



Buckstones Community Primary School

Policy for

READING

Including

SPEAKING & LISTENING

Written and agreed by staff: Monday, 6th. March 2017

Adopted by Governors: Tuesday 25th. April 2017

Signed by Chair:

Buckstones Primary School

READING POLICY including SPEAKING & LISTENING

Rationale

Buckstones Primary School has a consistent and structured whole school approach to reading, which nurtures children who can independently employ a range of reading skills in order to: use a variety of information from a range of texts to further their understanding, whilst enjoying a passion for reading and developing a life-long love of books.

The school aims to:

- Encourage an enthusiasm for reading and an enjoyment of books, which nurtures children who read for both pleasure and for information.
- Provide children with an opportunity to read a variety of different material.
- Provide all pupils with the skills necessary to become confident, fluent readers who can demonstrate understanding of what they have read.
- Develop independent learners who can use study and research skills to locate and use a broad range of texts to further their understanding and support learning, across all areas of the Curriculum.
- Develop a critical appreciation of the works of various authors, poets and illustrators in order to emulate these skills in their own writing.
- Model reading to the children during whole class story reading sessions.
- Encourage care and ownership of all reading materials.

Objectives

Speaking, listening, reading and writing skills form the integral and interdependent strands necessary for language acquisition and as such can not be treated in isolation. We teach reading strategies and skills as part of cohesive approach to language acquisition and we believe that children should:

- Read with confidence, fluency and understanding.
- Be taught the full range of reading strategies and skills, including:
 - phonics knowledge
 - word recognition
 - grammatical knowledge
 - contextual knowledge
- Have an interest in words and their meanings, developing a rich and varied vocabulary, which should be demonstrated through reading and writing activities.
- Read a range of genres (fiction and non-fiction).
- Understand and use a range of non-fiction texts.
- Use computing skills to access and locate information.
- Through reading and writing, develop powers of imagination, inventiveness and critical awareness.
- Discuss books with reference to author, illustrator, genre, theme and characters;

- Express personal responses with increasing confidence and accuracy.

Teaching Strategies:

We believe that the most successful teaching requires a range of teaching strategies to address the interests and needs of individual learners. Staff carefully select appropriate strategies to reflect and support the ability of individual pupils. The strategies employed may change as a child progresses through school.

Structure:

Foundation Stage:

- Pupils are taught synthetic phonics in whole class and ability groups during discrete daily sessions.
- Pupils share and listen to a variety of fiction and non-fiction texts in regular story time sessions.
- Staff share big books and digital texts as part of shared and guided reading sessions.
- Every child will be heard read 1:1 at least once a week.
- All pupils have a scheme reading book according to ability.

KS1:

- Pupils are taught synthetic phonics in ability groups during discrete daily sessions.
- All pupils have a Reading Scheme book and Reading Record, which should be brought to school every day.
- Every child will be heard read 1:1 at least once a week.
- Alongside their reading books, children are given word lists to develop their sight vocabulary of common exception words.
- Pupils access Guided Reading sessions, where appropriate, which may include supported activities to develop decoding skills, comprehension and research skills as well as enjoyment of reading.
- Pupils employ reading skills across all areas of the curriculum through a cross-curricular approach.
- Reading targets are set for each pupil to achieve and these are reviewed regularly.

KS2:

- All pupils have a Reading Scheme book and Reading Journal, which should be brought into school every day.
- Certain children may reach a higher level, and they are encouraged to select appropriate books from their class library to develop a greater breadth of reading. These children will not be moved up to the next stage as the content may not be age appropriate (teacher discretion).
- All books read are recorded in Reading Journals.
- Pupils access Guided Reading sessions weekly, which may include supported activities to develop decoding skills, comprehension and

- research skills as well as enjoyment of reading.
- Children are encouraged to respond to their reading books and guided reading materials in their Reading Journals (see Appendices for parental leaflet).
 - Pupils employ reading skills across all areas of the curriculum through a cross-curricular approach.
 - Reading targets are set for each pupil to achieve and these are reviewed regularly.

Expected Book Levels for Each Age Group (Oxford Reading Tree)

Year Group	Book Level by July
Reception	End of Level 2
Year 1	End of Level 5
Year 2	End of Level 8
Year 3	End of Level 10
Year 4	End of Level 12
Year 5	End of Level 14
Year 6	15+

Assessment and Record Keeping

The class teacher is responsible for maintaining accurate and up to date assessment evidence for individual pupils.

Assessment is used to inform teaching and learning. Assessment is an ongoing process, which can take many forms such as: questioning, marking of pupil's work or observing a child read.

Staff use Reading Assessment Standards materials as a basis to assess progress and diagnose gaps in skills and understanding. Through assessment children are set individual reading targets to achieve. These targets are differentiated according to age and ability.

(See Appendices for Reading Evidence grid.)

Home/School Partnership

Parental/carer support is integral in ensuring that every pupil reaches their potential and we seek to involve parents in supporting their child's reading progress, through effective home/school communication.

We actively encourage parents to read with their children regularly. Regular reading is rewarded via the Bookmark Scheme.

In Reception, a Phonics meeting is held for new parents (see Appendices for parental leaflet).

Feedback to parents is provided regularly during Parents Evenings (twice yearly), and in written form in the Reading Record/Journal

Targets are included at the front of the Reading Journals.

Monitoring and Evaluation

The standards of teaching and learning are regularly monitored and reviewed. The evidence gathered is used to form an action plan, which the English Co-ordinator will subsequently implement. Liaise with the English Governor to monitor the impact of the policy.

Special Educational Needs

Some children on the SEND register will have a specific reading target which is reviewed regularly. Interventions are put in place to help them achieve this target (see provision maps).

Speaking and Listening Policy

Aims:

- To encourage children to communicate confidently by providing them with purposeful language interactions and experiences
- To create an environment which promotes active listening and learning and productive talking; a caring environment where others listen, show an interest in and value what they say
- To provide children with opportunities for exploratory talk, where children shape thoughts in new ways, as well as the opportunity to develop their presentation skills, where children present their ideas that are already formed
- To encourage children to communicate in a style appropriate to the audience and purpose of the task.
- To provide real situations, affording the children the opportunity to develop a range of strategies and skills, which will enable them to function in society as confident, well spoken adults.
- To create opportunities for speaking and listening across all areas of the curriculum, as we believe speaking and listening is a vital part of the whole learning process and cannot be developed in isolation.

Modelling appropriate and expressive speech is an integral part of our teaching. All adults working in school are expected to use standard English throughout the day and to expect the same from the pupils.

Teachers are expected to plan lessons, including the objectives from the four key areas of Speaking, Listening, group interaction and drama. Where possible, the objectives will be included across the curriculum, creating a wide variety of opportunities to reinforce and develop these skills.

Children are also given many opportunities to retell familiar stories and poems and are expected to know them by heart. This gives them the chance to practise

orally using the language of a writer/poet. Each year group has performance poetry units throughout the year. During these units children are expected to perform to a live audience and to know the poem off by heart.

Reading At Buckstones

How you can help your child with their reading?



(Infants)

Parents and Carers,

At Buckstones Primary School, we consider reading to be of great importance and the key to all other aspects of learning as it impacts on everything a child does.

In school, your child may experience a wide range of reading opportunities, which include:

- Independent reading

- Guided reading (teacher working with a group to develop particular reading skills).
 - Shared text work in Literacy lessons
 - Comprehension
 - Research (using ICT/reference books)
- Group reading (sharing a text with other children).

Some reading may happen in the Literacy/Guided Reading session but equally, the children may have these opportunities through any other subjects.
This leaflet is designed to help you, help your child at home.

How you can help your child with their reading

If children see parents reading, they'll copy. Don't feel guilty about relaxing with a book, a newspaper or magazine. You are setting a good example.
Spend a little time reading with (or to) your child every day, even if it's just a few minutes.
It soon becomes a special time that'll you both value.

Letting children choose their own books gives them a chance to express themselves and give children real confidence.

Reading with your child can be a way of giving homework support, but you don't need to just read the books issued by school. You could encourage your child to also read magazines, newspapers, non-fiction books and comics.

Reading with your child should be fun and relaxed, and should give your child the chance to practice their reading skills without fear of 'getting it wrong'.

Every so often pause and ask questions, look at illustrations and discuss interesting points or words in texts.

Guided Reading

In school the children work with the teacher on a Guided Reading activity. This is a planned session giving the teacher opportunity to teach or practice the relevant reading skills for your child's ability. We use this session to teach different reading strategies, hear your child individually and ask questions to ensure understanding of the text.



Reading at home

Please encourage your child to read their book to you (several times if necessary) until they are familiar with the words and demonstrate a good level of understanding. Always

encourage your child to stop if what they have read does not make sense and have another go.

Reading Journals

All the children in the school are given a Reading Journal. This needs to be brought into school each day with the child's home reading book. We also ask parents to sign and date when you hear your child read at home. If you wish to make a comment when you hear your child read there is space for you to do so.

Pointers will be sent home to help your child with their reading and questions you can ask them when you read together.

Keywords

Each week words are sent home for you to help your child learn to read. We continue to do this until they are able to read the first 100 most common words independently.



Reward for Reading

Your child will be rewarded for efforts made with reading. A good reader is not a child who races to the top of a reading scheme but one who has a breadth of reading experiences and can discuss, predict, explain etc. a variety of texts. As a school we will offer the children a range of opportunities to develop these skills.

Infants will receive a gold sticker on their book mark if they have:

Read and talked about their book every night (signed by Parent). They can read their own books in between book changes.

Once they have filled their book mark they will receive a certificate and 2 book marks filled they will be presented with a book.



A child who follows this path will be a successful learner.

Reading At Buckstones

How you can help your child with their reading?



(Lower Juniors)

Parents and Carers,

At Buckstones Primary School, we consider reading to be of great importance and the key to all other aspects of learning as it impacts on everything a child does.

In school, your child may experience a wide range of reading opportunities, which include:

- Independent reading
- Guided reading (teacher working with a group to develop particular reading skills).
 - Shared text work in Literacy lessons

- Comprehension
 - Research (using ICT/reference books)
 - Group reading (sharing a text with other children).

Some reading may happen in the Literacy/Guided Reading session but equally, the children may have these opportunities through any other subjects. This leaflet is designed to help you, help your child at home.

How you can help your child with their reading

If children see parents reading, they'll copy. Don't feel guilty about relaxing with a book, a newspaper or magazine. You are setting a good example.

Spend a little time reading with (or to) your child every day, even if it's just a few minutes.

It soon becomes a special time that'll you both value.

Letting children choose their own books gives them a chance to express themselves and give children real confidence.

Reading with your child can be a way of giving homework support, but you don't need to just read the books issued by school. You could encourage your child to also read magazines, newspapers, non-fiction books and comics.

Reading with your child should be fun and relaxed, and should give your child the chance to practice their reading skills without fear of 'getting it wrong'.

Every so often pause and ask questions, look at illustrations and discuss interesting points or words in texts.

Guided Reading

In school the children work with the teacher on a Guided Reading activity. This is a planned session giving the teacher opportunity to teach or practice the relevant reading skills for your child's ability. We use this session to teach different reading strategies, hear your child read and/or ask questions to ensure understanding of the text.

Reading at home

Please encourage your child to read their book to you (several times if necessary) until they are familiar with the words and demonstrate a good level of understanding. Always encourage your child to stop if what they have read does not make sense and have another go.

Each of the home readers have information to help you know what to expect of your child on that level of the scheme.

Reading Journals

All the children in the school are given a Reading Journal. This needs to be brought into school each day with the child's home reading book. We also ask parents to sign and date when you hear your child read at home.

In the journals there will be pointers to help your child with their reading and questions you can ask them when you read together.



Reward for Reading

Your child will be rewarded for efforts made with reading. A good reader is not a child who races to the top of a reading scheme but one who has a breadth of reading experiences and can discuss, predict, explain etc. a variety of texts. As a school we will offer the children a range of opportunities to develop these skills.

Year 3 and 4 will receive a gold sticker on their book mark if they have:

Read and talked about their book every night (signed by Parent). They should also read a book of their own choice through the week as well.

Completed a book review per week.

Once they have filled their book mark they will receive a certificate and 2 book marks filled they will be presented with a book.



A child who follows this path will be a successful learner.

Reading At Buckstones

How you can help your child with their reading?



(Upper Juniors)

Parents and Carers,

At Buckstones Primary School, we consider reading to be of great importance and the key to all other aspects of learning as it impacts on everything a child does.

In school, your child may experience a wide range of reading opportunities, which include:

- Independent reading
- Guided reading (teacher working with a group to develop particular reading skills).
 - Shared text work in Literacy lessons
 - Comprehension
 - Research (using ICT/reference books)
 - Group reading (sharing a text with other children).

Some reading may happen in the Literacy/Guided Reading session but equally, the children may have these opportunities through any other subjects.

This leaflet is designed to help you, help your child at home.

How you can help your child with their reading

If children see parents reading, they'll copy. Don't feel guilty about relaxing with a book, a newspaper or magazine. You are setting a good example.

Spend a little time reading with (or to) your child every day, even if it's just a few minutes.

It soon becomes a special time that'll you both value.

Letting children choose their own books gives them a chance to express themselves and give children real confidence.

Reading with your child can be a way of giving homework support, but you don't need to just read the books issued by school. You could encourage your child to also read magazines, newspapers, non-fiction books and comics.

Reading with your child should be fun and relaxed, and should give your child the chance to practice their reading skills without fear of 'getting it wrong'.

Every so often pause and ask questions, look at illustrations and discuss interesting points or words in texts.

Guided Reading

In school the children work with the teacher on a Guided Reading activity. This is a planned session giving the teacher opportunity to teach or practice the relevant reading skills for your child's ability. We use this session to teach different reading strategies, hear your child read and/or ask questions to ensure understanding of the text.

Reading at home

Please encourage your child to read their book to you (several times if necessary) until they are familiar with the words and demonstrate a good level of understanding. Always encourage your child to stop if what they have read does not make sense and have another go.

Each of the home readers have information to help you know what to expect of your child on that level of the scheme.

Reading Journals

All the children in the school are given a Reading Journal. This needs to be brought into school each day with the child's home reading book. We also ask parents to sign and date when you hear your child read at home.

In the journals there will be pointers to help your child with their reading and questions you can ask them when you read together.



A child who follows this path will be a successful learner.

Reward for Reading

Your child will be rewarded for efforts made with reading. A good reader is not a child who races to the top of a reading scheme but one who has a breadth of reading experiences and can discuss, predict, explain etc. a variety of texts. As a school we will offer the children a range of opportunities to develop these skills.

Year 5 and 6 will receive a gold sticker on their book mark if they have:

Read and talked about their book every night (signed by Parent). They should also read a book of their own choice through the week as well.

Completed a quality Reading Journal entry per week.

Once they have filled their book mark they will receive a certificate and 2 book marks filled they will be presented with a book.



Reading Speaking and Listening

