



READING GUIDANCE

AGREEMENT	DATE
<i>Agreed by Co-ordinator and Staff</i>	7/7/11
<i>Agreed by Curriculum & Inclusion Committee</i>	8/12/11
<i>Agreed by Full Gov. Body Committee</i>	22/3/12
VERSION 5.0	
DATE OF NEXT REVIEW	1/15

PRINCIPLES

At Ravenbank we provide a print rich environment, which encourages every child to want to be a reader and enjoy books.

Pupils are encouraged to become confident, enthusiastic, critical and independent readers. They should be able to cope with print produced in a variety of forms and for a variety of purposes and read for information, interest and enjoyment.

It is an environment, which is rich in books - picture, fiction, non fiction, poetry and play scripts, of the highest quality; in collections, by author, or topics, an environment rich in displays featuring signs, titles, captions, and explanations.

Alternative materials for reading include newspapers, comics, magazines and web pages.

PROCESS

We aim for pupils to be able to:

- Understand the features of a book and how it works.
- Have an interest in words and their meanings.
- Use a range of strategies, which will help them to read with meaning, fluency, accuracy and expression.
- Use appropriate reading strategies to find and interpret information.
- Reflect on their reading and offer a personal response to a wide range of texts.
- To understand how the format and language changes with different genre.
- To use inferential skills to find meaning beyond the literal.
- To appreciate the tools of the writer and the techniques used to involve the reader in the text. To build these strategies into their own writing.
- To appreciate the work of individual authors, illustrators and publishers.

- To read for and with other children and adults in a variety of situations.
- To read silently with a specific focus for the reading.
- To use a range of resources, including classroom materials, the school and public libraries for a range of reading materials.
- To use ICT based reference materials for information.
- Children are introduced to reading journals and become more independent in their use as they progress through school and it is appropriate to do so.

PRACTICE

In Foundation Stage and KS1, children enjoy the sharing of Big Books, guided reading books and books to go home, which are 'banded' according to the Guided Reading manual - in colour sequence - pink, red, yellow, blue, green, orange, turquoise, purple, gold, white and lime. This has been supplemented with copper, topaz, ruby and emerald, sapphire, diamond and some "structured" books beyond diamond.

On transition from KS1 to 2, the children continue on Book Bands, until secure level 4 readers before moving to choosing books from class collections and the school library. Library van exchanges occur twice yearly, topic packs are also changed half termly. We are constantly extending our resources for reluctant readers, taking account of Better Reading Partners' advice. Children experiencing difficulties have regular, individual support. Where possible, this includes a Better Reading Partner. Additionally, we have purchased a set of Barrington Stoke books to help children who have been diagnosed with dyslexia. These books have appropriately sized, bold print to help children read books which are suitable in interest level and reading ability.

Home Reading

In FS children are encouraged to enjoy books with parents reading to children, not children reading to parents. Independent reading phased in when appropriate.

In KS1 children read home reading books and comments are encouraged between home and school. At the point of writing, the use of "I can"

statements has been discussed with staff and the SLT. We have also introduced a Reading Journal in UKS2.

REVIEW

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.