

Box CE VC Primary School Reading Policy

Aims

When we teach reading we aim:

- to develop a growing ability to read, understand and respond to all types of writing
- to extend and refine information retrieval strategies

We will offer a broad range of reading material to encourage a positive attitude towards reading for pleasure. In particular we will actively promote the links with home in relation to regular reading. We will also develop an environment where reading is valued as both a purposeful and an enjoyable experience.

Planning

All teachers will be guided by the National Curriculum when planning reading to ensure that the correct objectives are taught in a progression throughout the school. In the early years the foundation stage curriculum will be used to inform planning. Each teacher is responsible for organising their own class, ensuring work is differentiated to meet the needs of all children.

Each classroom has a set of 'First Steps' books which could be used for ideas of ways to teach aspects of reading.

Classroom management and organisation

Children will be taught to value and appreciate books and to handle them with care. Each classroom, as far as space will allow, should have a welcoming and attractive reading area, offering a wide range of high quality fiction and non-fiction materials, which reflects the importance placed by the school on reading.

A variety of approaches will be adopted to teach children to read, including the 'Letters and Sounds' phonics programme in the early years and key stage one. In key stage two a daily session dedicated to developing reading skills will be held. Key stage one will run individual and guided reading sessions concurrently.

The school has a full set of Rigby Star Guided Reading resources including a teacher's book. These can be used to support guided reading and come with questions and resources which enable the children to reflect on what they have read. In order to accommodate less able and more able children, classes should share these guided reading resources accordingly. There are both fiction and non-fiction books in this series.

The school also has a selection of other guided reading books which are stored in the extension corridor as well as using resources from the Wiltshire Library Service.

Key stage one reading scheme

The school's main reading scheme is the Oxford Reading Tree. In key stage one, children will follow the reading scheme which is housed in the appropriate classrooms, Ash, Oak and Willow classes. Oxford Reading Tree is supplemented by other scheme materials, to provide a broad reading experience.

Ash and Oak classes also have Rigby Star individual readers to supplement the guided reading resources. These fully incorporate the letters and sounds initiative.

Independent readers

As children become independent readers they will progress onto free choice chapter books from the fiction library. These books are divided into three bands, fiction one, fiction two and fiction three. Children will begin reading books from fiction one which are short, simple texts before moving on to fiction two. Fiction three contains the most difficult fiction books and books that are of a more sophisticated content which are most likely to be read and enjoyed by the eldest children in the school.

As children become independent readers they may choose their reading books from the section of the fiction library that is appropriate to their reading ability. Their teacher will indicate which section this should be and will help guide a child's choice of reading material to help ensure progress in reading is maintained. Children may also read books on loan from the Wiltshire Library Service, which are kept in the classrooms.

Reading diaries

Each child will have a 'reading diary'. See appendix for guidance on the completion of reading diaries. At key stage one this will be regularly written in by both teachers and parents as a way of monitoring progress. In key stage two children will be encouraged to take more responsibility for recording their own progress in reading; it is expected that children will write their own weekly comment and at the end of a book. Children, especially in years four, five and six, are encouraged to choose their reading book from different genre to ensure a wide experience of literature. Children are expected to monitor the genre they read by completing a genre graph. See appendix for examples of a range of questions that children may answer at the end of a book and a copy of the genre graph.

Fiction and non-fiction libraries

Non-fiction books are stored in the key stage one corridor and freely available for the children to use for research or for general interest or reading purposes. Teachers make non-fiction reading books available for pupils in reading sessions.

All teachers will teach the children in their class how to use both the fiction and non-fiction libraries such as how to put books back correctly, how to order fiction books by authors' surnames and how to use the number and colour system used in the non-fiction library. Children are encouraged to use Box and Corsham libraries and to take part in their summer reading challenges. Some classes also make visits to Box library.

Computing

Multi-media resources will be used, where appropriate, to support children's development as readers.

SEN/gifted and talented

We use appropriate materials and activities for the level of the child and their understanding.

Tracking the children

At the end of each term, the teacher will use the National Curriculum statements on the mini-tracker to assess the children's reading ability. Children not making the expected progress will be placed on age appropriate intervention programmes.

Assessment, record keeping and monitoring

Children's reading is continually assessed by teachers through informal observations, record keeping and during more formal observations. The contents of reading diaries will regularly be reviewed by teachers and teaching assistants to ensure that progress is being maintained.

Annual Reports will outline a child's progress in reading and a sentence in the report will indicate whether a child is on track to meet the national standard in reading. In addition, Annual Reports will give parents Teacher Assessment results for each child and may outline specific reading targets. Parents of children in Year 2 and Year 6 will also receive end of key stage results.

Where a teacher feels it is necessary the York Assessment of Reading for Comprehension should be used to assess a child's reading accuracy, fluency and comprehension.

Target Setting

Each teacher will identify the reading needs of their class using RAISEonline analysis and teacher assessment. Teachers write termly, must, should and could, class targets for reading according to the needs of the class. These targets are discussed with the class and displayed in the classroom. Children, especially those in key stage two, should be clear which target they are working towards. At the end of each term the teacher will complete a 'traffic light' grid to indicate which children met their target.

Appendices

- Guidance on the completion of reading diaries
- Questions to help guide comments at the end of a reading book at key stage two
- Reading genre graph

Review February 2017

Next review February 2020

Guidance on the completion of reading diaries

- Adults to complete the front of the book in fully cursive script in line with the school's handwriting policy.
- No doodles or stamps to be anywhere on the diary.
- Stickers to be used by the class teacher only.
- Reading diaries will include details of a child's independent reading (both at home at school). Guided reading details/records/notes will be kept separately by the class teacher.
- Reading diaries should be initialled weekly by parents and comments encouraged.
- Reading diaries to be reviewed regularly by class teachers, with punctuation and spelling errors corrected.
- Ensure that ALL children are storing their reading diaries in a book bag (rather than a rucksack or other bag). The book bags need to be stored in tubs in the classroom rather than hung on pegs.

Key Stage Two - pre-printed reading diaries

- Year 3 children in Willow class to follow same rules as rest of KS2.
- One single page to be used on a weekly basis.
- Write the date (short) and the page numbers in the margin. It is expected that there will be an entry for most days.
- Ideas/question prompts to be stuck neatly into the front of the reading diary and a genre chart to be stuck into the back. Please make sure that these are trimmed to try and keep them neat and tidy.
- Children to use fully cursive script and a sharp pencil or handwriting pen if they have a pen licence. No gel pens or biro's to be used.
- Errors to be crossed out using a single, ruled line. No scribbles or rubbers.
- The book title and author must have all capitals in the correct place.
- If a comment or question is written by the teacher, make sure that the child responds to this question.

Feb 17

Questions to help guide reading diary comments at Key Stage Two

Below is a selection of questions that children may be asked to respond to both at the end of a book and whilst reading an extended text. These can be adapted for your particular class. Ensure that a selection is stuck inside the front cover of every child's reading diary (KS2 and F1 readers in KS1)

When you have finished reading a book, choose one of these questions and respond to it in your reading diary.

1. Why did you choose this book?
2. Why did you/didn't you want to carry on after reading the first chapter?
3. Did the book turn out like you thought it would?
4. Which part did you most enjoy?
5. What was the genre and how do you know?
6. Which characters in the book would you most like to meet and why?
7. Would you recommend this book to a friend?
Why/why not?

Whilst reading a book, choose one of these questions and respond to it in your reading diary.

1. What first made you interested in reading this book?
2. What are your first impressions? Give reasons.
3. Summarise what you know so far about the main character/s.
4. Tell me about the first time the author really hooked you in to the plot?
5. Predict what you think will happen next.
6. Find a few sentences where the author has used incredibly powerful language to describe someone or

something. Write them down. Explain why it is powerful.

7. Would this/does this book work as a film?
Why/why not?

8. Explain how something unexpected happened and how this made you feel.

Reading genre graph

8									
7									
6									
5									
4									
3									
2									
1									
Number of books read									
Genre	Science fiction	History Myths and Legends	Biographies / diaries	Horror	Adventure	Mystery	Fantasy	Non - fiction	

