



Fierté Multi Academy Trust

Policy on English - Reading 2017-2018

At the heart of our Trust are both the UNICEF Rights Respecting values and articles and Building Learning Power. Through these, we aim to put children's rights at the heart of our schools. We work together to embed children's rights in our ethos and culture; to improve well-being and develop every child's talents and abilities to their full potential. We aspire to give children a sense of pride and achievement in all that they undertake.

***Dyslexia:** Glascote Academy recognises the unique contribution of every individual in the school community. It is an inclusive school in which adults and pupils of all abilities and from all cultures and backgrounds are valued. Pupils' wider achievement is encouraged and celebrated and the good progress of all our pupils is of paramount importance as is the safeguarding and wellbeing of all pupils.*

Rationale

Our long term aim is that our children become fluent and thoughtful readers.

We aim to:

- Make reading important. We aim to have a variety of good quality reading material freely available, and well displayed throughout the school, and to provide a reading environment where reading is seen as informative and enjoyable. We direct children to a wide range of fiction, poetry and non-fiction, to stimulate and develop their reading.
- Invest in reading, with regular audits of classroom and library stock, purchasing new material as resources permit. Books have had a high priority in spending decisions.
- Enable each child to be interested in books, read with enjoyment and evaluate and justify their preferences.
- Help children read with confidence, fluency and understanding.
- be able to orchestrate a full range of reading prompts, (phonic, graphic, syntactic, and contextual) to monitor reading, and enable children to correct their own mistakes.
- Understand the sound and spelling system, and to use this to read and spell accurately.
- Have a suitable technical vocabulary through which to understand and discuss their reading.
- through reading, develop their powers of imagination, inventiveness and critical awareness.
- to use texts which are studied as good examples, and models for their own writing.

Guidelines

1. A variety of books will be available in the classroom. Children are also encouraged to use the library through a weekly timetabled library allocation as well as with regular visits to Glascote Library.
2. A reading scheme is available for children with support from the school Reading Manager. and children on the scheme will take home decodable books. Reference books are available at each Key Stage in the main library alongside a range of fiction.
3. Reading age is assessed from Y1 to Y6 using a published test (Hodder) in the autumn, spring and summer Term, with the results being recorded. APP is used to assess pupil's

progress in line with the school assessment calendar (quarterly) and Glascote Academy continues with the new assessment system through Integris in line with the new curriculum.

4. Parents are involved where possible and children are expected to read at home daily and record in the school / home diary.

5. Each child has his/her own reading record of books read, which an ongoing reward system is. Children receive awards at the end of each section through the school house point system.

Teachers, parents, older siblings, relative's parent helpers and the pupils themselves, make entries in planners for reading which has taken place at home.

6. Daily guided reading lessons take place appropriate to ability and children are grouped accordingly. Children start off in 'Guided Reading' groups in both key stages and use the reading corners in every class throughout one session during the week.

There can be some movement between groups depending on reading ability. The whole class reading lessons follow the principles of whole class teaching but focus on the skills involved such as understanding, retrieval, inference, structure and studying the author's choice of language.

7. Each class has allocated library time to encourage children to enjoy reading, learn how to choose appropriate books, and have the opportunity to experience text in a variety of forms, including the Internet, CD-roms, audio stories, playscripts, games and non-fiction. In addition there are kindles used to encourage reluctant readers.

8. Each class receives a story at 3:00pm and this is monitored by the Reading Manager. The class follows a whole book from start to end.

9. Children are encouraged to share what they read, discussing opinions, and read self-chosen text together in groups or with a reading partner during free reading sessions.

10. We have many book weeks and 'drop everything and read' days to encourage reading for pleasure and enjoyment throughout the year. Authors may also visit school and book fairs are brought in to expose children to new reading material.

11. Parental support is given weekly in some instances teaching parents how to read.

Review Date: September 2017

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