



## **Durham Lane Primary School Reading Policy**

**Reviewed: November 2019**  
**Review: November 2021**

**Staff Member Responsible: E. Barrett**  
**Head Teacher: Mrs. Gregory**  
**Governor: Mrs. A. Corner**

At Durham Lane Primary, we believe reading is a quest for meaning which requires the reader to be an active participant. A love of books and reading contributes not just to language and literacy development, but is also of immense personal and social value. We want our pupils to enjoy reading for pleasure as well as using it to acquire knowledge.

### **In our school, reading is taught through a range of methods including:**

- Providing all children with a stimulating range of fiction and non-fiction texts which includes a range of reading schemes throughout the school;
- A strong and systematic emphasis on the teaching of phonics and other word level skills;
- Providing daily opportunities for reading (shared, guided and individual);
- Teaching children to use a range of strategies to get at the meaning of a text;
- Reading aloud to children and discussing texts;
- Providing opportunities to learn about different authors throughout the school;
- Building up a sight vocabulary from Foundation Stage onwards;
- Encouraging children to read labels, captions, notices and displays;
- Encouraging children to become independent and reflective readers who are able to develop their own personal tastes;
- Teaching higher order reading skills of skimming and scanning to obtain specific information;
- Teaching inference skills from KS1, using specific inference training techniques;
- Providing a regular quiet-reading session;
- Providing an inviting book area in each classroom;
- Teaching children about vocabulary by using a range of 'Word Power' strategies.

### **Guided Reading:**

- Wherever possible, we do **guided reading** every day. Children are placed in groups according to their reading ability. The teacher works with a group and guides children through a range of reading activities, according to their age and needs. The teacher plans what will be done with this group using an agreed planning format. Objectives are chosen from the National Curriculum. These objectives are annotated and dated after each session and highlighted when they have been achieved. This provides a running record of each child's progress. The teacher also writes in the child's individual reading record when guided reading has taken place. During guided reading time, the rest of the class are employed doing other reading activities (this could include silent reading, buddy reading, finding information in books, phonics activities, reading comprehensions, book reviews etc.) or other English activities such as spelling work, using a dictionary or correcting written work from previous lessons.

### **Individual reading:**

- Children are encouraged to read individually in school and at home. To enable this, we use a range of structured reading materials. These are housed in two designated areas in the school. Each teacher has a system for changing these books regularly when an adult indicates that the book has been read and teachers encourage children to read with adults at home.

- As well as our structured reading scheme books, each classroom has a well-stocked reading corner which the children can choose books from to read at school or at home.
- Our more able readers who have either completed the reading scheme books or who the teacher feel need to be challenged, are encouraged to undertake "The Big Cat Challenge". These books are specifically designed to be at a higher level and teachers record the usage of the books in a variety of ways.

### **Assessment:**

- Teachers regularly assess reading to ensure that all children make good progress; these assessments inform future learning and support. Assessments are carried out each time guided reading takes place, but summative assessments are also used to check that children can do reading comprehensions effectively.

### **Bookworm of the Week:**

- Each week, teachers choose a child who has done something exceptional in their reading. This might include reading at home more regularly, giving good answers in guided reading activities, writing a book review or completing a Big Cat Challenge book. This child is awarded a certificate and sticks their individualised bow/bowtie on their designated bookworm in the hall where it is displayed for all to see for a week.

### **Reading schemes:**

- At Durham Lane School, we believe in offering our pupils a breadth of reading materials to help them acquire the necessary reading skills and to foster a love of books within them. For this reason, we do not have just one main reading scheme available. The following list outlines the main reading schemes which we use in school as individual home/school reading materials. These scheme books are colour coded according to the readability of each book. Teachers have a book banding order list which also includes approximate reading levels for each book band:

- Oxford Reading Tree- Stages 1-11, Glow Worms, Fireflies, Floppy's Phonics, Snapdragons, First Stories, Project X, All Stars
- Oxford University Press- Treetops Stages 10-16
- Oxford Literacy Web
- Ginn Pocket books
- Collins Big Cat Phonics
- Storyworlds levels 1-9

In addition, teachers also use the following schemes during guided reading sessions:

- Storyworld Bridges
- Treetops
- Rigby Star Readers
- Jolly Phonics Readers
- Literacy World
- Oxford Reading Tree including ORT Phonics and Project X

Teachers also use a range of fiction and non-fiction texts which do not belong to any particular scheme, in order to enhance their teaching of reading skills.

### **Other ways we encourage a love of books:**

- Annual book fair with profits being spent on books chosen by staff and/or School Council;
- School library run by older KS2 children where all children can borrow books on a rota basis;
- Visits from authors;
- Mobile library visits the school regularly;
- Links with the library service as available.

### **Changes June 2017**

Page 1- added teaching inference skills from KS1, using specific inference training techniques

Page 1 changed from objectives are chosen by using level descriptors to Objectives are chosen from the National Curriculum.

Page 1 added\_(this could include silent reading, buddy reading, finding information in books, phonics activities, reading comprehensions, book reviews etc.) or other English activities such as spelling work, using a dictionary or correcting written work from previous lessons.

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