

### Introduction

At Star International School, we strongly believe that reading is a vital life skill and we strive for all students to enjoy and value it. It is our aim to develop and create passionate readers for life.

Reading is a complex skill with many components. Successful approaches to the teaching of reading should encourage children to use a variety of strategies in their pursuit of meaning. It is important to lay firm foundations in this crucial area of the curriculum and establish a consistent whole school approach to the teaching of reading.

### Aims and objectives

Our aims are designed to ensure that the school meets the needs of all. It is important that in our school we meet the diverse needs of all pupils to ensure inclusion for all and that all pupils are prepared for full participation in our multi-ethnic society.

We therefore aim to ensure that:

- All children have access to a broad, balanced and differentiated reading curriculum.
- We develop an interest in and a love of books, encouraging children to become attentive listeners, independent and reflective readers
- We develop reading strategies and skills, accuracy, fluency, understanding and response to texts
- We develop the ability to use and manipulate a variety of texts, both fiction and non-fiction
- We develop children's experiences through a variety of texts including the use of libraries, ICT and other available media

### Reading Scheme

We follow the Oxford Reading Tree scheme and Project X. The books provide a variety of Fiction, Non-Fiction and Poetry texts for the children to enjoy. The teaching of reading can be broken down into 'Word Reading' and 'Comprehension'. Word reading is initially taught through phonics (Grapheme-Phoneme Correspondence) and follows the scheme: 'Letters and Sounds'. Systematic phonics lessons are taught daily in the Foundation Stage, Year 1 and year 2.

In Key Stage 2, readers develop independence by moving from the reading scheme books to free library choice. A greater emphasis is placed on reading comprehension skills, such as inference, prediction, deduction and information retrieval. Students in Key Stage Two follow the National Curriculum spelling Programme (specific word lists for each year group) to help them secure their knowledge of spelling rules and patterns.

Comprehension skills are taught specifically through guided reading sessions, Comprehension homework is sent regularly to help develop further comprehension skills, with cross curricular links as appropriate.

### **Guided Reading**

Additional guided reading sessions have been timetabled. All guided reading sessions have an objective linked to year group expectations and these are recorded on the schools guided Reading Planning/Record sheet. To ensure we have a consistent approach to the reading skills taught, we follow a half term cycle with a specific reading focus.

### **Shared Reading**

Shared reading takes place during English lessons and often forms the basis of further literacy work. This includes big books or texts displayed on the Interactive White Board. During this time specific reading skills or features of differing genre will be taught. This is an opportunity to discuss the use of language, widen the children's vocabulary and develop their levels of comprehension. Higher order reading skills and reading comprehension are explicitly taught through planned lessons based on good quality literature.

To maintain a cross curricular approach, in all lessons subject based key vocabulary is displayed. Opportunities within the lessons are planned for, so students can apply demonstrate their knowledge of the vocabulary.

### **Book Corner**

In Foundation Stage, Key Stage 1 and 2 each class has a book corner with a variety of different texts age appropriate.

In FS2 children have the opportunity to "*Read with Teddy*". Each week a child is chosen to take Teddy home and share a story: reading with and to Teddy.

Children are encouraged to bring photographs of their reading experience.

In Primary phase (Year 1-6), *The Book Box* is an initiative to encourage students to read for pleasure and reflect upon the text. Each week a child is chosen to take the book box home and enjoy reading the book from it. To make this a pleasurable experience, hot chocolate sachet and a healthy snack is included. We ask the children to replace these upon return of the box. Children are encouraged to reflect upon the text read write a short comment, expressing their opinion.

## **Individual Reading**

All children will have individual reading book either from the schools reading scheme or the school library free reader books. Reading books are sent home regularly and are recorded in the student's reading log.

Students who require more support with reading, read daily when possible with an adult in school: this could be a teacher, reading volunteer or a TA.

From Year 3 students are encouraged to keep their own record of the books they read. They are expected to make a short comment upon a book once it has been finished, in their reading record.

Throughout the school year there are opportunities and events planned to promote and instill a love of reading. These include: pillow assembly, extreme reading, readathon, a book fair and a reading challenge calendar. The school holds an annual Character Costume Day linked to World Book Day.

Across all stages, student's vocabulary, awareness of grammar and enjoyment will be developed by having an extensive experience of listening to, sharing and discussing a wide range of high-quality texts with the teacher, other adults and each other.

## **Assessment, Recording and Reporting**

Teachers use the Learning Ladders assessment tool, to provide a formative assessment of children's reading progress and attainment. Planning is adapted accordingly to reflect the outcomes of this ongoing assessment. NGRT is conducted twice a year, at the start of the Term I and at the end of Term III. The data is used to group students accordingly for the developmental reading skills.

Rising stars summative assessments are carried out half-termly to assess attainment and progress. All assessments are used to track pupils' progress in reading and staged reading books are given to children. The stages that children read are tracked and monitored. Children are grouped according to these levels, but groupings should remain flexible according to individual need and progress. As well as reading assessments, half-termly phonics assessments are carried out from EYFS to Year 2 and children are grouped in phonics lessons, accordingly to their ability. By the end of Year 2, children are expected to read and spell all high frequency words.

## **Expectations of parents**

At Star International, we recognise the strong links between support at home and success in reading and seek to encourage a positive home-school reading partnership. We recommend that parents/carers take the time to share books, discuss to further develop positive attitudes towards reading.

Parents are expected to listen to their child read and ask questions about the book to check comprehension, making comments in the reading record.

Parents are expected to listen to their children read and discuss the text as homework, making comments in the reading record. Whilst it is not expected that parents will hear their child read every day, frequent involvement in the process is still important.

Discussions about the books read and understanding of issues covered help to improve reading skills. Parents are encouraged to sign and comment in the reading record.

### **Library**

The School Library contains a variety of Free Reader books as well as Fiction and Non-Fiction books. All children are entitled to borrow Library Books. A weekly library session is timetabled for each year group. Students have the opportunity to change library books once per week.

### **The role of Teaching Assistants**

Teaching Assistants are expected to take an active role in supporting children with their reading as directed by the Class Teacher. This can include working with groups of children during the English lesson, or hearing individual children read.

### **The Role of Volunteers**

The school encourages people who have some time to come into school to hear readers. The volunteer will be allocated to a class teacher who will then select children who would benefit from the extra reading to an adult.

At Star International we strongly believe that the teaching of reading is greatly helped if there is strong communication and support from parents.

### **POD and Equal Opportunities**

Those children who, as a result of assessment or normal classroom activities, are identified as needing extra support will be monitored closely by the Class Teacher and the SENCO.

Specific interventions will be put in place to support those students, other intensive programmes may be used if the need arises. Parents will always be informed and involved.

### **EAL**

Children who require additional support with English as an additional language are supported by EAL teacher either in class lessons or taken for small group work.

### **Review**

This policy was written by the English coordinator with consultation with SLT and the staff and will be revisited each year. A full review will take place every three years. The policy was agreed by the Governing Body.