



READING POLICY 2019-2020

Rationale

Reading is a complex skill with many components. Successful approaches to the teaching of reading should encourage children to use a variety of strategies in their pursuit of meaning. It is important to establish a consistent whole school approach to develop the vital skill of 'love of reading'. Thereby laying a firm foundation in this rewarding and valuable experience which facilitates children to access all areas of the curriculum successfully, as reading opens doors to a world of knowledge. MSB Private School is an advocate for the Rights of a Reader.

Teaching Philosophy

The development of reading cannot be seen in isolation from writing, speaking and listening. The best readers are the best writers. Strategies for writing, speaking and listening therefore shall form an integral part of the reading policy. In our school, we will strive to give pupils a stimulating environment, where reading materials are presented in an attractive and inviting way. Furthermore, within literacy lessons we create an environment that stimulates the generation of ideas from texts where all ideas are accepted and valued.

Aims:

Our aims for reading are to:

- Instill children with a love of reading that lasts for their lifetime, share with them an enthusiasm for children's literature and help children to recognize the value of reading as a life skill.
- Encourage children to become enthusiastic and reflective readers by introducing them to good quality books, from a variety of cultures and in a range of different styles and formats.
- Develop our children's understanding of a variety of text types including non-fiction, fiction, poetry and drama.
- Develop children's confidence, fluency, and independence when reading for different purposes.
- Develop children's abilities to reflect on and have an interest in what they have read and the language and punctuation choices made by the author.
- Use drama and role-play, where appropriate, to immerse children in the text.
- Ensure our children have sound phonic awareness and use a phonics first approach to reading.
- Use ICT systems to access and locate texts.

Guidelines:

There is a whole school approach to the teaching of reading. A wide range of reading strategies will be taught throughout all classes that reflect the requirements of the National Curriculum and EYFS Development Matters programme.

Teaching Approaches

The 2017Curriculum divides reading skills into two dimensions:

Word reading/ decoding
Comprehension

MSB Private School recognize that both these elements are essential to success and thereby support the acquisition of both sets of skills through various methods. These areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary. In addition, understanding that reading is a developmental process and part of life-long learning hence children are encouraged and praised at every stage.

Shared Reading

This takes place during a literacy session and as such is planned within the literacy plans. The texts from a range of media; photocopied texts, big books or texts displayed on the Interactive White Board. During this time specific reading skills or features of differing genre are taught. This is an opportunity to discuss the use of language and widen the children's vocabulary.

Individual Reading

All children have at least one Individual Reading Book either from the schools graded reading scheme and one from the School Library.

Hearing Books Read Aloud

All class teachers shall find time to read aloud to their class on a regular basis. This builds enthusiasm, enjoyment and influences independent reading. It also promotes reading for enjoyment and reading as a life skill.

Early Years Foundation Stage and KS1

Phonics sessions are taught daily through “Letters and Sounds” activities and phonics is reinforced in the context of real texts. High Frequency Words are taught directly. Guided reading continues, using a mixture of books/resources. Children are heard read by the teacher in school during guided reading sessions. Volunteers may hear children read individually and make comments in their home/school reader. Reading books will be exchanged once the child has read the book and had a signature to say they have read it. Parents are expected to listen to their child read and ask questions about the book to check comprehension, making comments in the reading record book.

Lower Key Stage 2

Children are encouraged to keep their own record of the books they read. Parents are expected to listen to their children read and discuss the text as home learning making comments in their diary. Opportunities for children to change their books is given on a regular basis.

Upper Key Stage 2

Children are responsible for regularly changing their reading books, either the library or digital tool/app. It is expected that most children have the freedom of choice on the books they read.

Key Stage 3

Books are read for pleasure. Reading strategies are a part of every reading lesson. Students can issue books from the library once in a week during their library period. Year 10 and 11 students can issue books upon their choice.

The Role of Teaching Assistant/Reading Coach

Teaching Assistants are expected to take an active role in supporting children with their reading as directed by the Class Teacher or SOD. This can include working with groups of children during the literacy hour, leading guided reading groups or hearing individual children read.

Teachers use daily formative assessment strategies to ensure that all teaching is accurately levelled and challenging. Ongoing teacher assessment of reading informs individual and group reading targets. Summative assessment for reading takes place termly when children throughout school undertake formal reading tests. Teachers then re-group children accordingly. Any pupil who is deemed to be underperforming are swiftly identified and participate in booster/intervention sessions which are designed to close the gap between themselves and their peers.

A Reading Culture

A team approach is inculcated when creating a Reading Culture in school. There are opportunities for pupils to experience interesting material around them through bulletin boards, notices, labels and signs. These should be discussed with the children in a variety of forms to enhance knowledge and a wider perspective.

All adults should be good role models for children in modelling both reading aloud and silent reading.