

READING POLICY

Aims and Objectives of the Subject

- To promote and encourage a lifelong love of reading.
- To develop an interest in and a love of books, encouraging children to become attentive listeners and independent and reflective readers.
- To develop reading strategies and key skills: accuracy, fluency, understanding and response to texts (including questioning the content and ideas expressed).
- To enable children to access all areas of the curriculum.
- To enable children to access, understand and begin to manage information.
- To begin to understand the meaning of what is read to them and what they read.
- To begin to understand and respond to the feelings that words can arouse in us like happiness, sadness, anger.
- To walk through doors to the past, to the future and to other worlds both real and imagined.

Teaching and Learning Styles

Straits International School will provide a print rich environment and a wide range of texts, including different genres and styles which are of an appropriate age and ability for the child. As a community of readers we expect all staff to model and communicate their love of reading.

Teaching strategies aim to enhance a child's motivation and involvement in reading. These are just some ways in which this can be done:

- Shared reading sessions. (The teacher models the reading process to the whole class as an expert reader, providing a high level of support. Teaching objectives are pre-planned and sessions are characterised by explicit teaching of specific reading strategies, oral response and high levels of collaboration. The teacher's role is that of the expert reader who models how the text is read. The children, the learner readers, join in where appropriate with the reading of the enlarged text – Singly and/or chorally. The texts selected are rich and challenging, being beyond the current reading ability of the majority of the class.)
- Guided reading sessions led by a member of staff. (The responsibility for reading shifts to the learner. The teacher structures all reading tasks with children, who are grouped by ability. They are required to read and respond to the text themselves with the teacher supporting. Texts of graded difficulty are carefully chosen and matched to the reading ability of the group. This enables the child to read the text with sufficient ease but with a limited amount of challenge. It is intended that guided reading provides a forum for children to demonstrate what they have learned about reading; the focus for the reading is concerned with reinforcing and extending strategies and/or objectives already taught in shared reading.)
- Guided reading sessions led by children/group work. (Children work in pairs, groups or individually on a reading related task.)
- Independent reading. (During independent reading, children take responsibility for selecting and reading a variety of texts including fiction, poetry and non-fiction from library books, games, activities, book tapes, talking books, webpages, print and text around the school, etc. The child should be able to read these texts readily and comprehend them with little or no teacher or adult support. The focus for the reading is to provide practice and to develop personal response to text.)
- Story time. (Children, particularly in the Primary School, will be given the chance to have a class book read to the class by the class teacher.)

- Library time. (Children will be given access to the library at least once a week and will be able to borrow a book to take home to read independently or with parents/guardians as appropriate.)
- Reading with individual children. (Teachers and staff will work with children one-to-one.)
- Buddy reading. (With children from other classes.)
- Classrooms and library areas will have well stocked and attractive book areas providing both a range of fiction and non-fiction texts, reflecting cultures and gender.
- Books relevant to the topic/s being studied each term should be displayed where deemed appropriate.

Curriculum Planning and Organisation

- All staff will make themselves familiar with the curriculum requirements for reading at the relevant stage of learning.
- Staff will provide planned opportunities across the curriculum for pupils to have access to a range of genres.
- Children should have access to reading material and relevant support materials, for example: dictionaries, phonics cards, high-frequency word lists, etc) in all appropriate lessons.
- Teachers will integrate ICT whenever appropriate to aid with reading and understanding.

Inclusion and Equal Opportunities

- Provision will be made for those children having special educational needs and those for whom English is an additional language.
- Children with SEN will work towards the same or similar objectives with support/appropriate differentiation.
- Children who are gifted and talented will work to deepen or broaden their understanding of the objective which may sometimes be from a later year.
- Children learning English as an Additional Language (EAL) will receive appropriate support to enable them to access objectives.

Assessment

Record keeping and assessment includes:

Formative assessment:

- Success criteria clear and explicit.
- Observation of children.
- Questioning (using questions linked to assessment focus during guided reading).
- Self/Peer assessment.
- Discussing reading with a partner.
- Verbal feedback from adult linked to success criteria.

Summative assessment:

- Tracking of phonics skills and high frequency words.
- Tracking through book bands.
- Teacher assessments e.g. comprehension, spelling work.
- Formal examinations.

Individual reading targets are discussed and set with the child as and when necessary. These are assessed and reviewed with the child. Reading targets are shared with the child orally and a written copy, to be shared with parents, is evident in their reading records.