



# MARSH SCHOOL READING POLICY

Fulfilling  
Uplifting  
Nurturing



# Contents

1.	Philosophy.....	5
2.	Aims.....	5
3.	Entitlement .....	5
4.	Implementation.....	6
5.	Equal Opportunities .....	7
6.	Assessment .....	7



## 1. Philosophy

Reading is a complex accomplishment, dependent on a range of different factors to do with reading readiness, cultural attitudes and a variety of teaching methods. Competence in reading is the key to independent learning and therefore the teaching of reading is given a very high priority by all staff.

Our school mission is;

**Fulfilling** – potential, learning as its own reward, the feeling of success

**Uplifting** – the good feeling when something has been achieved that has been a struggle to learn

**Nurturing** – constantly watching the steps that the children make towards their learning goals and assisting them so their learning journey is easier

The school is deeply committed to providing equality and catering for diversity by ensuring that these are addressed in all school policies and their monitoring.

In our reading procedures we recognise the individuality of all children, taking a positive view and recognising that praise and success are great motivators in the learning process.

## 2. Aims

- To develop a positive attitude towards reading.
- To encourage the children to read with pleasure, confidence and understanding.
- To promote a literature rich environment where books are valued and enjoyed.
- To develop key skills in order to read with fluency, accuracy, understanding and enjoyment.
- To enable children to enjoy a wide variety of genres.
- To encourage parents to become partners in the development of their child's reading.

## 3. Entitlement

All children are entitled to experience a broad, balanced, differentiated and relevant reading programme as set out in the Primary Literacy Strategy (P.L.S.). In Foundation Stage, children will follow the reading programme as set out in the Early Years Foundation Stage Framework.

## 4. Implementation

The school's reading curriculum is implemented through the P.L.S. In addition to this children are given the following opportunities to encourage them to become independent readers:-

- Phonological awareness is developed using the Letters and Sounds programme. This is delivered through the use of Jolly Phonics and Big Cat Phonics. Big Cat Phonics is also used to help children learn 'fast words' (High Frequency Sight Words).
- All children share a book with an adult at least twice a week (one of these sessions with the class teacher). Books are changed on a regular basis and sent home. This is recorded in the child's reading record and in the teacher's reading folder
- As a school we actively encourage volunteers to come in and hear children read. Class teachers are responsible for making sure that the volunteers follow the correct procedures when hearing children read.
- Children will experience a wide variety of reading experiences during their time at school. In addition to individual reading they will take part in Shared Reading (as a class) and Guided Reading (in a group). They will also use reading in cross curricular areas e.g. topic lessons.
- Guided Reading should be planned for carefully each week. The book should, as far as possible, reflect the genre that the class are studying that week. The groups of children who are not participating in Guided Reading with the teacher or LSA should have activities set that they can undertake independently. These could include – follow up work relating to the Guided Reading book, phonic activities or reading a selection of books related to the class topic or genre of the week.
- Guided Reading in the Foundation Stage may be managed differently to Key Stage One – this will depend on the class's ability and stage of development.
- Core reading scheme books are colour banded using the Benchmarking Levels. These are cross-referenced to NC Levels. It is not necessary for a child to read every book in a colour band. They may be moved up to the next level when the class teacher judges they are ready. The Benchmarking Assessment Tool can be used to determine this (see Assessment section).
- In addition to the core reading scheme books, children are encouraged to choose books for themselves through weekly visits to the school library.
- Each class has its own selection of reading material available in Reading Corners. Class 'Book Corners' should be warm and welcoming with cushions for the children to sit on and displays to encourage and question children's' thinking. Books should cover a wide variety of genres, including poetry books, dictionaries and atlases.
- I.C.T. Is used when appropriate for the development of reading skills.
- All class teachers are responsible for the planning and teaching of reading. This includes liaising with support staff where appropriate.

## **Marsh Infant and Nursery School**

- Children are taught in their normal class group. Support is given to those who may experience difficulty in their reading, through programmes such as Catch Up, Precision Monitoring and Talking Partners.
- We aim to foster an enjoyment of reading in all our pupils and from time to time special days and activities may be arranged to implement this. Such activities may include – author visits, World Book Day, dressing up as favourite book characters, Book Fairs and creative weeks.
- Currently the PTA run a regular 'Book Swap'. This means that children can bring in a book from home that they have read and swap it for another one.

## **5. Equal Opportunities**

All children have equal entitlement and equal access to a range of reading materials which have been carefully chosen so that issues relating to race, gender, religious beliefs and social background are handled sensitively.

## **6. Assessment**

In the Foundation Stage assessment is carried out on a half-termly basis using the Foundation Stage Profile (FSP). In addition to this teachers carry out informal assessments to monitor progress and inform planning.

In Key Stage 1 assessment of reading is carried out in the following ways:-

- Children undertake the Suffolk Reading Test every 6 months to give a reading age and show progress.
- Some children will be tested using the Salford Reading Test. This will be carried out by the SEN Co-ordinator in discussion with the class teacher.
- Children in Year 2 are assessed in May using SATs.
- Children's progress in phonics will be monitored using the Big Cat Phonics assessment and observation proformas.
- Teachers use the Benchmarking Assessment Tool to judge whether a child is ready to move on to the next reading band.
- The Lancashire Guided Reading grid is used to monitor children's progress during Guided Reading.
- Informal teacher assessments of progress and attitude are made continuously through guided reading, independent reading and careful observations.