



IBSA Reading Policy

Rationale

Language and Literacy are central to our ability to understand, interpret, and communicate about the world and with each other. Reading is a thoughtful process which requires the reader to contribute his or her own experiences and thoughts to the comprehension of the written word. The ability to read is fundamental to many aspects of life, and is central to developing understanding in a wide range of areas of the curriculum. As print occurs all around, it is important to think of reading in a wider context than only books. We need to help children to see reading as an integral part of learning for life and not just something which is done either at reading time or at home.

Aims

We aim for the children at IBSA to:

- Become fluent, confident, readers.
- Read with enjoyment.
- Read and respond to a wide range of different types of literature.
- Understand the layout and how to use different types of books.
- Understand the sound and spelling system, and use this to decodewords with increasing accuracy.
- Be able to read aloud with expression and clarity.
- Understand and respond to literature drawn from the English literary heritage and from other cultures.

We aim to develop, through our teaching of reading, the following attitudes:

- Curiosity and interest
- Pleasure and sensitivity
- Critical appraisal
- Independence
- Confidence
- Perseverance
- Respect for other views and cultures
- Reflection

READING IN THE EARLY STAGES AT SCHOOL

At school, during our "Beginning Reading" programme, children will take part in daily reading activities. These include the group reading of stories from "Big Books"; learning initial letter sounds with their associated action and story; sharing books with adults. During this period staff will be making informed assessments of children's developing reading skills.

At the right time, children will be introduced to the "Oxford Reading Tree" scheme. Once they are familiar with the characters from the scheme and have learnt a small

sight vocabulary, they will bring home a reading scheme book and a library book each week. At this stage staff will usually listen to children read a few times a week.

When they have read and understood a book confidently children will be able to take a new book home. A reading record book will be sent home with the child's reading book. This is a record of the books your child has read. It is intended for use by staff and parents. Staff may use it, for example, to give advice about how to share a particular book. We hope you will use it regularly, for example, to ask any question you have or to let us know how your child responded to a particular book.

By providing children with wide and varied reading experiences, both inside and outside school we aim to support children's development as confident and enthusiastic readers.

THE KEY STAGE 1 CLASSROOM

Primary classrooms are very busy places with lots going on and children are working on developing their reading skills every day involving a range of approaches and materials.

At IBSA we see the Foundation and Key Stage 1 classrooms as literate environments, each area of the classrooms having a reading perspective - displays of books, labels, posters, children's writing all helping children to make the links between their ability to read and the ways in which reading can help to get inside other subjects and activities. We plan time for children to read as a group, time to look at books, listen to stories, listen to tapes, watch TV reading programmes, listen to children read.

The activities children are involved in focus on:

- words and letters
- developing meaning
- Phonics. This is a system of learning based on alphabetical principles and it has both order and hierarchy. In other words, it is usually thought that the sounds made by letters and combination of letters should be learnt in a certain order and that some sounds are more important than others
- information books to develop knowledge of the alphabet and initial sounds, the ability to make deductions about a books content from the title or the front cover, knowledge of indexing, contents listing and chapter headings and sub headings, ability to scan .
- Selection of "Big Books" which allow discussion to take place in large groups

APPROACHES TO READING

Every child will approach learning to read differently but for many children some parts of the process are similar or even identical.

Learning to read is an active process. To help children in the process we use a variety of approaches, which are laid down in the scheme of work. One approach is through READING SCHEMES. The main core scheme is the OXFORD READING TREE, which is supplemented with other schemes.

Reading schemes provide children with:

- interesting and meaningful materials
- developing characters
- controlled vocabulary
- repetition
- short words
- sentences
- illustrations
- developing knowledge of the relationships between letters and sounds and between groups of sounds and words.

Young readers need structure to support their early experiences with books. The advantage of schemes is:

- they provide a clear structure
- the books are organised into levels
- they provide teachers with pre planned progression
- they are helpful to measure childrens progress through the texts
- there is a related programme of language work which helps to structure writing,
- there are spelling and other reading activities
- there are resources and backup material
- the emphasis on a set of characters which provides familiarity and recognition for children
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In introducing the Scheme teachers:

- introduce the characters one by one
- introduce words from the initial texts and use them in sentences which the children write and talk about
- read the initial texts with a group of children
- talk about the books
- read the book to the teacher
- move the child through the scheme with the help of related worksheets and additional work on the relationship of sounds and letters

What happens when a child reads to the teacher

How often does my child read?

Your child will probably read something to the teacher or another adult every day. This might not always be from her reading book. It may be from your child's own work, a library book, a notice or a worksheet.

Usually your child will read from his/her reading book once a week, although some children may need to be heard more often.

Where and how does my child read?

Your child and teacher will probably sit side by side, reading the book together.

If your child is an older or a better reader, s/he may read as part of a small group of three or four.

Even in small groups like that, the teacher will still be concentrating on the child who is reading at the time.

Why does my child read aloud?

It's a good question because most of the time we read quietly to ourselves. But reading aloud is the best way for the teacher to find out how your child is getting on. It lets the teacher know what help your child needs or what they should learn next. It also means that the teacher can help your child to read with expression and fluency.

As children get older the amount of quiet reading they do will grow and they won't read aloud to their teacher as often.

How does the teacher assess my child?

As your child reads, the teacher will be making notes of their strengths and any areas of difficulty. This is so that the teacher knows what to teach over the next few sessions, or where more practice will be needed. The teacher will tell you about your child's reading at parents meetings and other times.

As children get better at reading, they take some reading tests. Reading tests can't test everything about your child's reading, but they do provide some useful information. Records are kept on:

- how often children read to the teacher
- what books are read
- termly assessments which include information on strategies used by the child when reading, the nature of errors made when reading, reading preferences, responses to reading.

PARENTS

Parents have an important role to play in helping their children to become better readers and to enjoy reading. By sharing books with your children you are their first teacher. Children who read at home will be helped in their progress and their development

Hearing children read at home

Hearing children read is essential to reading development. Part of the importance of this activity is the opportunity it provides for a child to enjoy the uninterrupted time and the attention of an adult. Since such an activity is very precious, it needs to be used so children really benefit from the experience.

Listen carefully so that you can make instant judgements about the nature of mistakes. Reading every word correctly is by no means essential. Always let a child carry on when it still makes sense. If a mistake does not make sense, stop and ask him/her to think again - always encourage self -correction.

If a child is not able to read a word at all: - first of all suggest reading to the end of a sentence and then returning to the unknown word. It is sometimes possible to guess correctly what fits in. If this fails tell him/her the beginning sounds. If this fails tell him/her the word and re - read the whole sentence.

It is helpful for children to read their reading book more than once. After this, children should be able to retell the story, talk about the characters and give opinions as well as read isolated words and find specific key words within the text.

- help your child by telling a story through pictures

- let the child talk to you about the pictures - pictures give them clues about the story
- talking to children is important as this is the way they learn
- encourage your child to give their opinions and explain their own ideas - talking helps to develop reading
- give your child lots of encouragement and praise - don't get cross if they get stuck
- if your child wants to read a book again or read an easy book - this will help them enjoy reading and so they will see themselves as good readers -
- comics and magazines can make a refreshing change from story books
- talk about the cover, the title, the author
- ask them what might happen next
- ask them to tell you about the story and the characters and what part they liked
- be patient if they get stuck - help them get clues from the pictures
- point to the first letter of the word and say it, see if they can guess the word
- look for little words in big words
- reading is everywhere - read while you are out – in shops, labels, posters and signs
- little and often is the best idea

This reading policy was drawn up by the SMT in June 2010 and will be reviewed in June 2011.