Reading Policy

Philosophy and Purpose

This policy reflects the school values and philosophy in relation to teaching and learning of English and specifically reading. It sets out a framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

Acorns School recognises its responsibility to pupils and their families to provide a well considered and consistent approach to the teaching or reading. We realise the key role that the process of development in literacy plays in every child's life.

The aims of reading are:

1) To foster in children an interest in and a liking for literature in most of its aspects by providing rich, challenging reading environments containing a wide variety of relevant reading materials giving due consideration to multicultural and equal opportunities materials.

2) To ensure that every child's reading potential is realised using different media as appropriate.

3) To develop reading as a whole school approach making use of designated schemes.

4) To value and promote the role of parental involvement in the development of children's reading.

5) To encourage an awareness and appreciation of print in the world around us.

6) To encourage and develop reading techniques for different purposes.

7) To share the use of books with different people.

8) To link reading with other aspects of language.

9) To use a variety of means of assessment and recording to recognise at what stage of reading development the child has attained and to identify areas for development

Method of Delivery

The curriculum organisation and structure is outlined in the policy document entitled 'Curriculum and School Organisation'. The procedures for planning, teaching and learning strategies, monitoring and evaluation are outlined therein.

To achieve all the above aims we have implemented the National Literacy Strategy through regular literacy sessions adapted to meet the individual and specific needs of our children.

To achieve aims 1 and 2 we will provide:

- books in classrooms (including SLS long term loans)
- a well stocked school library- to be used on a class and individual basis
- appropriately labelled display work inside and outside the classroom
- story tapes, television, video/DVD, computers and AAC equipment
- opportunities for story telling, shared reading, role play/drama activities
- opportunities to see staff using print and reading
- daily book sharing/ reading sessions in classes
- reading for pleasure activities

To achieve Aim 3 the school will use Oxford Reading Tree. Pupils will also follow structured programmes using Letters and Sounds Phonics programme. This will be supplemented with other suitable schemes and social signs.

Oxford Reading Tree will be introduced in the Nursery and children will continue at their own pace through Key Stages 1 and 2.

To achieve Aim 4 we will value contributions from home by :-

- encouraging exchange of books between home / school
- encouraging parents to contribute to children's home / school diaries

To achieve Aim 5 we will, when opportunities arise, such as on visits, when going swimming, on walks out of school, discuss and consider the importance and necessity

of road signs, street signs, shop names, timetables, bus stop signs and destinations and other environmental print.

We will look at printed material, television and make use of cross curricular themes.

To achieve Aim 6 we will provide opportunities in school for :-

- silent reading
- retrieval of information - use of index and contents page, CD ROMs, Internet, newspapers, catalogues, magazines
- reading for others - in assembly, in class, in small groups, to younger pupils
- reading aloud encouraging use of appropriate expression and intonation
- skimming and scanning.

To achieve Aim 7 we will provide :

- opportunities for outside agencies to visit: storytellers, puppet theatres
- Literacy Hour activities.
- Opportunities to share books in less structured situations: Lunchtime clubs, playtimes, lunchtimes, social times

To achieve Aim 8 we will provide opportunities for :

- use of signing and symbols in Speaking and Listening activities.
- children to read what they have written
- listening to stories
- writing for a specific audience
- written comprehension
- use of wordbooks provided by the reading schemes.

To achieve Aim 9 we will use a variety of formal and informal methods and to follow guidelines of ARR Policy. The main formal tests to be used when deemed appropriate will be BPVS and NFER-NELSON Group Reading Test 6-12.
We will use PIVATs to support ongoing assessment and target setting

We will also use assessment materials provided by the reading scheme, Oxford Reading Tree.

We will use day to day assessment and recording e.g. reading records. We use a variety of means of assessment and recording to recognise at what stage of reading development the child has attained and to identify areas for development and further work.

We will also use checklist of High Frequency Words from the Literacy Strategy and letters and sounds.

READING FOR PLEASURE STATEMENT

At Acorns School, we believe that children deserve a rich curriculum which encourages extensive reading and sharing a range of books and texts. We believe that active encouragement of reading for pleasure is a core entitlement of every child's educational entitlement, whatever their background, ability or attainment because we know that exposure to a wide range of texts makes a huge contribution to pupils' educational attainment.

At Acorns we aim to promote the concepts of reading for 'fun', 'enjoyment' and 'pleasure' and provide opportunity for reading and sharing a range of self-chosen fiction and non-fiction texts from our library and class book corners.

Every single member of staff is responsible for reinforcing a positive attitude towards reading for pleasure and enjoyment.

We believe that staff at Acorns should be 'reading role models' and we aim to encourage staff to share their favourite texts with the children.

We have excellent links with the school library services who provide us with advice, training and resources to promote reading for pleasure. The annual visit of the school library bus enables our pupils to experience a 'library visit' and enjoy the pleasure of choosing books because they 'like them' and not because they are 'advised' to. The school library service also provides visiting story tellers, pupil librarian training and ever changing good quality library stock.

Throughout the year, we aim to provide specific 'reading for pleasure' events and activities such as celebrating national event (World Book Day, Storytelling Week, Share a story month, National Poetry Day, Children's Book Week are some examples) as well as 'in house' reading events.

We will provide opportunities for visits by storytellers, theatre groups and other adults (e.g. Governors, parents, students) to share books and stories. We will encourage older pupils to read/share stories with younger pupils.

We will also provide daily/regular opportunities of Reading for Pleasure activities such as daily reading sessions when pupils can choose books to read/share, timetabled library sessions for each class, weekly library club, access to electronic books and stories (computer/iPad), provision of comics/ magazines/ books which are not part of the reading scheme. We will provide appropriate displays around school celebrating reading for pleasure activities and events.

Policy Review.

This policy will be reviewed each year

January 2017

Appendix A

At Acorns Primary School, we follow The National Curriculum. The National Curriculum contains the Programmes of Study and Attainment Targets for pupils from Year One to Year Six.
However, at Acorns we recognise the individuality of each pupil's learning difficulties and therefore the need for a multi – modal and multi-sensory approach to delivering the curriculum.
Also, although the sequence and chronology of the learning activities will be that of the National Curriculum, the time frame over which it is delivered will vary depending on the needs of individual pupils.
The aim of the National Curriculum is to promote high standards of Language and Literacy by equipping pupils with a strong command of spoken language (or alternative and/or augmented means of communication), written word and to develop a love of literature through Reading for Pleasure activities.

Spoken Language and Verbal/Non Verbal Communication

Development and use of communication and language are at the core of all learning. Learning to listen and speak and to communicate through non-verbal means is vital. The ability to communicate effectively gives our pupils the capacity to participate fully in society.

The English Curriculum at Acorns Primary School

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Acorns Primary School
Literacy Curriculum Map

	Autumn Term	Spring Term	Summer Term
Seedlings	**Fiction:** Stories with a Familiar Setting **Non Fiction:** Labels and Captions **Poetry:** Nursery Rhymes	**Fiction:** Fairy Tales **Non Fiction:** Picture Dictionaries **Poetry:** Action Rhymes	**Fiction:** Fantasy/Imagination **Non Fiction:** Information Books (recounts of visits etc) **Poetry:** Predictable Structure
Saplings	**Fiction:** Stories with a Familiar Setting **Non Fiction:** Instructions **Poetry:** Senses Poetry	**Fiction:** Stories with a Repetitive Pattern **Non Fiction:** Information Books (topics of interest) **Poetry:** Playground Rhymes	**Fiction:** Traditional Tales **Non Fiction:** Explanations **Poetry:** Poems on a Theme
Cedar	**Fiction:** Stories with a Familiar Setting **Non Fiction:** Reports **Poetry:** Poems with Familiar Settings	**Fiction:** Stories from a Range of Cultures **Non Fiction:** Dictionaries **Poetry:** Poems from Other Cultures	**Fiction:** Fantasy Stories **Non Fiction:** Information – non-chronological reports **Poetry:** Poems to Perform

Elm	**Fiction:** Stories with a Familiar Setting **Non Fiction:** Information on Topics of Interest **Poetry:** Silly Stuff	**Fiction:** Different Stories by the Same Author **Non Fiction:** Reports **Poetry:** Patterns on a Page (List Poems)	**Fiction:** Traditional Tales **Non Fiction:** Alphabetical Texts/Encyclopedias **Poetry:** Traditional Poems and Rhymes
Willow	**Fiction:** Stories with a Familiar Settings **Non Fiction:** Magazines **Poetry**: Poems Based on a Common Theme	**Fiction:** Adventure Stories **Non Fiction:** Instructions **Poetry:** Poems from Different Cultures	**Fiction**: Stories by Significant Authors **Non Fiction:** Information Leaflets **Poetry:** Poems in Different Forms e.g list poems
Ash	**Fiction:** Stories with Historical Settings **Non Fiction:** Recounts of Events, Reports **Poetry:** Shape Poems	**Fiction**: Stories from Other Cultures **Non Fiction:** Explanations **Poetry:** Classic Poems	**Fiction:** Different Stories by the Same Author **Non Fiction:** Letters Written for a Purpose (invitations, enquiries, congratulations) **Poetry:** Performance Poems
Pine	**Fiction:** Myths and Legends **Non Fiction:** Newspapers **Poetry:** Poems by Long Established Authors	**Fiction:** Stories by Significant Children's Authors **Non Fiction:** Recipes/Directions **Poetry:** Limericks and Riddles	**Fiction:** Adventure Stories **Non Fiction:** Persuasive Writing (letters/leaflets) **Poetry:** Comparison of Poems by Different Authors

Oak	**Fiction:** Stories from Other Cultures **Non Fiction:** Biographies, Diaries, Journals **Poetry:** Creating Images – using similes etc	**Fiction:** Mystery Stories **Non Fiction:** Formal Writing (notices, safety, information) **Poetry:** Comparison of Poems by Same Author	**Fiction:** Stories with Historical Settings **Non Fiction:** Reference Texts, Dictionaries, Thesaurus **Poetry:** Classic Narrative Poetry

Spoken Language and Communication	• The National Curriculum Objectives for spoken language are similar across all year groups. • These are delivered cross- curricular and key areas are: Non Verbal Communication/Signing/Gesture; Speaking and Listening; Responding; Discussing; Drama and Role Play	
Reading	• Word Recognition/Reading; Decoding/Encoding; Word Structure and Spelling; Phonics Activities (following *Letters and Sounds* as appropriate) • Comprehension; Understanding and Interpreting Texts; Engaging and Responding to Texts • Reading for Pleasure Activities and Events	
Writing	• Transcription; Spelling and Handwriting • Composition; Articulating Ideas and Structuring them in Communication and Writing • Vocabulary, Grammar and Punctuation	