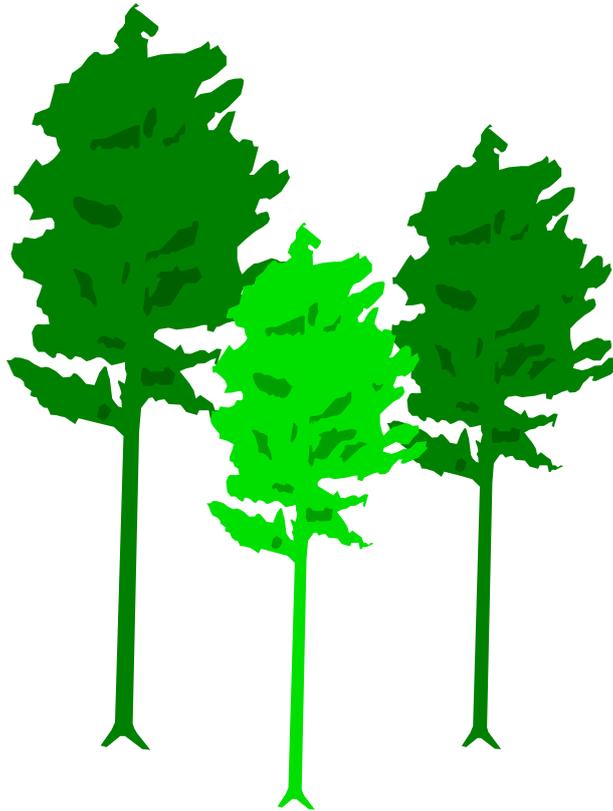


Woodlawn Primary School

'Firm foundations for future excellence'



Reading Policy

June 2015

Reading policy

This policy was written in consultation with the staff of Woodlawn Primary School in the Summer Term of 2015.

We, the staff of Woodlawn Primary School, believe that reading is not only an enjoyable activity but also an essential skill for life.

Introduction

We aim to increase pupil confidence in reading so children are able to express themselves and their ideas using appropriate language. We are continually aiming to raise the standards of the reading achievements of the pupils in Woodlawn Primary School by providing a reading programme which stimulates thinking, enthuses and develops curiosity.

We do this by providing a reading programme which is in line with the curriculum for Northern Ireland.

We believe that:

‘Children should be helped to develop confidence in reading using a range of methods. They should be given opportunities to develop their confidence and independence through enjoyable reading experiences that will help them develop individual tastes and preferences and make sense of what they read.’ (NI Curriculum)

Our aims in Woodlawn are:

- To develop a positive reading atmosphere in our school where pupils feel inspired to read.
- To teach reading so children develop the essential life skills to function independently in society.
- To provide children with a variety of different books with various genres to appeal to their interests.
- To meet the need of individuals and target groups through focussed guided reading sessions so children can learn to read with fluency, understanding and accuracy.
- To encourage children to expand their vocabulary and imagination through reading.

Our Values and Beliefs

We believe;

- Children should read for enjoyment and should find pleasure in their ability to read.
- Children should develop a love of reading and expand their horizons.
- Children should be able to access a wide and varied curriculum to prepare them for life.

Teaching approaches and organisation of learning

The reading programme in our school encompasses the requirements of the Northern Ireland Curriculum and the needs of the children.

Our Programme will include;

- A wide range of reading materials and genres
- Phonological awareness work
- Synthetic phonics teaching
- Banded books from Primary 1 – Primary 4
- Novels from Primary 4-Primary 7
- Regular reading in all classes
- Opportunities to read for pleasure independently
- Planned reading sessions where teachers use a range of strategies such as modelled, shared and guided reading in order to encourage children to become more independent readers

Foundation stage

In Foundation Stage we believe we lay the foundations for encouraging the disposition of reading. The teaching of reading takes place through, modelled, guided and shared reading sessions.

Practice: In Primary 1 children are placed into emergent reading groups and read with an adult on a daily basis. When children display reading behaviours they are grouped according to their needs and begin to follow a systematic reading scheme.

In Primary 2 children are organised into reading groups which use a systematic, structured scheme that is appropriate for the needs of the children.

Recording: Staff in Primary 1 and 2 use the same weekly format to record guided reading. Teachers take a 'key focus' from the Progressive Framework or from the guided reading books, foci are shared with classroom assistants and a brief evaluative comment is written at the end of the guided reading session.

Frequency: Primary 1 and 2 children read four times per week, with either the teacher or classroom assistants.

All Foundation Stage reading resources are banded according to the PM Book Bands. The system exposes children to a range of publishers and genres of books. (See appendix 1)

Key stage 1 and 2

In Key Stages 1 and 2 children are taught reading strategies through modelled, shared and guided sessions. Primary 3 to Primary 7 children continue to progress through the systematic reading framework during guided reading sessions.

Children in Key Stage 1 continue to read as part of a reading group which follows a systematic approach.

Practice: Teachers plan opportunities for children to apply their reading skills during silent reading time, through topic related work and through a varied range of reading tasks including free choice and independent reading.

Children in Key Stage 2 complete reading based activities such as; reading for fun activities, reflect and respond, comprehension and detail and language and vocabulary skills based activities.

Recording: Recording is similar to Foundation stage, teachers take a key focus for the group and write a brief evaluative comment on planning grids.

Frequency: Key Stage 1 and Lower Key Stage 2 children read in a guided reading session on average 3 times weekly with extra support provided when needed.

Each Upper Key Stage 2 child has a guided reading session with the teacher once a week but completes reading activities every day.

Phonics Programme

In Woodlawn Primary School we follow a systematic approach to the teaching of synthetic phonics. We aim to teach the children to make connections between phonics sounds and reading words so that children can apply these skills independently. (See appendix 2)

In Primary 1 our children begin pre-phonological awareness work at the beginning of the year, progressing onto learning three sounds per week. We aim to complete the Jolly Phonics programme in P1 by April.

Children in Primary 2 revise the 42 basic sounds and build on their phonetic knowledge through carefully planned systematic work, in line with the Education Authorities recommendations.

Primary 3 and Primary 4 children continue this systematic approach with the addition of Jolly Grammar work, thus linking our phonics, reading and writing closely together.

Regular assessments are carried out across Primary 1-Primary 4 to inform future planning and to consolidate learning

Resources: Primary 1 to Primary 4 teachers use the phonics grids provided by the Education Authority, Jolly Phonics handbook, Jolly Grammar resources and Jolly Learning Interactive Programs. In addition to this staff use websites provided by the Literacy Co-ordinator. (See appendix 3)

Frequency: Phonics is taught discreetly four times per week to our Primary 1-4 children for a 15 minute period.

Classroom Environment and Displays

We recognise the important role display has in supporting children as they learn by having work displayed throughout the school.

A Literacy display board is situated in the main school corridor to celebrate whole school events.

We at Woodlawn Primary School aim to provide a classroom environment where both girls and boys feel inspired to read.

Each classroom has an attractive and well displayed reading area where appropriate reading material is available.

Reading at home

Reading homework for all pupils is set in accordance with our Homework Policy. Guided reading books are sent home for parents to share and enjoy stories with their children. Parents are asked to support with reading and teachers and parents can communicate using home reading records and diaries.

Use of the school library and reading for pleasure

Each class has the opportunity to visit the library trolley on a weekly basis; the trolley is replenished yearly with age appropriate reading materials.

Children are encouraged to read for pleasure at home, and to share their chosen books with their family. Opportunities are arranged for school visits to the local library in Carrickfergus.

Whole school Literacy events such as World Book Day and Book Fairs are arranged throughout the year.

Parents and others

Primary 1 parents are invited to attend a Primary 1 induction meeting. These parents are provided with induction booklets, detailing the key messages for early reading skills. Parents are encouraged to work with their children at home to build early phonics skills and support reading.

Parents are encouraged to sign phonics skills records, reading records and homework diaries which are sent home on a daily basis.

In addition to this, parents are invited to attend parental consultation sessions. Parents are also welcomed into school for informal discussions.

Reading support

We aim to support children with their reading through early identification of children who may experience difficulties with reading. Under direction from the Literacy Coordinator and class teachers, our teaching assistants support reading in class and assist with reading support programmes such as Reading Partners, Jumpstarts, Rapid Readers and the Lexia Program.

We also have Reading Buddies where our Primary 6 and 7 children read with our Primary 1 children.

Assessment and record keeping

Through internal standardisation and assessment checklists, reading is continually assessed from Primary 1- Primary 7. Records are kept to show progress and the children in Primary 1- Primary 4 are tracked to ensure they follow the banded reading system in place. Reading information is gathered and shared during June transition.

Monitoring the policy

Monitoring and evaluation are integral parts of the teaching and learning in our school and are the responsibility of all members of staff. The Principal and the Literacy Coordinator will oversee the progress we are making towards fulfilling our aims. This will be achieved through:

- evaluation of pieces of work (internal standardisation);
- the Coordinator visiting classes throughout the school;
- collecting a cross-section of exercise books where appropriate;
- review by the Coordinator of teacher's planning;
- informal discussions with staff;
- formal Language and Literacy meetings;
- regular reviews of the Literacy Action Plan.

The evidence, which we gather through these monitoring procedures, will be evaluated regularly in order to inform future planning. We intend to do this through:

- end of Key Stage Assessment results;
- formative assessment procedures;
- baseline assessment;
- internal standardisation procedures;

- formal and informal assessment undertaken as part of normal classroom teaching;
- observation of practical activities;
- discussion with pupils;
- Regular, detailed and comprehensive information given to parents about pupil's achievement and progress to include Parent/Teacher meetings in January and through end of year reports in June each year.

Review Date

The policy will be reviewed in June 2017

Appendices

1. List of guided reading books used in each key stage.
2. Education Authorities Phonics content overview for Primary 1- 4 children.
3. Useful website lists.
4. Home/School record diary example.