



Kimberworth Community Primary School

A Learning Community : Learning for Life

The teaching of Reading

Rationale

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

Teaching and learning

The English reading curriculum is taught by the class teacher who will plan activities and tasks offering a range and balance of experience from Year 1 to Year 6. In order to raise attainment in reading, teaching at Kimberworth Community Primary School comprises of a balance of different teaching methods:

- Shared and modelled reading
- Guided reading
- Individual reading
- Reading for enjoyment

Shared and Modelled Reading

In shared reading 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 pupils, 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

Guided reading sessions are planned for and take place at all year groups from Year 1 to Year 6. In guided reading, the responsibility for reading shifts to the learner. The teacher structures all reading tasks with pupils, who are grouped by ability, 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. The text is at an 'instructional level' for the majority of the group. This enables pupils to read the text with sufficient ease but with a limited amount of challenge. It is intended that guided reading provides a forum for pupils 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.

Reading for enjoyment

Reading for pleasure and enjoyment is given a high priority and sufficient time is allowed for this. Pupils are encouraged and inspired to read for entertainment at home. At school they are given opportunities to consolidate their reading and to use their developing skills in a range of contexts. Reading skills are cross-curricular and many opportunities are provided for pupils to practise and extend their reading in other subjects. Children have access to a wide range of quality texts in order to extend and develop their reading skills and interest in reading.

Role of the teacher:

- to follow the school's policy with the aim of helping pupils to become independent readers;
- to model the act of reading through shared reading and to provide focused support through guided reading;
- to assess the pupil's progress as a reader and provide explicit guidance for their development;
- to use reading as a means of locating information;
- to foster a love of reading as an enjoyable, stimulating and worthwhile activity;
- to create a supportive environment for reading.

Role of parents/ carers:

- to regularly listen to children reading at home, where appropriate particularly in the early stages of learning to read
- to encourage children to read at home
- to create a supportive environment for reading
- to regularly model reading to children, where appropriate

Inclusion

All children are offered equal opportunities, irrespective of ability, disability or need. Education is considered to be a three-way partnership of pupils, parents/carers and all practitioners who work in school. At Kimberworth Community Primary school we recognise the right of all children to a broad, balanced, inclusive and differentiated curriculum, which takes into account their social, emotional and physical needs.