



St Clare's Primary School Reading Statement Oct 2017

Reading and responding to literature and other texts play a central role in the development of learners' knowledge and understanding. Texts not only include those presented in traditional written or print form, but also orally, electronically or on film. Texts can be in continuous form, including traditional formal prose, or non-continuous, for example charts and graphs. The literacy and English framework reflects the increased use of multimodal texts, digital communication, social networking and the other forms of electronic communication encountered by children and young people in their daily lives. It recognises that the skills which children and young people need to learn to read these texts differ from the skills they need for reading continuous prose.

Literacy and English Principles and Practice (page 4)

Rationale

Teaching and Learning of Reading within the Curriculum

Frequency of Reading

- Early Level: Daily immersion in a print rich environment, leading to a more structured format of three inputs a week, combining reciprocal reading, phonics, grammar and writing.
- First Level: 2 specific direct teaching sessions each week, applying reciprocal reading strategies, phonics and grammar to develop a deeper understanding of texts. Provide regular opportunities for reading for enjoyment.
- Second Level: Two specific teaching inputs for reading each week. These include comprehension questions, analysing the text and looking at grammatical features.

Reading for Enjoyment

Children are given many opportunities to read for enjoyment in school and at home. Regular bedtime stories are encouraged. Reading for Enjoyment is now an integral part of Literacy lessons.

Readers requiring extra support participate in Rapid Reading sessions appropriate to their needs. They also benefit from using various technologies to motivate and engage them as readers. Codecrackers support is also available for children who require extra phonics practice.

Common Methodology for the Teaching of Reading

Approaches are progressive to meet the needs of the learner. Literacy experiences and outcomes emphasise the development of critical literacy. Progress here can be seen as children move from dealing with straightforward information towards analysing, evaluating and being aware of the trust that they should place on evidence. *Literacy and English Principles and Practice (p3)*

Children and young people should experience a range of texts throughout their learning to nurture their skills and knowledge in literacy and language.

Throughout the reading process, pupils can learn and employ various strategies to develop their understanding of texts. Teachers provide a range of activities that stimulate thought and allow pupils to develop the necessary skills to understand, analyse and evaluate what they are reading. This makes children aware that the meaning and impact of a text varies depending on purpose and audience.

Activities which teachers provide include:

- Reciprocal reading strategies- questioning, predicting, clarifying, visualising and summarising
- Discussion of the concepts of print such as title, illustration and blurb
- Modelling of different reading strategies
- Comprehension questions to develop skills in understanding, analysing and evaluating
- Opportunities to skim and scan
- Pupil generated questions
- Paired reading
- Collaborative and Independent reading

Assessment and Moderation

Essential to effective teaching and learning of reading is allowing children to demonstrate their progress through their growing fluency and understanding, and their increasing confidence in reading to learn as well as learning to read. Teachers adopt a range of formative and summative assessment strategies appropriate to the text which include questioning, group discussion, and comprehension tasks. The systematic use of feedback and next steps from the teacher is integral to the teaching and learning process. This allows every child to develop an understanding of how they can progress and improve their skills in reading.

The process of assessment will give every child the opportunity to demonstrate their knowledge and understanding and their ability to transfer and apply skills they have learned.

Summative assessment of reading is on-going and contributes to Curriculum for Excellence teacher judgements and includes

- Cloze procedure
- Close reading of texts
- ERC Standardised Tests (P3, P5, P7 and S2 and P1 Baseline)
- National Assessments