

Home - School Reading Policy

We want children to develop a real love of reading as it is the foundation for everything they will encounter throughout school. We want them to enjoy reading and to look forward to sharing a book with you at home. We want them to feel successful and proud of their reading ability. In school we are committed to teaching the children the skills they need to become good readers and we endeavour to instil a real passion for reading. All we would ask is that you help your child to continue this when they come home.

EYFS

Once your child is able to blend they will be given a reading book suitable for their reading ability. A teacher or teaching assistant will hear your child read the book once it is returned to school and then a new book will be given. Children at this early stage of reading are encouraged to look at the pictures to give them clues about the story. Children love listening to stories so please enjoy sharing them with your child; read a page each, read them the story first and then let them read to you. Once they are confident with the story ask them some questions about it.

KS1

In year 1 children should have extensive experience of listening to, sharing and discussing a wide range of high-quality books to engender a love of reading at the same time as they are reading independently. Young readers encounter words that they have not seen before much more frequently than experienced readers do, and they may not know the meaning of some of these. Practice at reading such words by sounding and blending can provide opportunities not only for children to develop confidence in their decoding skills, but also the meaning to be explained and their vocabulary to be extended.

Children's reading and re-reading of books that are closely matched to their developing phonic knowledge and knowledge of common exception words supports their fluency, as well as increasing their confidence in their reading skills. Fluent word reading greatly assists comprehension, especially when children come to read longer books.

Children will be given a reading book from the Oxford Reading Tree scheme. The book will be matched to the child's reading ability. Books are handed out each Friday in homework folders and are collected back each Wednesday. Parents, please comment in your child's reading

record. Let us know how your child coped with the book, what they enjoyed about it and perhaps even give it a rating! Year 1 children are also encouraged to read other books at home and can colour a square on their 'Elmer the Elephant' sheet if they do and it will be celebrated in class.

In year 2 children should be encouraged to read all the words in a sentence and to do this accurately, so that their understanding of what they read is not hindered by imprecise decoding. The meaning of new words should be explained to children within the context of what they are reading. Children should have opportunities to exercise choice in selecting books and be taught how to do so.

Children continue through the Oxford Reading Tree books and they will be handed out each Friday, to be returned on a Wednesday. Once they have completed this scheme, your child will be put onto the Accelerated Reader programme which allows them to choose their own book from the school library. They take a Star Reading Test each half term which gives them an appropriate book level and area of the library to choose from. Your child will take a quiz after each book to check their comprehension. This is something that year 2 children work up to over the year and isn't something that they start as soon as they enter year 2. Each child will have a reading record for parents to comment in on a weekly basis.

KS2

In Key Stage 2, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary. Children should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions).

Children should continue to have opportunities to listen frequently to stories, poems, nonfiction and other writing. In this way, they also meet books and authors that they might not choose themselves. Children should also have opportunities to exercise choice in selecting books and be taught how to do so, making use of any library services to support this.

When reading with or to children, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text. Children should be shown how to compare characters, settings, themes and other aspects of what they read.

All children in Key Stage 2 follow the Accelerated Reading Programme (AR). They take half termly Star reading tests to check their progress and reading range. Children choose their own books from the school library and complete a quiz after each book. This checks their comprehension and allows them to choose freely across a given range for their ability. In some cases, children who are unable to access AR are given alternative reading books (or sound work) by their teacher.

Books are handed out each night in folders and are collected back each morning for guided reading in school. Parents, please comment in your child's reading record. Let us know how your child coped with the book, what they enjoyed about it. Key stage 2 children are encouraged to read with understanding, as a result any pupils who complete a comprehension quiz with 100% is celebrated in class.