

Canning Street Primary School

Reading Policy 2017-18

Rationale

At Canning Street, we believe that creating a culture of reading is a vital tool in ensuring our children are given the best life chances. Cultivating readers with a passion for a wide range of materials will ensure that children's love of reading will extend far beyond the classroom and allow them to build on their skills independently through a real curiosity and thirst for knowledge. During both discrete reading lessons and cross-curricular work, teachers provide children with high-quality texts that will engage and inspire.

Aims

We aim for the children at Canning Street to:

- Become fluent, confident, readers.
- Read with enjoyment and develop a life-long love of books.
- Perceive reading as not only an enjoyable activity, but a purposeful, lifelong skill.
- Be knowledgeable about authors, illustrators, different genres and styles.
- Understand the layout and how to use different types of books.
- Understand the sound and spelling system, and use this to decode words with increasing accuracy.
- Be able to read aloud with expression and clarity.
- Use independent reading to support learning across the curriculum.
- Use a range of reading strategies to support them with unfamiliar texts.

How reading is taught at Canning Street

Whole class shared reading

Reading is taught daily through whole class shared reading lessons. High-quality, challenging books act as the stimulus for these lessons. The teacher assumes the role of expert reader, modelling the reading process to the whole class. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, discussion, and written responses. Teachers ensure that all children can access the work by differentiating questions, providing shorter extracts, and scaffolding children's responses.

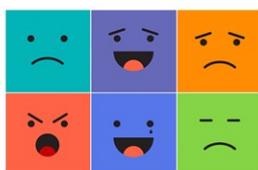
Comprehension Strategies

The following comprehension strategies are modelled by the class teacher while reading:

Thinking Like a Reader



Ask questions



Feel emotions



Play the movie in your mind



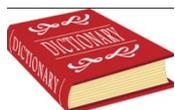
Make connections with my life experience



Summarise key events or information

Reading Objectives

The English Reading Test Framework divides the relevant sections of the National Curriculum into content domains. These domains are divided into the 'Reading Roles' listed below, and activity ideas are categorised accordingly. Content domains f - h are taught at KS2 only.



Translator

The translator knows and can explain what individual words in a text mean.

2(a) give/explain meaning of words in context.

Focus: **Vocabulary**



Reporter

The reporter finds the main facts in a text and writes them down.

(2b) retrieve and record information/identify key details from fiction and

Focus: **Retrieving**



Editor

The editor finds only the most important information in a text.

(2c) summarise main ideas from more than one paragraph



Detective

The detective works things out (makes conclusions) using evidence from the text.

(2d) make inferences from the text/explain and justify inferences using evidence.

Focus: **Inferring**



Weather Forecaster

The weather forecaster uses evidence from the text to make predictions. This information may come from the reporter or the detective.

(2e) predict what might happen from details stated and implied.



Author

The author explains why language and structural choices are made.

Focus: **Explaining language and structure**

(2f) identify/explain how language contributes to meaning as a whole.



Interpreter

The interpreter understands and can explain the meaning of words which have been put together to make phrases, sentences and paragraphs.

Focus: **Author's intent**

(2g) identify/explain how meaning is enhanced through choice of words.



Librarian

The librarian thinks about all of the information in the text and finds similarities and differences.

(2h) making comparisons within the text.

Children in E Focus: **Comparing**

needed in Key Stage 2

are taught phonics on a daily basis according to ability.

Teachers plan using the Letters and Sounds document and use some aspects of the Jolly Phonics programme. Children are assessed regularly to ensure they are being taught at an appropriate level.

Additional teaching of reading

New arrivals and children whose English prevents them from accessing their class novel receive daily guided reading sessions with a trained member of support staff. Additionally, this group meets with a class teacher once a week. These sessions are designed to build children's vocabulary, develop their love of reading, and ensure that all children make rapid progress.

Home reading

All children have a reading book which they read with an adult in school and are encouraged to read at home with parents and

carers. Teachers and parents record comments about the child's reading in a shared home/school reading record. Parents are informed about how they can help their child with reading at year group curriculum meetings at the beginning of each term. They are informed of their child's progress in parents' open afternoons and in the child's annual report. In EYFS, parents and carers are invited to weekly 'Stay and Read' sessions in which they share a book with their child. At the end of each session, word wall achievements are shared and celebrated with parents and carers.

Reviewed by Anna Storey Autumn 2017

Due to be reviewed Autumn 2020