

Reading Policy

**Aims**

We aim to enable our pupils to read confidently, fluently, accurately and with understanding through developing reading strategies and skills. We aim to foster a love of books and reading and deliver a structured and consistent whole school approach to reading.

**Shared and Guided Reading**

* At Gartconner we teach reading skills through **shared reading.** The whole class shares a text (Big Book or **Spine novel)** which is beyond their independent reading level. Shared reading allows the teacher to model fluency and teach reading skills and investigate language. This will take place each day for 10/15 minutes)
* Through **guided reading** children are taught and encouraged to read a mixture of fiction and non-fiction texts. Reading is taught in small, differentiated ability groups, with children reading individual copies of the same text matched to their level and these groups are reviewed regularly to ensure appropriate pace and challenge.
* Class teachers should ensure that texts are appropriately challenging and enjoyable for all children with appropriate pace to maintain interest as well as encourage progression.
* Guided reading at Early and First level takes place **4 times** a week and **daily** for **support groups.** Second level will be at least **3 times** each week.

**Key Reading Resources**

We aim to use a variety of good quality reading resources to teach reading which are then matched to the children’s reading level. Texts are selected from the school’s guided reading sets of books which are banded by level.

Teacher judgement and assessment is used to decide the most relevant text children will move onto as they progress through Early and First level.

**The resources available are:**

* Engage
* Storyworld
* Oxford Reading Tree
* New Ginn 360
* Literacy World
* White wolves
* Range of skinny novels
* Range of novels
* Online reading resources – Reading Planet and Engage Literacy online

**The Teaching of Reading - Early and First Level**

At both **Early and First level** it is vital that there are **clear learning intentions and success criteria** outlined at the **beginning of each lesson** so that teachers know **what they are teaching** and the children know **what they are learning.**

**High Frequency Words** should be included at the start of all reading sessions.

* **At Early level** the focus ison developing strong phonetic strategies to allow children to use their knowledge of sounds, letters and patterns to read words.
* Children build their sight vocabulary and knowledge of punctuation to aid their reading and are taught comprehension strategies to help them understand the meaning of what they read. Children will be encouraged to participate in individual, group and paired reading activities with a peer, older child or adult.
* Children engage in at least one book a week matched to their reading level. Texts appropriate to the child’s reading level will be sent home weekly to read with parents.
* **At First level** children will further develop the skills taught at Early level by expanding their sight vocabulary, decoding words independently using a range of strategies and using comprehension strategies to understand a text.
* Children will use their expanding knowledge of punctuation and grammar to read with increasing pace and expression. Children are given frequent opportunities to read aloud, individually, in pairs and in small groups and will also have books appropriate to their level sent home weekly to read with parents. In addition children will be given opportunities to read independently for enjoyment.
* Children engage in at least one book per week matched to their reading level.
* Children may progress on to Skinny Novels/novels appropriate for their level.

**Follow up reading tasks** should be matched to the reading book being used and include the following:

* Cloze procedure tasks
* Chopped sentences
* Sequencing
* Prediction
* Comprehension
* Answering Questions - Find it, Prove it, Talk about it
* Blooms Questions
* Reciprocal learning
* Summarising
* Metalinguistics
* Visualisation
* Inference
* Paraphrasing
* Skimming
* Scanning
* Note taking
* Identifying reliable/useful sources
* Distinguishing between fact and fiction
* Developing an informed view
* Linked grammar work
* BME
* Creating questions
* Make evaluative comments
* Identify theme

**Word attack strategies** should be used during reading sessions. These include the following:

* Sound out all letters and blend together
* Look at first letter or letters
* Break into phonemes
* Break into syllables
* Look at last letter
* Read on/read back
* Read the sentence again
* Look at the pictures
* Look at the shape of the word
* Does it make sense?
* Look for words within words

**Example Reading LI & SC**

* We are learning to be **fluen**t readers

Remember:

* Full stop = pause
* Capital letter = lift voice
* Comma = short pause
* ! shouty voice
* “ “ change voice
* Loop words together
* We are learning to **sequence** a story

Remember:

* Identify characters
* Identify events
* Put in correct order
* We are learning to **answer questions** about the text

Remember:

* Skim text to find correct page/paragraph (find it)
* Note and discuss with partner and agree/disagree – (Prove it)
* Justify answer (group/Teacher/jotter) (Talk about it)

**Possible Weekly Reading Timetable**

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| --- | --- | --- |
| **DAY** | **LI & SC (15-20 mins)** | **Follow up task (10 min)****Possible Activities** |
| **Monday** | * **HFW decoding**
* Walk through identifying character, events anything unusual.
* **Skim/scan** for expected vocabulary. (display it)
* Make links with prior learning
* **Teacher models** some text
 | * Introduction activity
* Prediction activity ( if story end not discussed)
* Skim activity what pages is the word garden on?
* Scan activity - on page 9 – who is upset?
* **Paired read** (some of text).
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| **Tuesday** | * **HFW decoding**
* Make links with prior day’s learning.
* **Guided read (**teacher also takes turn and **models).**
* **Answering** prepared questions about the story.
* **Decoding** - Use context clues – by developing ability to read on/read back/discussion/word replacement
 | * Paired reading – part of story
* Highlighting – identifying speech marks/connectives/finding the grammar
* Make notes about the text.
* Comprehension task
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| **Wednesday** | * **HFW decoding**
* **Teacher models** then **paired read** with teacher listening in to aid fluency and comprehension and decoding skills.
* **Bloom questions** – orally.
 | * Skimming activity – what pg is\_\_\_\_on?
* On Pg 9 who is upset? Scanning task.
* Sequencing task.
* In pairs or individual children prep answers (written or oral)
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| **Thursday** | **READ WITH SUPPORT GROUP – HFW decoding.** |  |
| **Friday** | * **HFW decoding**
* **Guided read** with **teacher model.**
* Focus on fluency.
* Summarise story.
* Give opinions on the story. Favourite characters, part etc.
 | * Summarising activity (Oral/written/drawing)
* **Paired read/choral read –** focus on performing with fluency part of the text.
* Book Review
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**Fluency**

Reading fluency is essential to support reading comprehension. Fluency shouldn’t be focused on until children are **familiar** with a text. But the teacher **should model this** regularly out with fluency sessions through shared reading.

**Techniques to improve fluency:**

* Modelling (teacher/ paired reading/audio)
* Scooping/looping phrases
* HFW taught (sight vocabulary)
* HFW games
* Giving feedback
* Re reading familiar texts
* Teacher reading aloud
* Performance reads
* Choral reading (unison)
* Re reading the phrase

**Reading for Enjoyment**

This is at the heart of our reading policy. Throughout the year, events are planned to promote reading for pleasure in the school. These include activities linked to: World Book Day, Book Week Scotland, Book Bug Bags, Read, Write, Count Bags and shared reading sessions. Children in each class are also targeted for reading for enjoyment sessions with a Support for Learning Assistant on a weekly basis. At First and Second level children take part in weekly Drop Everything and Read sessions and Every Child Reading In Class (ERIC). All children should have access to a class library to promote reading for enjoyment and books are changed regularly to suit children’s interests.

**This can include the following:**

* Fiction books
* Non-fiction books
* Comics and magazines
* Books/writing produced by the children
* Big Books
* Poetry books

**Reading Assessment**

Children’s reading should be assessed informally through observation by the teacher on a daily basis during guided reading sessions and reading related tasks.

Reading will also be assessed periodically through formal assessments and at times of transition. Assessment includes:

* Teacher observation
* Use of running records
* Baseline Assessment of P1 children
* Standardised Reading Assessment for P2-7 children