictures when sharing books with them
- ✓ Use of the i-pad – eg Puppet Pals
- ✓ Involving children in the stories – making links between stories and their lives
- ✓ Reading to do – eg cooking
- ✓ Lots of communication in print throughout the learning environment

Learning to Read

- ✓ Use of text in Role-play
- ✓ Use of Percy Parrot, Have A Go Bird and Don't Give Up Duck (puppets)– they always have a go even when they find it difficult, they make mistakes but keep on giving it another go
- ✓ Modelling segmenting and blending for children
- ✓ Giving children daily opportunities to segment and blend
- ✓ Short, focused and regular phonic sessions
- ✓ Phonic games the children enjoy – eg Buried Treasure
- ✓ Phonics within the environment
- ✓ The use of flashcards, body sounds and percussion in phonics sessions
- ✓ The use of story boards
- ✓ Story Mapping
- ✓ Listening to children read
- ✓ A large selection of engaging books which is regularly added to
- ✓ Story pegs on washing line – sequencing activity
- ✓ Asking children questions, encouraging children to ask questions

- ✓ Books that link to the child's interests
- ✓ Use of the i-pad – phonics games
- ✓ Bug Club – at home and in school to further develop decodable skills
- ✓ Modelling pointing to the text as reading
- ✓ Accurate assessment of where children are
- ✓ Paired reading
- ✓ Giving time and priority to developing reading skills
- ✓ Reading decodable books linked to Letters and Sounds Phase
- ✓ Guided Reading sessions

Phase 2

Developing a Love of Reading

- ✓ Use of high quality, current texts that teach as recommended by the literacy advisory team
- ✓ Celebrating World Book Day
- ✓ Access to a wide variety of books, puzzle books and comics
- ✓ An opportunity to enjoy story with no pressure to read anything
- ✓ Reading Rewards
- ✓ Getting excited about learning new things
- ✓ Having a purpose for reading – eg to find out some specific information to answer a question generated by a child
- ✓ Listening to stories – oral and read
- ✓ Joining a Book Club
- ✓ An opportunity for one to one time with an adult when sharing a book
- ✓ Enjoying the humour in books
- ✓ Time to read independently

Learning To Read

- ✓ Use of i-pads – reading games
- ✓ CDs
- ✓ Games – abc car game, sausage and mash reading game, phonics games
- ✓ Role-play
- ✓ Story Mapping
- ✓ Adult modeling
- ✓ Guided reading sessions
- ✓ Individual reading sessions
- ✓ Valuing all reading
- ✓ Reading to support learning in all areas of the curriculum
- ✓ Book Talk aspect of Talk For Writing
- ✓ Accelerated Reader to develop aspiration to read well and widely

Phase 3

Developing a Love of Reading

- ✓ Having fun with books
- ✓ Reading and telling stories to the children
- ✓ Celebrating World Book Day
- ✓ Role-play
- ✓ Listening to children read and talking to them about their reading – lots of positive attention
- ✓ Relating DVDs to texts
- ✓ Finding ways to hook children into books linked to their interests
- ✓ Sharing book reviews
- ✓ Opportunities each week for individual reading, sharing books together and discussing what we have read
- ✓ Giving time to children to share their enjoyment of the books that they are reading and time to read independently
- ✓ Accessibility of Bug Club books from Wii, X-box, mobile phones makes it more accessible to read
- ✓ Having access to high quality books
- ✓ Modelling a love of books
- ✓ Regular visits to the school library
- ✓ Using books from topic boxes

Learning To Read

- ✓ Teaching through what writers do with punctuation and how this impacts upon a reader's understanding of the text
- ✓ Phonics input
- ✓ Bug Club – collecting points by engaging with the text
- ✓ Use of i-pads – creating i-books, phonics games
- ✓ Use of questions through class/group/individual discussions to impact on inferential understanding
- ✓ Guided reading and writing sessions
- ✓ Teaching the structure and features of books
- ✓ Children interacting with books
- ✓ Story mapping
- ✓ Book Talk aspect of Talk For Writing
- ✓ Accelerated Reader to develop aspiration to read well and widely
- ✓ Accessibility to high quality books and texts
- ✓ Having fun