



*St. Saviour's Church, Coalpit Heath.*

## **The Manor C of E Primary School**

### **Policy: Reading**

**Author:** Miss R Flowers

**Date:** 21.01.2008

**Approved:** \_\_\_\_\_ Headteacher

\_\_\_\_\_ Chair of Governors

## **1 Rationale**

Reading is a fundamental form of communication. It permeates every aspect of the curriculum and is a source of enrichment throughout life.

## **2 Purposes**

**2.1** To enable children to read for everyday life.

**2.2** To enable children to read with increasing fluency and understanding for a variety of purposes.

2.2.1 In order to have full access to the curriculum.

2.2.2 In order to become independent readers who find pleasure in books.

2.2.3 In order to develop the ability to respond to a variety of texts.

2.2.4 In order to develop research skills.

**2.3** To give children access to a broad literary heritage.

## **3 Guidelines**

**3.1** Children have access to a wide range of resources including fiction, non-fiction, poetry, plays, audio tapes, CD Roms and the Internet.

**3.2** Children are encouraged to care for and value books.

**3.3** All Foundation Stage and KS1 classrooms have a reading area where books are attractively displayed. Each classroom is a supportive environment with display labels in both hand written and word processed form, notices, captions, word banks, topic words, dictionaries and thesauruses in order to stimulate questions and extend their reading experience.

**3.4** Books in the central reading area are colour coded using the Cliff Moon Individualised reading grades, to give some support where required.

**3.5** Children are encouraged to choose their own reading/library book and assess its suitability.

**3.6** There are opportunities for uninterrupted reading time in each class when there may be individual sustained quiet reading.

**3.7** A reading diary encourages communication between parents, teacher and child, and a daily reading habit. A book bag must be used by the child to take a book home.

**3.8** The value of books is promoted by book fairs, book weeks, book club, visiting authors and displays of books.

**3.9** When reading and talking about a range of stories to the class, teachers encourage the children to reflect and respond. Together with book reviews, presentations and the personal recommendations of other children, they are encouraged to become reflective readers.

**3.10** Reception and Year 1 children experience regular story mornings to promote story comprehension.

**3.11** Children benefit from parental help in reading and sharing books in the classroom.

**3.12**

3.12.1 Continuous recording and assessment by the class teacher during weekly Guided reading sessions ensures careful monitoring of children's progress in reading.

3.12.2 Phonics are taught and assessed according to the Letters and Sounds scheme.

3.12.3 Children on the colour coded scheme are heard read at least once a week. Free readers are heard at least once a fortnight. Identified children having difficulty in reading are heard read twice a week by an adult, either in group reading or their colour coded book.

3.12.4 Reading ages of each group are assessed in the Summer Term using the NFER Reading Test in Key Stage 2.

**3.13** There are stories in school reflecting equal opportunities and cultural diversity.