

MINISHANT PS AND CROSSHILL PS & EYC READING POLICY

Devlin2, Shirley
SOUTH AYRSHIRE COUNCIL

Possible School Reading Policy

Vision

As a school, we are committed to creating a supportive environment, built on care and respect, in which all children are encouraged to believe in themselves and aspire to be the best they can be to become:

- successful learners
- confident individuals
- responsible citizens
- effective contributors

Purpose

There are four main purposes to this policy:

- To ensure quality learning and teaching in reading for all children;
- To establish high yet realistic expectations in the learning and teaching of reading;
- To promote continuity and coherence in reading across the school;
- To state the school's approach to reading so as to promote and provide a whole school progression and structure. Across all stages of the school, children are given opportunities to interact and learn from each other.



Introduction

The ability to read is fundamental to a child's development as independent learners. Curriculum for Excellence states that:

Literacy is fundamental to all areas of learning, as it unlocks access to the wider curriculum. Being literate increases opportunities for the individual in all aspects of life, lays the foundations for lifelong learning and work, and contributes strongly to the development of all four capacities of Curriculum for Excellence.

In order to read across the curriculum with fluency, accuracy, understanding and enjoyment pupils need to use a range of strategies, drawing on knowledge of context and grammatical knowledge; applying phonic knowledge and skills; and developing word recognition.



Our approach to reading is in line with the South Ayrshire Reads Strategy (SAR) which is a long-term plan to effectively develop the reading skills of all learners in a consistent and sustainable way through high quality teaching and learning approaches and opportunities. More information can be found [here](#)

Reading is split into two main dimensions:

- Word reading
- Comprehension (both listening and reading).

It is essential that, by the end of primary school, all children can read fluently, and with confidence, in readiness for secondary education and learning and life beyond.

This will be done by regularly assessing what a child can and cannot yet do, planning for change using the Curriculum for Excellence Experiences and Outcomes and assessing using the Benchmarks.

The role of the teacher is:

- to follow the school's policy with the aim of helping pupils to become independent readers;
- to model the act of reading in both decoding and comprehension, through shared reading and to provide focused support through guided reading sessions;
- to assess the pupil's progress as a reader and provide explicit guidance for their further development;
- to use reading as a means of locating information that pupils need to learn;
- to foster a love of reading as an enjoyable, stimulating and worthwhile activity;
- to create a supportive environment for reading.
- to encourage positive attitudes to reading are fostered through carefully designed teaching activities and classroom provision. The need for children to enjoy reading and actively choose to read for different purposes informs this provision.
- to use a balanced approach. Teaching activities promote children's abilities to decode written language at word and sentence level, and to search for meaning in the text. Teaching activities also reflect the need for children to engage imaginatively with texts, empathise with characters and develop their specific interests in the world around them through their reading.

Shared Reading

In shared reading, the teacher models the reading process to the whole class as an expert reader, providing a high level of support. Teaching objectives are pre-planned, and sessions are characterised by explicit teaching of specific reading strategies, oral response and high levels of collaboration. The children's reading targets are considered and included in the planning where they are being taught.

In **Early Level and First Level**, as the teacher models reading, identifying sounds and corresponding letters, blending letter sounds together to create a word and reading sentences, using punctuation as a guide for intonation and expression. Children are encouraged to join in where appropriate. The texts selected are rich and challenging, and beyond the current reading ability of most of the class.

In **Second Level and Third Level**, children have access to the text either individually or with a partner. They are expected to follow the text as the teacher reads and occasionally read out loud.

The children will read a broader range of graded reading materials including carefully chosen high quality novels. These more challenging texts help our children to experience a range of genres and writing styles. They provide different sentence structures, vocabulary, layouts and contexts and help our children to experience a wealth of texts and begin to form opinions and preferences in literature. Books are carefully chosen from a range of authors to reflect our heritage and our diverse society.

Teaching objectives are pre-planned, and sessions are characterised by explicit teaching of specific reading strategies, oral response and high levels of collaboration. The children's reading targets are considered and included in the planning where they are being taught.

In all classes, children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the activity to the ability of the child. During some lessons this is achieved by differentiated work while in others, children are given the opportunity to talk and collaborate with their peers, thus embedding and enhancing their learning.

Pupil Support Assistants, directed by teachers, partner them to support children in their work.



Good Foundations

Young children in the Early Years and Primary 1 will experience Phonological awareness activities and strategies to aid their **ability to recognise and work with sounds** in spoken language. Phonological awareness is the **foundation**

for learning to read.

Why is Phonological Awareness Important?

Phonological awareness is the first building block when beginning to read.

It is one of the **5 components** children need to support their growth in reading skills

Children need to be taught to hear sounds in words and that words are made up of the smallest parts of sound, or phonemes.

Phonological Awareness



Phonics



Fluency



Vocabulary



From the start of their school experience, our children are immersed in a world of literature, with books chosen to stimulate their imagination. The children are taught to tune into sounds which they hear in both the classroom and outdoor environment. They learn how to listen through story, games, rhymes and talk. Children are introduced to the conventions of books, reading from left to right, regarding the illustrations as an integral part to the story, turning the pages singly etc.

The use of stories and rhymes is key at this point. Children are encouraged to act out well known tales and join in with a repertoire of nursery rhymes. There is a very strong focus on listening to familiar stories and puppets and role play help to bring these alive. We provide a reading rich environment beginning with the children's own names and including the use of captions, labels and instructions.

Guided Reading

In guided reading, the responsibility for reading shifts to the child. Texts are differentiated according to the child's developmental needs to support all children. Guided reading provides a forum for children to demonstrate what they have learned about reading. The focus for the reading is concerned with reinforcing and extending strategies and skills already taught.

Children should start with decodable books, such as Read Write Inc. in order to support their growing phoneme/grapheme knowledge, but as soon as they have mastered the initial codes and are fluent in blending, they should move to a wide variety of books across the genres.

In Early Level and First Level

In Early Level and First Level the focus is on decoding and reading with fluency and expression. There should also be a short time spent on oral comprehension of the text. In Primary One, children start on decodable reading books.

Children will be introduced to the new learning intentions and text and will learn any new vocabulary and punctuation.

Children will be given questions to consider as they read the text and then discuss their findings together after reading it with expression.

Children will be able to summarise the story and discuss

Second and Third Level

In Second Level, the focus should be on comprehension but there should be, where appropriate, a continued awareness of developing automatic decoding, fluency and expression.

Children are introduced to new vocabulary that they will come across in the section of text and an initial reading is done with the class teacher.

An approach used maybe to have reading group members assigned to a specific responsibility: Leader; clarifier, summariser, questioner, or predictor. The text is read together and then discussed according to their given task.

Reading for Pleasure

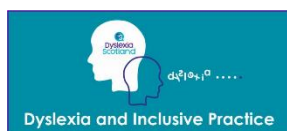
Our school shows the value and joy in reading with every member of staff placing a picture on a display wall showing which book they are currently reading. Pupils are encouraged to ask staff questions about their book.

At Early Level and First Level the emphasis is on developing pupils' interest and pleasure as they learn to read independently and with confidence. The teacher reads from a variety of genres of text in fiction, poetry and non-fiction to engage the child, and gives the child regular opportunities to explore the texts themselves.

In Second Level and Third Level, children meet a wider range of texts in fiction, poetry and non-fiction. Children are given plenty of opportunities to share their thoughts, likes and dislikes about their chosen texts and to ask others for their recommendations for other texts.

The Learning Environment

All classrooms have well-stocked book areas with fiction and non-fiction titles. Care is taken to ensure that a wide range of texts is available in terms of content, form and genre, with texts which are accessible and challenging, showing cultural diversity and avoiding stereotyping of race, gender and class. The learning environment should also promote reading in an engaging way. Digital resources are well used such as Giglets and Oxford Owl.



The Scottish Working Definition of Dyslexia

Dyslexia can be described as a continuum of difficulties in learning to read, write and/or spell, which persist despite the provision of appropriate learning opportunities. These difficulties often do not reflect an individual's cognitive abilities and may not be typical of performance in other areas.

The impact of dyslexia as a barrier to learning varies in degree according to the learning and teaching environment, as there are often associated difficulties such as:

- auditory and/or visual processing of language-based information
- phonological awareness
- oral language skills and reading fluency
- short-term and working memory
- sequencing and directionality
- number skills
- organisational ability

Dyslexia exists in all cultures and across the range of abilities and socio-economic backgrounds. Unidentified, dyslexia is likely to result in low self-esteem, high stress, atypical behaviour, and low achievement. We are a Dyslexia and Inclusive Practice School (DIPA) and our learners with dyslexia will benefit from early identification, appropriate intervention and targeted effective teaching, enabling them to become successful learners, confident individuals, effective contributors and responsible citizens.

Homework

Reading is regarded as a regular homework activity and could be in the form of a physical book or on an on-line platform such as Giglets. Parents and children are encouraged to respond to books children read by using the home/school reading diaries. There are also times when reading-related activities are used for homework.

Assessment and recording

Assessment is used to inform the planning and the teaching of reading. We gather, use and analyse data effectively to drive change and improvement in children's reading skills, reading confidence and

reading attainment. This takes various forms such as a Phonological Awareness Screener to identify areas for targeted learning.

Phonic assessments are carried out based on the phoneme/grapheme progression. Teachers assess the phonic development of the children on a termly basis to clearly see where the learning has been achieved and where the gaps in learning are.

A variety of assessments in reading fluency and comprehension are regularly carried out through observing children in action and normal classwork and relevant targeted learning and teaching is provided to meet the identified needs of individuals and groups of children.

Teachers are responsible for assessing the progress of all pupils in their class. When the pupils have achieved a level of fluency and independence, it is the teachers' task to ensure that a range of reading is then tackled, including texts which provide challenge and extend pupils' reading.

Planning for moderation is completed collaboratively through professional development and staff meeting times.

