

POLICY STATEMENT FOR READING WOOD FARM PRIMARY SCHOOL, HEADINGTON, OXFORD.

June 1998

DEFINITION

Reading is much more than the decoding of black marks on a page. It is a process that requires understanding and response to all types of writing. It is a quest for meaning and one which requires the reader to be an active participant.

AIMS

All children have a right to learn to read. In order to ensure that this entitlement is achieved it is important that:-

- reading is seen as a worthwhile and enjoyable experience
- children in school receive consistent messages about reading and themselves as readers
- teachers are aware of what is involved in the process of reading
- teachers ensure provision is made for all learners
- children should become self-motivated readers
- children are taught to value and look after books.

In order to achieve the above aims, it is important to ensure that:-

- staff are able to articulate confidently and clearly how reading is taught throughout the school
- teachers recognise what constitutes progression in reading
- reading and the acquisition of reading skills are embedded in the whole curriculum
- the links between reading and writing are recognised and that these are exploited in order to enhance the development of both
- time is allocated within the curriculum for the teaching and developing of reading. This includes a daily Literacy Hour and daily E.R.I.C time

- teachers have the opportunity to attend INSET on the teaching of reading and have access to literature on the teaching of reading
- there is differentiated support for learners
- there is a stimulating reading environment in each classroom.

RESOURCES

- there is a wide range of quality reading resources which are easily available to all children and teachers
- all materials used to teach reading consist of meaningful texts which conform to the normal patterns of written English, and do not use artificially constructed language.
- reading resources are reviewed annually by class teachers
- there is a school library which contains non-fiction books which can be borrowed on a regular basis by all children and staff within the school.

We are developing and using a whole school book buying policy.

ASSESSMENT

- records are both summative and formative
- each child has check lists for letter names, sounds, blends and high frequency words
- records of an individual's achievements are carefully and consistently monitored and are accessible to those who have a legitimate interest in the child
- the yellow Oxfordshire Reading Record booklets are filled in termly by teachers.

PARENTS

- the role of parents and families in supporting the child's development as a reader is recognised
- parents are fully informed about the school's approach to the teaching of reading and their role in that process
- parents are encouraged to be closely involved in positively supporting children's reading
- each child has a book bag and either a green parent record book or a blue pupil record book

- a reading booklet is given to parents of new children at pre-school interviews in order to explain how they can best help their child

EQUAL OPPORTUNITIES

Teachers recognise the range of language and experiences that children bring to school. In order to promote confidence and self esteem these differences are valued, and drawn upon in a positive and constructive way. (Refer to school's Equal Opportunities Policy statement).