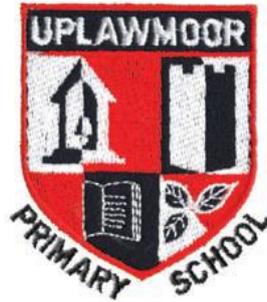


# Uplawmoor Primary School



## Reading Policy



## UN Convention of the Rights of the Child

### **Article 13**

*You have the right to find out things and share what you think with others, by talking, drawing, writing or in other ways unless it hurts or offends other people.*

### **Article 29**

*Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and show respect to other people.*

### **Article 28**

*You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.*

### **Article 12**

*You have the right to give your opinion, and for adults to listen and take it seriously.*

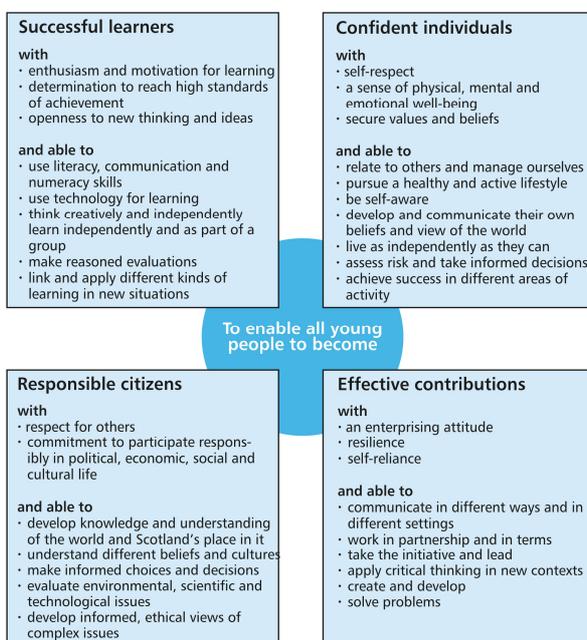
*A Curriculum for Excellence aims to ensure that all children and young people in Scotland develop the attributes, knowledge and skills they will need to flourish in life, learning and work.*

*This is encapsulated in the four capacities – to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor.*

**Education Scotland (2017)**

## **Rationale**

In Uplawmoor Primary School, learning, teaching and assessment seeks to enable our pupils to fulfil the four capacities of a Curriculum for Excellence.



## Aims

At Uplawmoor Primary we strive to ensure that every child becomes a confident and competent reader. Reading does not only consist of reading aloud, decoding or comprehension. It also promotes skills and strategies which are important in life and the world of work. Through reading a wide range of texts, we aim to prepare individuals for the 21<sup>st</sup> century literate world where they will have the ability and skills to communicate effectively, work collaboratively, express their opinions and build positive relationships. The Literacy Experiences and Outcomes encourage critical and creative thinking and 'every teacher should find opportunities for children to explain their thinking, debate their ideas and read at a level which will develop their language skills further' (Building the Curriculum 1, 2006). When reading within a supportive and stimulating environment, the children should feel their contributions are valued and they can express themselves when working in a group. We also aim to raise motivation and enthusiasm for reading by giving the children a choice in texts they read and by linking other areas of the curriculum to reading.

We will:

- Increase staff skills and confidence in teaching reading
- Ensure all learners are provided with maximum opportunities to acquire knowledge and understanding in the use of reading skills and can apply these in a meaningful way across the curriculum
- Promote progression and continuity at all stages and across areas of transition to ensure a coherent and relevant literacy curriculum for all
- Raise levels of achievement and attainment in reading among all learners.

All policy for children at our school is underpinned by the right outlined in *United Nations Conventions on the Rights of the Child* (1992) and the *Scottish Government's Getting It Right for Every Child* (2008).

## Progress

Reading strategies are introduced from Primary 1 as learners engage with a wide variety of texts. Listening to stories being read aloud and interacting with them is a good starter for developing fluency. They are encouraged to see the relevance of text all around them, for example in street and shop signs, car names etc.

The learner progresses to learning to read, decode, develop their knowledge and use of vocabulary and increase their fluency and understanding. Progress is evident through their familiarity of language and in building upon their range of vocabulary. They become more confident in reading single words and short phrases and then begin to read more complex and lengthy texts on less familiar subjects. As they become more able readers, they will engage with a wider range of texts and genres and we introduce short novels and non-fiction books as soon as possible.

Learners will develop their knowledge and understanding of language such as word patterns, punctuation, sentence structure and grammar which will aid fluency in reading and comprehension. They will then apply this knowledge of language to understand, analyse and evaluate by referring to Bloom's Taxonomy. They will read analytically using greater knowledge of language, compare and contrast texts from a wider range of sources, create and respond to higher-order questions and evaluate critically. Learners will build on expressing

their opinions about events and characters to discussing characterisation, setting, structure and theme and justify their responses with evidence from the text. They will increasingly be able to identify and discuss the writer's style and features of genre. At all stages differentiation is provided through success criteria, resources and organisation structures such as collaborative learning, ability groups depending on the task and additional input, support and challenge. We also encourage children to choose digital media and printed texts through the East Renfrewshire Library and the internet, at home and school, to develop the ability to explain why they have chosen a certain type of text or genre.

## **Learning and Teaching approaches**

We recognise that effective learning and teaching in Literacy and English will involve a skilful combination of appropriate approaches including effective direct and interactive teaching, a balance of spontaneous play and planned activities and collaborative working and independent thinking and learning. Teachers share the purpose of all reading lessons and detail the success criteria to ensure the children understand what they need to do to be successful. The children will self and peer assess and identify their next steps for improvement. As well as reading in class, the children are given opportunities to borrow books from the school and local library and encouraged to bring in books from home to read for pleasure.

We promote and encourage a love for reading individually and as a group to develop skills that will allow children to share, interpret, analyse and evaluate different types of texts. We use a range of approaches to allow this to happen, such as:

### **Reciprocal Reading**

- A text is read by a group of learners and they focus on Predicting, Summarising, Clarifying, Questioning and Visualising.
- Careful questioning encourages deeper, more detailed responses as well as explanation of ideas.
- This can be done orally, with individuals taking on each of the roles or as a written follow up task.
- Following regular teacher exemplification and guidance, children should be able to carry out Reciprocal Reading independently in groups.
- Props could be used for the younger children for a deeper understanding of each role, for example a crystal ball for predicting and magnifying glass for clarifying.

### **Literacy Circles**

- A read and respond approach with a small group of children with a focus on talking to each other and making connections with a text.
- The children will take turns to choose which short story is read and choose the rules for the Literacy circle.
- Ensure and expect a supportive ethos at all times by respecting peer's choice of story, showing good listening skills and taking turns to speak at all times.
- The teacher will act as part of the group and engage in pupil-led discussions in an informal manner.
- The group will focus on the three Sharing Chambers; Emotional (what did you like/not like?), Puzzles (what problems/conflicts did you find?) and Connections (can you make a connection with a character, setting, experience? etc.)
- The aim of this approach is to motivate and engage learners with reading and encourage the pupils to explore ideas together, engage in critical thinking and justify their ideas.

## Guided Reading

*'Guided reading is an instructional approach to teaching reading that involves a teacher guiding a small group of children who demonstrate similar reading behaviours and/or item knowledge and who are therefore reading similar levels of text. Bodman and Franklin (2014 p.29)*

- This is carried out once a week with a group of 6 or less children for around 10-20 minutes.
- A brief overview of the text is provided by the teacher and expectation is built before the book is opened.
- The group skim through the book, discussing their predictions and looking for words/phrases that they might find tricky.
- The teacher will prompt strategies to use if they get stuck and will pose a question which the group will be expected to answer at the end.
- The children will begin to read aloud independently and the teacher will listen in to individuals and give praise for reading well and trying hard.
- A child could be asked to model their reading to the rest of the group.
- When they are finished, the group will return to the text to discuss what they liked/didn't like, an aspect which deserves more attention, tricky words and punctuation etc.

## School Improvement Plan

The Literacy Leader will audit progress against targets contained within the School Improvement Plan on a termly basis by meeting with the Senior Management Team.

An audit of resources will be undertaken each session to ensure that high quality resources are available for learning and teaching.

## The Curriculum

- The Scottish Government, Curriculum for Excellence (2008)
- The Scottish Government, Building the Curriculum 1 (2006)
- The Scottish Government, Literacy and English Principles and Practice