**Lynnfield Primary School – The Teaching of Reading**

**Rationale**

We at Lynnfield Primary school believe that reading for pleasure will be a fundamental part of childhood and lifelong learning whatever the child’s ability, background or culture. We believe that every one of our pupils are entitled to a rich reading curriculum which encourages the extensive reading of, and exposure to a wide range of high quality texts. Every member of staff will endeavour to foster a love of reading and develop a reading for pleasure culture across the school.

***The new National Curriculum 2014 states that the purpose of reading is:***

* To develop pupils’ love of literature through widespread reading for enjoyment
* To ensure that all pupils:
* Read easily, fluently and with good understanding
* Develop the habit of reading widely and often for both pleasure and information
* Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
* Appreciate our rich and varied literary heritage
* Children will read for interest, information and enjoyment
* By the end of their primary education all pupils will be able to read fluently and with confidence in any subject in their forthcoming secondary education.

***The programmes of study for reading at KS1 and 2 consist of two dimensions:***

**Word Reading:** skilled word reading involves the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics will be emphasised in the early teaching of reading to beginners when they start school.

**Comprehension:** good comprehension draws on vocabulary and grammar. Comprehension skills develop through the experience of high quality discussions with the teacher as well as reading a range of stories, poems and non-fiction texts. Inferential, deductive, and predictive skills all need to be taught and developed.

**Reading in the Curriculum:**

**Phonics**

**We teach early reading using the Read, Write Inc Phonics Programme.**

In Foundation Stage, reading opportunities are planned for on a daily basis. A wide range of approaches are used to provide first hand experiences for the children. The children are taught in a stimulating environment that is rich in written print. There are focused periods within the day when small groups of children share books in a more structured way. The class teachers share books with the class and regularly read stories and rhymes. The Read, Write Inc Phonics Programme is taught daily as soon as pupils are ready and then longer daily Word Time sessions follow, with children being grouped according to ability. It covers all the pre-requisite skills for reading such as sound identification, sequencing, reproduction and discrimination. The teacher reads with the child and encourages parents to take books to read to them at home. Children are given an individual reading book to take home when they are ready.

Daily phonics work takes place using the Read, Write Inc Phonics programme. Phonics activities are practical and fun, to encourage learning. Daily Story Book sessions are taught with children being grouped according to ability. During shared and guided reading, RWI strategies are reinforced in the context of real texts. Whilst children are still accessing the RWI programme, home reading books are fully decodable but other books may be sent home for parents to read to their child. Children who are accessing RWI are assessed at least every six weeks in order to allow for fluidity between groups to ensure responsive teaching that caters to their needs.

**Shared Reading**

During shared reading, the teacher’s role is to make overt what good readers do. During shared reading the children can access a text which may be challenging to them individually. Reading skills and strategies will be clearly modelled, and discussion will help children to deepen their understanding of the text. Shared reading will have a specific focus and all abilities will be included in discussions by differentiated questions. Shared reading will take place within the English lesson and also through the reading of information texts related to other curriculum areas. Class novels are used to demonstrate and discuss reading strategies.

**Guided Reading**

Guided Reading is a powerful way of supporting children to make progress in reading, providing a regular and supportive time where pupils encounter engaging texts which capture the imagination. For guided reading the class is divided into small groups of children of similar reading ability. Every group will access Guided Reading at least once each week. The text will be carefully selected at instructional level for the group and careful questioning for each session will reflect a specific teaching focus appropriate to the group. Other groups working independently will be given meaningful activities that develop their reading skills for example: vocabulary and dictionary work, visualisation, summarising or retelling the text so far, skimming and scanning activities, prediction and sequencing.

**Independent Reading**

Children need to be given the opportunity and encouragement to read independently in order to build confidence, stamina and fluency, as well as develop their experience of a range of books and authors. Throughout the school there will be opportunities for pupils to read. Children will be encouraged to keep a reading record of books which they have read. This will generally be in the Home/School reading record. Children will have access to a wide range of books including fiction and non-fiction via the school library, levelled reading books across the school and classroom libraries.

Text choice is an important part of developing independence. Selecting texts for themselves motivates readers and helps children to develop and discuss their reading preferences. Children will be given an appropriately pitched reading book to take home together with a reading record. Children’s individual reading will be monitored by staff. Each time a child reads at home, a comment will be written in the reading record. Home reading record books will be monitored weekly. A Reader of the Week award is given to one child in each class as a means of encouraging reading. In addition, we reward reading at home via our reading achievement awards: Bronze certificate (40 reads), Silver Certificate (80 reads), Gold Certificate (120 reads) Gold star (160 reads) Cup (190 reads). Reading is not seen as just a ‘school activity’. Wider family involvement supports reading and ensures children have access to reading materials at home. Every effort is made to involve parents in the teaching of reading process.

**Hearing Books Read Aloud**

This builds enthusiasm and enjoyment. It influences independent reading and tunes children in to book language. Teachers of all age groups will find time to read aloud to their class frequently. Teachers will read aloud to ensure literary language is accessible and to provide a model of expressive reading. This will also be an opportunity to model reading for sheer pleasure.

**Children Reading Aloud**

 This will be modelled during shared and guided reading and hearing books read aloud. Children will have the opportunity to read aloud to a variety of audiences.

**Reading Environment**

Classrooms and all school areas will provide a print rich environment. Reading displays will form a part of that environment – each class will have a reading area which is inviting in order to encourage children to read for pleasure.

At Lynnfield Primary, we value the refurbished school library. Every class is encouraged to visit regularly – this may be to teach library skills, allow pupils to select/change books, read a story or do some research. The library is separated into two areas –the fiction library and the non-fiction library. School librarians from Year 6 work during playtime and lunchtime to keep the library in order and have received training to enable them to do this.

**Raising the profile of Reading**

All pupils take part in promotional events such as World Book Day, Book Fair and the Summer Reading Challenge to raise the profile of reading at school and home.

**Additional Support**

Where further support is needed individual teachers will consult with the SENDCO and pupils with SEND may have specific targets relating to reading.

**Assessment and Recording**

A whole school approach to assessment and record keeping is used – this includes – termly Salford Reading tests, termly reading tests and teacher assessment. Teachers are provided with examples of age-appropriate texts as a comparison to inform their assessment. Year group, phase, cross phase and cross school moderation occurs on a regular basis to share the range of evidence, moderate judgements and agree whether pupils are working towards, working at or working at greater depth - relating to Age Related Expectations. Evidence is sought from cross curricular areas and not just from reading sessions.

**Parental involvement**

Co-operation and support from parents is paramount if a child is to become a successful and competent reader. At Lynnfield Primary School, we strive to develop and encourage a strong partnership between home and school in order to develop a reading culture. It is our policy to send reading books home regularly and to encourage parents and carers to contribute to their child’s reading development, welcoming comments in individual reading record books. Parents are invited into school in the autumn term of the Reception year to learn about how reading taught and developed. Parents are invited to attend reading workshops and year group specific reading at home guidance is distributed in the form of leaflets. The annual school Book Fair is always well supported by parents.