

Jesmond Gardens Primary School

Reading Policy



Date Implemented - September 2012

Date reviewed - October 2016

Date of next Review - September 2018

Our Vision

**To be world-class leaders of learning,
life changing for each and every learner.**

Our purpose

Nurture curiosity

Cultivate enjoyment

Inspire success

Our Promises

Be nurturing: A parent's most precious gift, entrusted into your care. To be looked after as if they're your own.

Be aspirational: Somewhere between exceptional and phenomenal should do it! Expect it of yourself, our children and our community.

Be inspiring: Create that buzz, promote curiosity ... help children find their niche.

Be generous: Make the time to say thank you, to laugh out loud, to be honest with one another, and to help others wherever we can.

Be professional: You're someone who is an expert in their work, someone who can point the mirror at themselves and demand 'How can I get better?' In short - all a success at all we do.

Reading at Jesmond Gardens

This policy sets out the teaching and organisation of reading at Jesmond Gardens Primary School.

We are committed to ensuring that all children have the skills that they need to both read and understand a variety of different texts and to foster a love of reading itself.

To achieve this, we offer a wide range of reading experiences, which give opportunities to consolidate their reading skills in different situations and across many curriculum areas.

Shared reading – what is it?

Shared reading is when a group or whole class of children join together to share a text. During this time, the teacher's role is both to model reading skills and give opportunities for children to deepen their reading skills. They do this by demonstrating and instructing children on the text as well as discussing what the text is saying. It may involve discussion about the use of language; the way sentences and paragraphs are put together and the meaning of the text. Alongside this, children are given frequent opportunities to practise their ability to blend words (use their knowledge of letter sounds to read words).

Assessment of progress

We use a variety of ways to assess children's reading. Most assessment arises from daily teaching. This will then lead on to the next stages of learning.

In line with the Government's assessment schedule, our current year 2 and 6 children will be assessed by a SATS test at the end of the academic year, therefore, they will be assessed on a termly basis using mock tests.

Years 1 to 6 are assessed using the newly created Stranton Academy assessment tool.

Parental support

All children are expected to take reading books home and read on a regular basis. Each of our four units have their own way of managing the change of book system but all children have a reading record. Parents are asked to support us by completing the reading record and are encouraged to support their child's reading on a daily basis. We do rely on parental support for reading and would ask parents to approach us with any queries in relation to reading at home as it has to be a partnership.

One to one reading support

We have trained a team of six lunch supervisors to hear children read in Key Stage 1 and 2. This provides support for those children that need additional support to improve their reading. The six supervisors have all received basic reading training, including word reading and comprehension, in order for them to carry out this role.

Early Years

Reading and writing are developed as part of the seven areas of learning. We want to give the children the confidence to have a go and develop their understanding and skills through structured play. Resources are available for the development of Communication, Language, Reading and Writing. Opportunities are available for mark making both inside and outside as soon as our children enter nursery. Daily routines and the environment are used to promote all aspects of language.

From the start of nursery, children have adult-led activities which are based upon Letters and Sounds, starting at phase one and leading onto phase two. Phases Two, Three and Four are taught in Reception.

Nursery children all take home a share reading book that is intended to be read and shared with the parent/carer and child from day one. They also take home picture books, from which they are able to talk a story, until they are ready to progress onto a phonic phase reading book. Reception children take home a book which is linked to their phonic phase, with some children, who are not ready to blend and segment taking home sound exploration books. The children have a reading record for parents to comment and sign at home and teachers keep a record of an individual child's progress.

On entering Reception, children take part in small group guided reading sessions. They begin with picture books, predicting and discussing what is happening in their story, and lead on to word books based on their phonics phase.

Story time is an integral part of the day and children listen to several stories throughout.

Chattersacks is a fabulous resource available to all parents in this unit. The pack uses a book as its focus with additional activities for parents to do with their child. The packs are signed out on a weekly basis. We are grateful to parents who value and respect the Chattersacks and to Mr Phillips who manages it for us.

Y1/2

Phonics (Letters and Sounds) is taught in Year One twice a day and Year Two children access additional sessions were required.

Children in KS1 receive at least one guided reading session a week, lasting around 20 minutes and all children who require additional support, receive daily, 1:1 reading from trained reading support assistants.

Children take part in big read sessions, where they access an age appropriate text, practising word reading and comprehension skills alongside their peers.

Class novels and a 'poem of the day' are shared with children daily, widening their reading experiences and exposing them to different types of texts, examining and discussing them to deepen understanding.

Our independent reading books are phonic based and, depending upon the child's ability, the book is matched appropriately. Children take home their books on a daily basis and are encouraged to change their books on a regular basis. Parents have a home reading journal to complete to communicate with staff on their progress.

Y3/4

In Year 3 and 4, children take part in four half-hour reading sessions a week. These groups are based on the children's reading book band and groups are led by both teachers and HLTA.

Reciprocal reading is a technique used across school to examine texts. This technique has been adopted to support the development of language.

An identified group of children are also given an additional phonics session, where they develop their phonic knowledge along with their sight vocabulary necessary for developing the fluency of their word reading.

Class novels and a 'poem of the day' are shared with children daily, widening their reading experiences and exposing them to different types of texts, examining and discussing them to deepen understanding.

Our independent reading books are phonic/Year group based and, depending upon the child's ability, the book is matched appropriately. Children take home their books on a daily basis and are encouraged to change their books on a regular basis. They select reading books from a wide selection in school, which is appropriate to their level. This allows children the opportunity to apply the skills that they have been taught in their shared and guided reading sessions. Parents have a home reading journal to complete to communicate with staff on their progress.

Y5/6

In Year 5 and 6, all children access an age appropriate text during their reading sessions. Those children who require more support and taught in smaller groups and are given immediate feedback.

Reciprocal reading is a technique used across school to examine texts. This technique has been adopted to support the development of language.

Class novels and a 'poem of the day' are shared with children daily, widening their reading experiences and exposing them to different types of texts, examining and discussing them to deepen understanding.

Children in years 5 and 6 are encouraged to read independently as well as to an adult at home. They select reading books from a wide selection in school, which is appropriate to their level. They bring their book into school daily so that their teacher can check on the reading that has been done. After they have read each book, they are asked to complete a review in their home - school record cards.

1:1 Readers in Key Stage 1 and 2

Children who are significantly behind age related expectations are given a 1:1 reading session with a trained support assistant. This session is specifically targeted at the individual's reading level.

Method of Delivery

Reading will be taught using the following resources:

- Letters and Sounds (a phonics programme) / Support for Spelling
- A web based reading scheme called "Bug Club"
- Common exception words and tricky words
- Use of a reading scheme, which is phonics based in Foundation Stage and Key Stage 1
- A range of general reading books that have been colour coded so children read books appropriate to their ability
- A range of fiction and non – fiction texts
- Class books / novels
- All children have access to free choice books to foster the love of reading

Children progress through our reading scheme at a rate suitable to their individual reading needs. At the end of each stage, a judgement will be made by the teacher as to whether the child will move on to the next stage of the scheme. Children are encouraged to choose from a range of books within each colour code to increase their enjoyment of reading.

On a separate note, we are fortunate in having been chosen to be partners with the National Literacy Trust whose aim it is to develop a life long love of reading. To this end, we make regular visits to WH Smiths and they in turn provide children with their own, personally chosen books to keep. This support is targeted at years 2, 3 and 4.