

# URSULA TAYLOR C OF E LOWER SCHOOL

## LITERACY POLICY

### READING

September 2011

Rationale :

We believe that reading should become for each child an enjoyable, informative and fulfilling activity.

We believe that children should be given the tools for decoding words and word recognition, whilst learning the higher order skills of comprehension, to deduce and to infer.

It is therefore the aim of our school that the above should be achieved through the following:

- Daily phonics sessions from Reception to Year 4 in which the basic skills of reading, writing and spelling are learned through the phonics scheme, Letters and Sounds. Children progress at different rates and will therefore be grouped according to their level of development.
- The class teacher listening in depth to each child read **at least** once a week in order to assess their level of reading and to develop the child's skills. In addition to teaching staff, teaching assistants will also listen to children read.
- At least once weekly group guided reading with the teacher when comprehension skills are developed.
- Daily opportunities for reading through all areas of the curriculum.
- Children progressing through the reading levels (colour bands) according to a range of reading skills, comprehension, deduction and inference, and vocabulary levels besides word recognition, based on nationally assessed levels.
- Children choosing to return to a particular book if they have enjoyed it.

Parents/Carers play an important part in developing children's love of reading and involvement in the following ways is instrumental to achieving this.

- Reading to children everyday, especially the younger children. This is where they derive their love of books, become inspired and develop their imagination.
- Listening to children read as often as possible, but without stress and not when they are tired. Reading the words together takes away the stress, or reading a page each helps them listen carefully. Making it fun is vital.

- Reading an alternative book to their home reader should be encouraged if this is preferred, with a note in the reading diary to record this.
- Talking about the pictures is more important than finishing a book; it involves the child, develops their imagination, teaches the children to look for clues to help them read the text and encourages good speaking skills (important for writing).
- Searching for a particular word is also fun as any other games.
- Never criticising a child's reading or saying to them 'You knew that word on the last page, why don't you know it now!'. And never saying, 'Why haven't you moved onto the next level?'
- Showing enjoyment of the whole reading experience.

### **Monitoring:**

- Children are continually assessed by the class teachers to determine next steps and next levels.
- Children in Years 2, 3 and 4 also have more formalised reading assessments twice yearly.
- Assessments are monitored by the literacy subject leader and headteacher.
- Reports on progress in reading throughout the school are reported to the Governing Body.